



Continuing Education
Larimer Campus

Community Partner Policies and Guidelines
2015

Welcome and Purpose

Thank you for your interest in teaching with the Continuing Education Department at Front Range Community College. This document serves as a quick overview of the department, our working relationships with individuals and organizations, and some guidelines for community partners. We look forward to partnering with you and welcome any suggestions you may have for us.

Front Range Community College and the Continuing Education Department

The College

The mission of Front Range Community College is to enrich lives through learning. Our purpose as an institution of higher education is to serve anyone 17 years of age or older who can benefit from college preparatory and two-year college-level credit instruction. We provide education and training, both in general education and in occupational areas, which may lead to a certificate; an associate degree in applied science, arts, science or general studies; or transfer to a four-year institution. We also serve people of all ages who can benefit from non-credit instruction for personal and professional development. We serve every member of our communities by developing and enriching the local economy and culture.

The Continuing Education Department

The mission of the Continuing Education department is to serve as a dynamic resource for personal, workforce, and business development. We offer a wide range of noncredit courses, customized training, and off-campus credit courses. As an auxiliary account within the college, we must be financially self-sufficient. Every dollar that we generate goes towards our efforts to create, market, and support our programs.

One way we seek to fulfill our mission is to partner with instructors, consultants, businesses, and community service organizations to offer high quality, adult focused, learner-centered, skill-based courses and training.

We have one focus...student success.

Continuing Education provides courses through open enrollment (on-site and distance learning) and contract training. Our audiences are wide ranging and include individuals seeking to learn English or an additional foreign language for personal or career reasons; businesses seeking to upgrade the skills of their workforce or to optimize business operations; individuals seeking to re-enter or upgrade their position within the workforce; individuals seeking to gain a new skill for personal enrichment; or, an individual seeking to receive counseling and training to start up or expand an existing business.

Types of Teaching Arrangements

There are two types of teaching arrangements that the department enters into with individuals and organizations. They are adjunct instructors, and community partners.

Non-Credit Adjunct Instructors

These individuals become employees of the college as non-credit adjunct instructors. For most courses, but not all, the course learning objectives, guidelines, and text are established by the Continuing Education department. Instructors have the freedom and are expected to create lessons plans and instructional activities that will support students in meeting those learning objectives.

They report to and receive teaching assignments from Continuing Education program development staff.

Community Partners

These individuals or organizations serve as independent but sponsored entities of the college. Similar to the contract trainers, they serve as independent contractors of the college. Unlike the adjunct instructors and contract trainers these individuals or organizations create all of the course content for the courses they offer. Community partners submit a course proposal form to the Continuing Education department. If the proposal is accepted the partners work with Continuing Education program development staff.

The Role of Community Partners at Front Range Community College

Community partners serve a unique role within the college. They partner with the Continuing Education department to provide learning opportunities beyond the normal scope of an academic institution. The community partnered courses are structured in the spirit of the free university movement allowing for an equal exchange of ideas among participants.

Community partners are not employees of the college, but independent contractors.

Being a community partner allows a high level of instructional freedom because these instructors choose the course content, day, and time, subject to room availability. The college serves as a gathering place, and its staff as organizer, instructional consultant, and marketer. It is a win-win situation for the community and the college.

Official Paperwork and Minimum Requirements

In order to become a community partner individuals or organizations must complete a course proposal form. These forms are reviewed on a semester basis. Deadlines for submission are posted on the Continuing Education website or can be obtained by calling us at 970-204-8686.

If the Continuing Education department believes your course is an appropriate and desired addition to our current offerings an interview will be conducted. A partnership agreement is established each semester, and is not guaranteed from semester to semester. Partnerships can be terminated at the discretion of the college and the partner at any time.

All non-credit instructors including community partners should have at least two but preferably three years of teaching experience in the discipline they are interested in teaching. Two years non-teaching professional experience in the related field is also recommended.

Pay Rates

As stated earlier in this document, the Continuing Education department operates as a nonprofit auxiliary within the college. Every dollar generated from registration fees goes toward our efforts to create, market, and support programs. Community partners can be assured that student registration fees are going toward those efforts. We are a lean operation.

Community partner instructors generally split registration fees 60%/40% with the college, (60% college/40% community partner). If the course is being held off campus at a location determined and supported by the community partner a 50%/50% split can be considered. Community partners

invoice the college for student registration fees based on the students that attend the course along with any previously agreed to expenses such as material reimbursements.

