Instructor Policies and Guidelines
Welcome and Purpose

Thank you for your interest in teaching with the Community Education Program at Arapahoe Community College. This document serves as a quick overview of the college, our department, and processes and procedures for instructors and independent contract instructors. We look forward to partnering with you and welcome any suggestions you may have for us.

Arapahoe Community College takes pride in being an integral partner within the communities that we serve. The following vision and mission statements reflect our core principles.

Vision Statement

To be the leader in community college education for the State of Colorado.

Mission Statement

To provide innovative and responsive educational and economic opportunities in an accessible, inclusive environment that promotes success for students, employees and the community.

Statement of Values

Life-long Learning

We uphold the highest academic standards and support the growth and success of each individual.

Integrity

We encourage the free exchange of ideas in an open environment that embraces honesty, respect and personal responsibility.

Community

We foster trusting relationships and respectful communication through collaboration with our students, employees and education providers.

Strategic Directions

Student Success

Equip students with essential skills for academic, personal, and professional success through excellence in teaching and learning.

Technology
Provide a technological proficiency and infrastructure that faculty, students, and staff need to advance best practices in teaching, learning, and College operations.

**Communication**

Provide strengthened communication for information, dialogue, and collaboration.

**Partnership**

Expand and forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing ACC as an integral and influential member of the community.

**Sustainability**

Operate the College in a responsible manner that values, manages, and preserves our human and natural resources.

Additionally, the Community Education Program has created its own identity with the broader context of the College

**Vision Statement**

The Community Education Program at Arapahoe Community College is a leader in developing and providing creative, innovative, programs, courses, and services for lifelong learners.

**Mission Statement**

Non-credit courses, programs, and services are offered to enhance the quality of life of participants, which are provided at a reasonable cost, and meet the diverse needs of the community often in partnership with local organizations and small businesses.

**Guiding Principles**

We encourage learning for a lifetime through our helpful attitudes; high quality, diverse courses, programs and services; and an innovative approach to tasks; a creative spirit; and a quick and caring response to individuals and the community we serve.

**Unique Selling Proposition:**

Customers enroll in our program because our educational opportunities are avocational short term, of exceptional value, informal, and fun. Courses are developed and taught by excellent instructors. We have a customer-oriented staff and operating system to make lifelong learning at ACC an outstanding experience.

**The Community Education Department**
Program Summary

The Community Education Program at Arapahoe Community College is a self-supporting program which generates revenue through non-credit course tuition and fees that is used to pay all community education salaries and operating expenses including marketing and rental for office space. An administrative overhead fee on all expenses is paid to the college. Therefore, we have a lean operation and follow a strategic business model.

We have one focus...student success.

Community Education provides courses through open enrollment (on campus, offsite, and online). Our audiences are wide ranging and diverse. 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. Additionally, we provide exceptional programs for children through the Youth College program.

Hundreds (400+) non-credit courses are advertised and offered each season (4 terms per year). Many courses are offered repeatedly as interest is very strong. Many new courses (10-20%) are offered each term to meet the changing needs of the community. Broad topic areas include:

- **Arts and Crafts**
  Courses focusing on drawing, painting, photography, and general crafts
- **Business**
  Courses designed for the small business entrepreneur
- **Career Focus**
  Workshops, seminars, and certificate programs designed to assist those in finding, changing, or training for a career
- **Computer Applications**
  Courses for the home computer user, in three and six hour formats using the latest software
- **Language and Culture**
  Courses for travelers, business interests or for pleasure
- **Home and Garden, and Cuisine**
  Workshops for in and outside of the home for the do-it-yourselfer and healthy cooking, wine tasting, other topics
- **Health, Fitness, and Beauty**
  Courses promoting a healthy life with traditional and alternative methods, personal safety
- **Recreation and Travel**
  Courses include sports and recreational activities, day excursions, genealogy, bridge etc.
- **Personal Finance**
  Courses to improve financial security
- **Music and Theatre**
  Courses to develop musical and theatrical interests and talents
- **On-line**
  Courses in a variety of areas that can be completed at home or work
- **Personal Development**
A mixture of courses including self development, spirituality, and other topics

- **Senior’s**
  Courses specifically for people over 65 and older and includes the Experitas (formerly Elderhostel) Program

- **Writing**
  Hone writing talents whether for fiction or non-fiction.

