OLLI-W AREA COORDINATORS HANDBOOK

CURRICULUM COMMITTEE

Co-Chairs: Bruce Crawford, Rose Greer, Becky Varlas

Area Coordinators:

Art History/Appreciation & Performing Arts Appreciation – Stuart Siegell & Tom Powderly

Economics, Finance, Political Science & Law – Hays Butler & Bruce Crawford

Extracurricular - vacant

Fine Arts – Rolff Eriksen & Karen Foster

Genealogy – Barbara Hamming & Linda McMeniman

General Studies & Culture – vacant

Health & Wellness – Anna D'Amico

History (non-US & US) – Bob Ehrlich & Susan Shoemaker

Information Technology, Mobile Development, General IT – Jerry Hapka, Anita Sterling & Lew Martin

International Affairs, Physical Science & Math – Carolyn Stankiewicz

Languages – Mary Shenvi & Jackie Keoughan

Life Sciences – Saul Reine & Hisham Sherif

Literature – Susan Flook & Judy Diner

Performing Art Participation – Brian Hanson

Philosophy & Religion – Winnie Hayek

Writing – Ruth Flexman

OLLI-W CURRICULUM COMMITTEE

The OLLI-W Curriculum Committee works with the OLLI-W Program Coordinator to develop and implement a wide variety of courses and oversee instruction.

The Curriculum Committee consists of Area Coordinators and the following ex officio members: a representative from OLLI-W Council (Vice Chair, Academics); the OLLI-W Program Coordinator, the OLLI-W Outreach Specialist, the OLLI-W Manager and the recording secretary. On rare occasions, the Curriculum Committee may confer emeritus status in recognition of extraordinary service. Emeritus members are no longer active members of the Committee and do not have voting privileges.

AREA COORDINATOR ROLE DESCRIPTION

Selection and Qualifications
- Experienced OLLI instructors may be recommended by the OLLI-W Program Coordinator or Area Coordinators. Instructors may also express their interest in serving on the Curriculum Committee. All candidates are vetted by the OLLI-W Program Coordinator and the OLLI-W Curriculum Committee Co-Chairs.
- Area Coordinators should have demonstrated knowledge of the content area they represent and experience in teaching at OLLI-W.
- When a vacancy on the Curriculum Committee occurs, the Co-Chairs interview candidates, make a recommendation to the Committee providing supporting information, and a vote is taken to approve the selection. (See Appendix)
- Area Coordinators must be members of OLLI-W during their service on the Curriculum Committee.

*Time Commitment:
- Attend all Curriculum Committee meetings (approximately 4 per school term and one hour in length) unless excused.
- Prepare for meeting discussions as proposed in the agenda.
- Read and review minutes from each meeting.
- Respond promptly to all communications from the Committee.
- Review all course proposals in the content area represented; contact instructors to complete or correct submitted documents.
- Maintain contact with content area instructors throughout the semester.
- Make time for additional work when serving on a sub-committee.

*See RESPONSIBILITIES OF THE AREA COORDINATOR for more in-depth information.

RESPONSIBILITIES OF THE AREA COORDINATOR:

#1: ASSIST IN THE DEVELOPMENT OF COURSES IN THE ASSIGNED CONTENT AREAS.

HOW THIS IS DONE:

- The Committee Co-Chairs will establish a suggestion box to be kept in the lobby for members to write suggestions of courses they would like to see offered at OLLI-W.
- Volunteer instructors of larger classes will conduct surveys of their class members to determine courses they would like to see offered at OLLI-W. (See Appendix)
- Annually, each Area Coordinator will research new trends/topics in their area and submit a New Trends/New Topics form (see Appendix) to the CC co-chairs.
- A sub-committee of Area Coordinators (The Course Development Sub-Committee - CDSC) will review member surveys and Trends/Topics forms and brainstorm for courses based on this information.
- The CDSC may employ an AI model for course descriptions, goals and outlines to submit to the Curriculum Committee for discussion.
- The Curriculum Committee will identify at least two new courses by the end of each year.

#2: RECRUIT AND INTERVIEW POTENTIAL INSTRUCTORS.

HOW THIS IS DONE:

- Each Area Coordinator will identify at least one person (from their classes, from the OLLI community, or from the community at large) who shows promise as a potential instructor. The AC will conduct an informal or formal interview (Formal: using "Interview Questions for Potential Instructors" – See Appendix) to determine their interest.
- Each Area Coordinator will encourage course members to take the January Explorations Course on How to Teach a Class at OLLI.
- The CDSC will work with the related ACs to find quality instructors for the new courses identified in Responsibility #1.

#3: REVIEW AND APPROVE COMPLETED COURSE PROPOSALS WITHIN THE ASSIGNED CONTENT AREAS.