For the college's percentage of the course fee community partners receive the following:

- **Registration and Drop/Add Services** - An online student registration process that is accessible 24 hours a day including holidays; a phone-in registration process that is available 5 days a week, Monday thru Thursday, from 9am to 5pm and Fridays from 9am to 4pm, except on holidays; and walk-in or mail-in support.
- **Marketing** - A professionally produced schedule available while supplies last at libraries and various other locations throughout the community (once per semester). The schedule will also be available electronically on the Continuing Education web page at www.frontrange.edu/larimerce. Individual course flyers will be created and displayed at the Harmony Library on the FRCC Larimer Campus, and posted as needed throughout the community.
- **Meeting Space** - Academically and community focused classroom space suitable for a variety of topics.
- **Ideal Parking** - Parking is free for instructors and students making the campus accessible and easy to access.
- **Focus on Student Satisfaction** - Every member of the Continuing Education staff is dedicated to making each student's experience at the college a good one. From the registration process to the last hour of class, we help instructors meet and exceed student expectations.

Community partners and Continuing Education program directors will work together to establish a course registration fee that will sell in the marketplace. Community partners and program assistant will also agree upon the minimum number of students needed to run the course. Once these are established a formal notification is required to make changes. Changes should be made before the start of a new semester and not during the middle of a semester

If a community partner decides to cancel a course and the agreed upon minimum number of students is met the college reserves the right to decline a course proposal from that community partner the following semester. The commitments we make with our students through a set schedule should be honored. Cancelling a class when agreements have been made weakens our working relationship and the college's relationship with students. It can also build a negative reputation in the community. We want to avoid this at all costs.

Communication

It is important for community partner organizations and instructors to maintain regular and on-going communication with the program directors and the Continuing Education support staff. Because our office handles a high volume of incoming phone calls and messages from students, our preferred method of communication is email. Community partners are required to provide phone and email contact information.

Instructional Responsibilities and Support

Brief Overview of Support

Questions regarding student numbers, classroom assignments, scheduling conflicts, and class packets should be directed to the Program Assistant. Because our partners are independent contractors, IRS rules dictate that overall support for conducting a course should be kept to a minimum.

Coming to Campus

It is our expectation that instructors arrive 30 minutes prior to the start of each class session. This allows adequate time for setting up the classroom, reviewing lesson plans or presentations, troubleshooting problems that arise, and visiting with students. Our office is available to instructors Monday through Friday. We are not open on weekends.

There are times when a classroom that has been assigned to a community partner is in use 15 minutes prior to the start of class. This will be indicated on the room grid that is posted outside of all classrooms.

Name Tag

All community partner instructors are provided nametags. We ask that instructors wear them when they are on campus and in the classroom. It is a signal to the students that you are a part of the college and that you are there to help them.

Class Packets and Evaluations

For each class session the Continuing Education department will provide the instructor with a packet of information. The class packet includes the following items: class roster, class sign-in sheets, computer log-ins (for computer classes only), handouts and/or textbooks (if applicable), certificates of participation (professional development classes only), and evaluation forms. It is the instructor's responsibility to pick up the class packet from the Continuing Education office and return it after the last day.

Course Materials

Necessary handouts and/or textbooks must be listed in the course proposal form so that the cost of reproducing or ordering these items can be included in the cost of the class.

Multimedia/Audiovisual Equipment and Computer Use

Most of the classrooms have a computer, LCD Projector (in the ceiling), TV/VCR and white board. Community partners can be provided with computer log in access. Access is obtained via a user

name and password. This user name and password can be used in any of the classrooms on campus. If for any reason you need additional multimedia or audiovisual equipment it is your responsibility to provide it.

Community partners can bring their own laptops, but it is our recommendation that instructors to bring presentations to the college via a flash drive, to be used in the instructor computer in the classroom.

Instructor Initiated Class Cancellation and Rescheduling

We highly discourage cancellations and rescheduling, but we also understand that this is sometimes unavoidable. In the case of an emergency or illness the Continuing Education staff will contact the students for the instructor.

Continuing Education Initiated Class Cancellation and Rescheduling

All non-credit courses need a minimum number of students to run. Registrations for courses are usually accepted up to the day of the course in order to meet customer expectations and needs. However, the deadline for determining class cancellation is generally two business days prior to the start of class. The logistics support staff will contact community partners via email to let them know if their class is running or if it is cancelled.

There are times that class sessions need to be rescheduled due to classroom conflicts, college special events, etc. In that event, the Continuing Education will contact the community partners and provide them with the rescheduling information.

College Closures

Announcements regarding the closure of the college due to weather or health and safety emergencies will be handled via email and telephone messages. Most weather closures will be announced on the local news along with other school closings. If you are unsure, call the Continuing Education support staff for clarification.

Student Registration and Class Rosters

All students must be pre-registered for Continuing Education classes in order to attend. If a student is not on the roster, that student cannot attend. We do not accept walk-in registrations. It is a strict college fiscal policy that instructors are not allowed to take any form of payment for course registration fees.

Student Attendance and Participation

Participation in a non-credit course is the student's choice. There are many times that students do not attend a class session in a longer course and even for one-day courses. All of our students are adults and we expect that instructors will treat them as such. It is their responsibility to attend if they so choose.

As the instructor for a professional development course, you can set a minimum number of classes that students need to attend in order to qualify for a certificate of completion or participation. Making the students aware of this number should be done during the first class session so that expectations are clear. A sign-in/attendance sheet is provided in each class packet. This sheet must be returned to Continuing Education at the conclusion of the course.

Testing and Grading

With only a few exceptions, non-credit courses do not receive a grade. Instructors are not expected to test the students or provide a final grade.

Course Outlines, Lesson Plans, and Activities

Course outlines consist of the course description, learning objectives, and designated length of the course and individual class sessions. It is the responsibility of the community partner to create lesson plans and activities that help the students meet the stated learning objectives. The course outlines should be provided to the Continuing Education program director before teaching the course. This is usually done via the course proposal form.

Classroom Responsibilities and Courtesies

The moving of tables, chairs, and other classroom furniture is completely acceptable. However, But, as a courtesy to fellow instructors, students, and the Continuing Education staff, instructors are responsible for moving furniture and moving it back in place following the class session. Instructors are also responsible for cleaning off class notes from white boards for their class session. A general rule is to leave the classroom as it was found.

Public Safety

The Public Safety staff is responsible for securing the campus and general unlocking of doors. If you have a safety emergency or need to have your classroom door unlocked, you can contact Public Safety at 970-204-8124, or by lifting the receiver from any of the red phones in the hallways of the classroom buildings at the Larimer Campus.

Off Campus Sessions

When an instructor is teaching off campus all class packet information will be available to be picked up in the Continuing Education office, sent to the instructor via the mail or as attachments via email.

Atmosphere of Trust

The Continuing Education department spends a large amount of time and money to bring students and clients to and through the college. We trust that our instructors intend to do their best to meet course expectations. Because of this trust we will not dictate lesson plans or classroom activities, but we will conduct evaluations and provide honest feedback. Our expectations are high because we know that our instructors are talented and can meet the challenge.

We also trust that our instructors will honor the relationship that the college has with the students and clients. If a student or client is interested in having you conduct consulting or training outside of the college please contact our department first. As well, self-promotion or solicitation of work from students or clients is prohibited.

Academic Freedom Guidelines

Front Range Community College (FRCC) believes that education should help student's function well in a dynamic society. To do so, students must gain knowledge and cultivate critical thinking skills. In order to accomplish the goal of providing the highest quality education possible, we believe that no restrictions should hamper the spirit of investigation, free inquiry, and open discussion in the classroom. Instructors should exercise professional judgment in the selection and interpretation of ideas. They have the freedom to choose the methods of instruction, guidance, tutoring, testing, and evaluation deemed most effective in achieving these goals.

The college regards all instructors as professionals who support the community college philosophy of education designed for easy access and opportunity. All instructors are qualified by certain licenses, degrees, or credentialing. The qualifications also extend beyond paper documentation, however. Instructors are expected to bring their expertise, their enthusiasm, their concern for achieving well-defined objects, and their unique experiences into the classroom and to transfer something of themselves to the students

Commitment to Excellence in Adult Teaching and Learning

The Continuing Education department is committed to creating programs based on the principles of adult learning. As such we believe that...

- Adults are autonomous and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts.
- Adults have *accumulated a foundation of life experiences and knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge and experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

- **Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.**

- **Adults *are practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.**

- **As do all learners; *adults need to be shown respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.**

Adapted from <http://honolulu.hawaii.edu> "Adults-2" by Stephen Lieb, Senior Technical Writer and Planner, Arizona Department of Health Services and part time Instructor, South Mountain Community College from VISION, Fall 1991.

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