- **Youth College**
  Courses for children in grades K-12, includes, GED Test Preparation, Summer School, after school programs, summer enrichment

**Course formats:**
Formats vary from 1-10 sessions per term (season) depending on the course topic.

**Course locations:**
Courses are held at the ACC Main Campus, Art and Design Center, The Hudson Gardens & Events Center, Euclid Middle School, Highlands Ranch High School, Castle View High School, University Center at Chaparral High School, and numerous other locations including art studios and private businesses.

**Course instructors:**
Over 200 part time instructors teach in the program each term. Some have degrees in their respective subject areas. All are experts in their fields.

**Program Staff:**
2 full time, 3 part-time registration assistants, and one part-time coordinator for Elderhostel Program.

**Enrollments:**
Annually, there are approximately 7-10,000 enrollments in Community Education courses and programs.

**Community Business and Organization Partnerships Affiliations:**
Dozens of Community Education instructors are owner/operators of consulting businesses or small businesses. Many organizations/businesses provide space, curriculum, and/or instructors for courses Some of the larger businesses/organizations with whom we have partnered in the last few years of years are listed below. Through salaries, rental fees, and other activities, the Community Education Program is a vital contributor to the economic development of the communities we serve.

| Public schools within our service area | The Barnes Ranch |
| Norma Sands Studio | Hudson Gardens and Events Center |
| Arapahoe Acres Nursery | Yoga Connection |
| Mountain Dance Theatre | Hobby Lobby |
| Education2Go | Gaitlin Education |
| PBS Private Lessons | Mind Wing Concepts |
| Jafrika | Science Adventures |
Campus Activities
Community Education also partners on campus to increase revenues through entrepreneurial activities. Programs who have been our partners include:

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Special Projects:
In addition to our regular course activities, we are engaged in various other projects in cooperation with other education institutions and community organizations. For the past several years we have held the Community Education Student and Instructor Art Exhibit, provided speakers for the Colorado Garden and Home Show, coordinated the Summer School Program, and managed eLearning Consortium of Colorado annual conference. Additionally, there is considerable involvement with the SmArts organization that is spearheading an effort to build a large visual and performing arts complex for the south metro area.

Future Directions
In order to be successful in the future, it will be imperative that we continue to increase our partnerships with local organizations. The need to expand our services to Douglas County will require additional resources to meet the needs of Parker, Castle Rock, and Highlands Ranch.

Additionally, the program is investigating the expansion of services to the 50+ age group.

Social networking activities including a new Web site, use of blogs, email newsletters, twitter, and other technologies that emerge will be used to meet student demand.

Education Providers: Types of Teaching Arrangements
There are three types of teaching arrangements that the department and its centers enter into with individuals and organizations. They are adjunct instructors, independent contractors, and education providers.

**Community Education Non-Credit Adjunct Instructors**
These individuals become employees of the college as non-credit adjunct instructors. For the most part, learning objectives, guidelines and texts are established by the Community 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 the program director.

**Independent Contractors**
These individuals serve as independent contractors of the college. The learning objectives are presented to the Community Education Program Executive Director by the contractor for approval. Similar to the adjunct instructors the contractors are expected to create training sessions and other instructional activities and materials that will support students in meeting established learning objectives.

**Community Partners**
These individuals or organizations serve as independent but sponsored entities of the college. They serve as independent contractors of the college. All course work and presenters are provided by the sponsored entity. Some of these providers will be sent a letter of understanding when no financial transactions occur between the college and the provider.

**Expectations and Policies**

**The Role of Education Providers: Instructors and Contractors**

Education providers partner with the community education office to provide non-credit learning opportunities to meet the diverse needs of the community. These education providers are selected very carefully to make certain the best service is given to the college’s constituents. These providers choose the course content, day, time, and location for teaching. The college serves as a gathering place, and its staff as organizers, instructional consultants, and marketers.

**Official Paperwork and Minimum Requirements**

In order to become an education provider individuals or organizations must complete a course proposal form including a resume. These forms are reviewed each term. Deadlines for submission are posted on the community education website or can be obtained by calling the office at 303.797.5722.

If the Program Director believes your course is an appropriate and desired addition to our current offerings, a formal interview will be conducted. A provider role is established each term and is not guaranteed from term to term. Partnerships can be terminated at the discretion of the college and the provider at any time.
Providers should have at least one but preferably more 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, the community education department operates as a self-supporting entity within the college. Every dollar generated from registration fees goes towards our efforts to create, market, and support programs.

Pay scales are based on the program area, partner qualifications and more. Most partners are paid on an hourly rate begin with $18 per hour. Other options may be considered and are very limited based on several factors including class location. Upon completion of the courses, providers invoice the college for student registration fees based on the students that attend the course.

There are times that students will be listed on a course roster, but do not attend the course. A handful of situations could have happened such as the student forgot about the course, a family emergency or personal illness occurred, etc. Although this is not a stated policy, in most cases we will refund the student. We want students to have a pleasant customer service experience and return for class at a later date. That is why we do not pay instructors for “no shows”, but for those students that actually attend a class.

For the college’s percentage of the course fee education providers 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 Friday from 8 a.m.-5 p.m. except on holidays; and walk-in, mail-in, or fax-in support as well as online chat support during business hours.

- **Marketing** - A professionally produced schedule direct mailed to 140,000 households in the college’s service area each term (4 times a year).

- **Meeting Space** - Academically and community focused classroom space suitable for a variety of topics.

- **Parking** - Parking is free for instructors and students making the campus accessible and easy to access.

- **Focus on Student Satisfaction** - Every member of the community 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.

The community education program executive director will work to establish a course registration fee that will sell in the marketplace. Education providers and program directors will also agree upon the minimum and maximum numbers of students needed for a course. Once these are
established a formal notification is required to make changes. Changes can only be made before the start of a new term.

If an education provider 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 education provider 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 education providers to maintain regular and on-going communication with the program directors and the program manager. Because our office handles a high volume of incoming phone calls and messages from students, our preferred method of communication is email. Education providers are required to provide phone and email contact information.

**Instructional Responsibilities and Support**

**Brief Overview of Support**

Once a course has been placed into the schedule by ACC program staff, the information is then handed off to the logistics support staff. This staff consists of the community education coordinator, the program assistants and the front desk lead/customer service associates. Questions regarding student numbers, classroom assignments, scheduling conflicts, and class packets should be directed to the logistical support staff. The day to day operations are handled by this team. The creation, planning, marketing, promotion and evaluation are handled by the program director. In addition, because our partners are independent contractors IRS rules dictate that overall support for conducting a course should be kept to a minimum. Any extra marketing beyond the usual marketing completed through community education is at the discretion of the contractor but with prior approval by community education. Approval consists of printed and online promotions.

**Coming to Campus**

It is our expectation that instructors arrive 15-30 minutes prior to the start of each class session. This allows adequate time for setting up the classroom, reviewing lesson plans or presentations, trouble shooting problems that arise, and visiting with students. There are times when a classroom is in use 15-30 minutes prior to the start of class. Please be patient.

**Campus ID’s**

Education Providers may be issued a campus id. Those are available at the Campus Police Office and should be obtained prior to teaching. Providers should 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. Also, the card is used for room access and for use in the Library and Bookstore.

**Class Packets and Evaluations**
For each class session the community education department creates a first and last day class packet. The class packet contains the following items: class roster, class sign-in sheets, computer log-ins, and evaluations (based on college evaluation process). These packets will be sent via the mail or electronically.

**Course Materials**
Generation of course handouts and other course materials is the responsibility of the education provider. A materials fee may be added on to the registration fee and collected at the beginning of or during the first class session. This information must be included in the course proposal form so that it can be added to the course description listed in the schedule. Education providers can also assign a course text. The course text should be listed in the course proposal form so that it can be added to the course description and purchased by the students before the course begins.

**Multimedia/Audiovisual Equipment and Computer Use**
Most of the classrooms have a computer, LCD Projector (in the ceiling), and white board. Education providers 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.

The college discourages the use of personal or laptop computers with classroom LCD projectors as all of the computers and LCD projectors are connected to the college’s secure network. However, there are exceptions and directions for use of personal computers. Our preference is that instructors bring presentations to the college via a disc or flash drive.

**Instructor Initiated Class Cancellation and Rescheduling**
If for any reason you need to cancel or reschedule your class it is your responsibility to contact the community education logistics support staff first and then notify the students. If arrangements need to be made to reserve a classroom for extended class sessions, please contact the logistics support staff immediately as classroom space on campus is always limited. We highly discourage cancellations and rescheduling, but we also understand that this is sometimes unavoidable. In the case of an emergency or illness the community education staff will contact the students for the instructor.

**Community Education Initiated Class Cancellation and Rescheduling**
All non-credit courses need a minimum number of students to run. Registrations for courses are accepted up to the day of the course in order to meet customer expectations and needs. But, the deadline for deciding class cancellation is two business days prior to the start of class. It is recommended that education providers make at least two extra copies of materials in anticipation of late registrations. The logistics support staff will contact education providers via email to let them know if their class is running or if it is cancelled.

We do understand that education providers like to know if a class is getting close to meeting the minimum number of registrations. But we also have yet to create an automated mechanism for partners to view current registrations. This is due to our registration and data support systems. We are working on this challenge and hope to have it resolved soon. Until then, we ask that
instructors assume the class is running unless they hear differently from us. Providers are usually notified one week prior to the course start date. However, that is not always the case if enrollments are marginal.

There are times that class sessions need to be rescheduled due to classroom conflicts, college special events, etc. In that event, education providers will be contacted with 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 community education support staff for clarification.

**Student Registration and Class Rosters**
Students are not “registered” in a course unless they have paid the registration fee. There are times when students will show up to a class not having paid this fee. Providers will know this because the student’s name will not be on the class roster. Some students may have payment and want to give it to the provider. It is a strict college policy providers are not allowed to take any form of payment for course registration fees. If a student is not on the class roster go ahead and admit them to class, but make sure to capture their name and phone number on the class sign-in sheet so that the office staff can contact the student for payment. Provide the information to the office the next day.

**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 education providers will treat them as such. It is the students responsibility to attend if they so choose.

**Au Pairs and Certificates of Attendance**
Many students participate in the Au Pair program through Arapahoe Community College’s Community Education Program. This program offers qualified young people the opportunity to live and study in the United States in exchange for providing childcare. An Au Pair is required to complete an educational equivalent of six semester hours of academic credit at an accredited institution of higher education.

In order for ACC Community Education Program to maintain its academic integrity as a provider of equivalent academic credit, we have developed the procedures outlined below:

1. Ask for Au Pair students to identify themselves as Au Pairs at the first class meeting.
2. Explain to the Au Pair students that the Au Pair Class Verification forms **CANNOT** be filled out prior to the end of the course.
3. Maintain daily attendance records for each Au Pair student in your class.
4. **UPON COMPLETION OF THE COURSE**, request Au Pair Class Verification forms from the Non-Credit Program department.

5. Verify the total number of contact hours the Au Pair attended, then sign and date the form. **DO NOT GIVE THE FORM TO THE AU PAIR.**

6. Return the form directly to the Non-Credit department by regular mail or fax.

Help us maintain our academic integrity by keeping accurate hours of Au Pair student attendance.

**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 education provider to create lesson plans and activities that help the students meet the stated learning objectives. The course outlines should be provided to the community 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. But, as a courtesy to others who will use the space, education providers are responsible for moving furniture back in place following the class session. Education providers 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**

Campus Police are responsible for securing the campus and general unlock of doors. If you have a safety emergency please contact them first from a classroom phone at extension 5800. If you need a door open, please call 303.797.5800. Each classroom on campus is equipped with and emergency procedures handbook located near the classroom phone. Familiarize yourself with that information.

**Off Campus Locations**

When teaching off campus, information will be provided about accessing class locations.

**Atmosphere of Trust**

We trust that our education providers 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 to help us determine our institutions effectiveness through teaching and support services.

We also trust that our instructors will honor the relationship that the college has with the students. Self promotion or solicitation of work from students is prohibited.
Academic Freedom Guidelines

The college regards all education providers as professionals who support the community college philosophy of education designed for easy access and opportunity. Providers are qualified by certain licenses, degrees, or credentialing. The qualifications also extend beyond paper documentation, however. Providers 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 Community 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. Providers 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, providers 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.

- 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. Providers must tell participants explicitly how the lesson will be useful to them.

- As do all learners, **adults need to be shown respect**. Providers 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.
In working with children programs, education providers are expected to enthusiastically transfer concepts to students, motivate students desire for learning, and embrace a multitude of teaching styles to meet the educational needs of students and provide a safe learning environment.