HOW THIS IS DONE:

- When submitting course proposals, instructors will send two copies of their course content form: one submitted to the proposal site and one emailed to the Curriculum Committee Co-Chairs.
- At least 12 days before deadline, Office Staff will send the electronic spreadsheet of Course Proposal Information to the Curriculum Committee Co-Chairs. Co-Chairs will

adapt this document into an Excel spreadsheet containing information necessary for ACs: Instructor/s Name/s, verified contact information, course name, course description, course content area, course delivery method and length…

- At least 10 days before deadline, Curriculum Committee Co-Chairs will send the adapted spreadsheet and scans of all course content forms to the Area Coordinators. ACs will receive the information pertaining to their content areas only.
- Each AC will review their courses using the Course Proposal Checklist (See Appendix) and report approvals and concerns to the Curriculum Committee Co-Chairs as soon as possible within the timeline provided.

#4: REVIEW AND APPROVE THE SCHEDULE OF COURSES FOR EACH SEMESTER.

HOW THIS IS DONE:

- At least four weeks before the start of the semester, the Curriculum Committee and the Office Staff will meet to review the proposed schedule. Area Coordinators will look for conflicts, ex: two similar courses scheduled at the same time.
- Area Coordinators will resolve conflicts in conjunction with the Office Staff and the course instructor.

#5: LEAD CONTENT AREA ORIENTATION MEETINGS FOR ASSIGNED CONTENT AREAS AT THE BEGINNING OF EACH SEMESTER.

HOW THIS IS DONE:

- The Area Coordinator will meet with the instructors in their content area at the Instructors Meeting prior to the beginning of each semester. At this meeting, the instructors and coordinator will participate in an activity (provided by the Curriculum Committee Co-Chairs) designed to encourage participants to share ideas and to establish channels of communication. If the Area Coordinator cannot attend the Instructors Meeting due to a scheduling conflict, they will secure a substitute who is knowledgeable in their content area.
- If unable to attend the Instructors Meeting, the AC will schedule a meeting in September, either in person or online, with the instructors in their content area to establish contact, offer support, and discuss any issues that have arisen.

#6: MAINTAIN REGULAR CONTACT WITH INSTRUCTORS IN THE ASSIGNED CONTENT AREAS THROUGHOUT THE SCHOOL SEMESTER AND CONVEY INSTRUCTORS' QUESTIONS OR CONCERNS TO THE CURRICULUM COMMITTEE.

HOW THIS IS DONE:

- The AC will contact content area instructors either one-to-one or as a group, either in-person, on Zoom, or through email, to determine instructors' progress toward their

course goals and to detect questions or concerns.

#7: MAKE INSTRUCTORS AWARE OF SCHOOL POLICIES AND PROCEDURES AND ONGOING TECHNICAL TRAINING PROGRAMS OFFERED AT OLLI-W.

HOW THIS IS DONE:

- Through the regular updating of the Instructors' Manual, members of the Curriculum Committee will develop specific policies on instructors' conflicts of interest. ACs will communicate these policies to all their content area instructors through personal or group contact.
- ACs will communicate their content area instructors' technical training needs to the appropriate staff personnel in a timely manner.

#8: MONITOR COURSES AND INSTRUCTION THROUGHOUT THE SEMESTER AND RESOLVE PROBLEMS.

HOW THIS IS DONE:

- Area Coordinators will make note of instructional and other concerns brought to them during the semester by OLLI-W staff or members.
- If intervention is required, the AC will meet in-person with the instructor with staff support, if desired, to resolve the issue with tact, understanding, and discretion.

#9: ATTEND THE OLLI OPEN HOUSE EACH SEMESTER TO SHARE COURSE/CONTENT AREA INFORMATION WITH CURRENT AND PROSPECTIVE MEMBERS.

HOW THIS IS DONE:

- Utilizing copies of their area Course Content Forms provided by the OLLI-W Office Staff, ACs will answer the questions of Open House attendees.
- If an Area Coordinator is unable to attend open house due to scheduling conflicts, they will find a knowledgeable instructor to substitute for them.

APPENDIX

- Interview Questions for Area Coordinator Candidates
    - *Area Coordinator Role Description*

- Survey Questions for Identifying New Course Interests
    - *Area Coordinator Responsibility #1*

- New Trends/New Topics: Research Questions for Curriculum Committee Area Coordinators
    - *Area Coordinator Responsibility #1*

- Interview Questions for Potential Instructors
    - *Area Coordinator Responsibility #2*

- Course Proposal Checklist
    - *Area Coordinator Responsibility #3*

INTERVIEW QUESTIONS FOR AREA COORDINATOR CANDIDATES

Prior to the interview, the Curriculum Committee Co-Chairs will give the candidate a copy of the Area Coordinator Handbook and encourage them to review the document.

1. What course/courses have you taught at OLLI-W?

2. Explain your knowledge of and experience with this content area.

3. In reviewing the handbook, which responsibilities do you feel most confident about fulfilling?

4. Which responsibilities do you think will be the most challenging?

5. As you know, this is a volunteer position. What drives you to want to be a part of this committee?

6. Do you have any questions about the responsibilities of the Area Coordinators or about the way the committee operates?

7. What else would you like us to know about you in relation to this position?

Survey Questions for Identifying New Course Interests

1. In addition to our current course offerings, what topics are you most interested in learning about in the coming year?

2. Here are some broad course categories. Please select any categories you'd be interested in learning more about, and feel free to add your own suggestions in the "Other" section. Please circle areas of particular interest to you (ex: literature).

   o Arts & Culture (e.g., history, music, literature, film)

   o Technology & Communication (e.g., social media, online learning resources, computer basics)

   o Health & Wellness (e.g., nutrition, fitness, healthy aging)

   o Personal Growth & Development (e.g., financial planning, travel, creative hobbies)

   o Science & Nature (e.g., astronomy, climate change, local ecology)

   o History & Current Events (e.g., local history, world events, political discussions)

New Trends/New Topics: Research Questions for Curriculum Committee Area Coordinators

Identifying New Trends and Topics:

1. **What are 2-3 emerging trends or topics within our content area that are relevant to lifelong learners? ** (Examples: Technology advancements in art history, the growing popularity of genealogy research techniques, new health and wellness practices)

2. How can we incorporate these trends or topics into existing courses, or would they be better suited for entirely new course offerings? (Consider offering short workshops or lectures on new trends, revamping existing courses with updated information, or proposing new courses that delve deeper)

3. Are there any resources (books, articles, online communities) that you would recommend to instructors who want to further explore these trends?

Engaging Learners with New Content:

4. How can we leverage new technologies or media to enhance the learning experience for our members? (Examples: Utilizing online resources, incorporating interactive exercises into lessons, encouraging guest speakers with virtual presentations)

5. What are some strategies to foster intergenerational learning opportunities within our content area? (Examples: Partnering with local schools or universities for guest lectures, encouraging collaboration with younger generations on projects)

Overall Curriculum Development:

6. Based on your research, is there a need to adjust the overall structure of the courses within this content area? If so, how? (Consider course sequencing, potential overlap in content, or opportunities for cross-disciplinary learning)

7. Are there any gaps in our current course offerings that you identified through your research? How can we address those gaps? (Examples: Missing key topics within existing courses, lack of courses addressing current interests of learners)

8. Do you have any other insights or ideas related to curriculum development in our content area that we haven't discussed?

Interview Questions for Potential Instructors

Enthusiasm and Teaching Style:

1. What excites you most about sharing your knowledge and experience with a group of lifelong learners?

2. Describe your ideal learning environment for a group of mature adults (average age 74). How would you create a stimulating and engaging atmosphere?

Experience and Expertise:

3. Tell us about your background and expertise in the subject area you'd like to teach. What unique qualifications or experiences would you bring to the classroom?

4. Do you have prior experience teaching adults or leading workshops? If so, please share some highlights of those experiences.

Course Content and Structure:

5. Considering the 13-week, 11-week or 5-week format, what key topics or skills would you aim to cover in your proposed course?

6. How would you structure your lessons to ensure a balance between lecture, discussion and activities (if applicable)?

Flexibility and Learner Needs:

7. How would you adjust your teaching approach to accommodate learners with varying levels of experience or prior knowledge?

8. The courses meet once a week for 13 weeks or 5 weeks (in-person), or 11 weeks or 5 weeks (online). Are you available to commit to this schedule and flexible to adapt the course based on student feedback?

Bonus Question:

9. **Is there anything else you would like to share about your qualifications or teaching philosophy that would be a good fit for our learning community?

- Remember, for volunteers, passion and a willingness to share knowledge are just as important as formal teaching experience.

COURSE PROPOSAL CHECKLIST

Course Name:_____

Instructor Names: _____

Proposal Reviewed by: _____

Date of Review: _____

- This course fits best within my assigned curriculum area(s)? (Yes/No)
- The proposed title is descriptive of the course content. (Yes/No)
- The course description is clear and concise. (Yes/No)
- The Course Content Document has been submitted. (Yes/No)
- The Course Content Document takes the form of a formal syllabus OR the form of a description of how the course will proceed and is different from the proposed catalog description. (Yes/No)
- Sufficient material is available given the expected duration of the course. (Yes/No)
- Material is to be presented in a consistent and logical fashion. (Yes/No)
- Guest speakers have been (or are in the process of being) arranged. (Yes/No/Not Applicable)
- If a course description from an old catalog is being used, I have checked it. (Yes/No)
- The instructor bio for each instructor reads well. (Yes/No)
- If instructor bios from an old catalog are being used, I have checked them. (Yes/No)
- I have current email contact information for this instructor and any co-instructors. (Yes/No)
- I have current phone contact information for this instructor and any co-instructors. (Yes/No)
- I have contacted this instructor and all co-instructors to correct any deficiencies. (Yes/No)
- I have checked any instructor special requests regarding scheduling and have attempted to accommodate them. (Yes/No)

• I approve of this course proposal and its scheduling. (Yes/No).
• Reasons for rejection (if any):

Other Notes: