



Continuing Education Instructor Guidelines

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General Instructors

An **instructor** is any individual who is delivering content or providing feedback to participants in Continuing Education programming. An instructor may be recruited internally from existing PLU faculty and staff or externally. All instructors delivering Continuing Education programming will be held to these general standards.

Expectations

- Sign and return teaching agreements and any required documentation within required timelines
- Set up a PLU ePass, used for accessing Sakai, PLU email, and other online employee resources
- Update PLU on any changes to contact information, qualifications, or certifications
- Complete any training identified by Continuing Education or other PLU entities
- Respond to communications from Continuing Education in a timely and professional manner
- Submit course materials and other deliverables to Continuing Education by required deadlines
- Remain current in their professional field
- Treat information about students' academic records and personal lives as confidential information, including abiding by PLU's FERPA guidelines
- Adhere to the policies, procedures, and bylaws as described in the PLU Faculty Handbook, as appropriate

Instructional Responsibilities

Conduct

- Be prepared and organized for all classes
- Dress in professional attire
- Employ teaching strategies that engage learners in a significant way and address different learning styles
- Create an open and safe environment for students of all backgrounds, gender identities, gender expressions, races, physical or mental abilities, sexual orientations, classes, nationalities, religions, families, ages, or statuses



Continuing Education Instructor Guidelines (2017)

- Follow any inclusive language policies established by Continuing Education or PLU
- If teaching an online course or a face-to-face course with multiple sessions, regularly check PLU email account and use PLU email account for all student email communications

Content

- Follow syllabi, learning objectives, and course content when provided by Continuing Education (see: [Making Changes to Content](#))
- Use document templates provided by Continuing Education, to ensure consistency
- Incorporate up-to-date examples, articles, and/or research to ensure content relevance and timeliness

Assessment and Evaluation

- Evaluate students fairly and without bias
- Ensure students sign in and closely monitor attendance in clock hour and CEARP courses or programs
- Administer grades based on attendance, participation, comprehension, assessments, or other measurements as indicated in the syllabus
- Submit any required grades or completion verification for students by required deadlines, either to Continuing Education staff or directly in one of PLU's data systems (CampusCE or Banner Web)
- Submit attendance documentation to Continuing Education as directed
- Complete Instructor Feedback forms within one week of receipt, to assist Continuing Education in assessing program health, success, and relevance

Continuing Education's Responsibilities

Continuing Education has the following responsibilities towards instructors:

- Provide clear and reasonable deadlines for deliverables
- Provide learning objectives and course outline
- Consult on learning activities, resources, and student materials
- Provide a cancellation notice within 5 days of class start date, unless an alternate deadline is set in advance (see CANCELLATION in CE Faculty Handbook)
- Ensure prompt processing of hiring documents and pay



- Provide training and resources necessary for delivering the course in the chosen delivery mode. In most cases, instructors will not be compensated for training.
- Evaluate instruction through participant evaluations and in-person observations (as needed) and provide aggregate feedback to instructors
- Provide clear and useful templates for creating course materials

Making Changes to Course Content

Instructors should never make changes to, add, or remove established learning objectives or major assessments/activities without first seeking approval from Continuing Education. These have been carefully crafted during the design process to ensure the class meets the needs of students, adhere to PLU standards of quality, and accurately communicate the course content to interested students. They may also be tied into the course's approval by outside organizations and accrediting bodies.

Continuing Education will inform instructors where they have an opportunity to modify or adjust course content, outside of general updates for accuracy or timeliness. If an instructor would like to make any changes to established learning objectives or major assessments/activities, they must make this request with Continuing Education prior to creating new/updating existing course materials.



Lead Instructors

Continuing Education may identify a **lead instructor** for any single course with multiple instructors or presenters. The specific nature of this role may vary slightly from course to course, but will follow the below guidelines.

Lead Instructor Role

The purpose of the lead instructor is twofold:

- Provide continuity for students
- Streamline certain administrative processes

Lead Instructor Responsibilities

In addition to the standard instructor responsibilities for any sessions they are personally teaching, the lead instructor will be responsible for the following tasks.

Course Content

- Collaborate with Continuing Education staff to identify additional resources or activities to support student learning
- Provide input on creation and use of Sakai course site to Continuing Education staff (if applicable)
- Review instructor materials as needed

Student Communication

- Serve as the main point of contact for students while the course is in session
- Send reminder emails before each session (even those they are not personally teaching) and other relevant updates to students on resources/news stories relevant to the course

Other Instructors

- Provide input on relevant guest speakers and instructors to Continuing Education staff
- Conduct guest speaker recruitment, only upon request/approval from Continuing Education staff
- Communicate with instructors of individual sessions before the course begins to
 - Ensure everyone is aware of the content of each other's sessions, to promote continuity



- Identify discrete points of connection/productive overlap between sessions
 - Encourage timely completion of deliverables (such as student outlines or handouts)
- Communicate with instructors of individual sessions while the course is in session to
 - Provide useful information about the student group, such as questions they have raised, difficulties encountered, etc.
 - Update the Sakai site (if applicable) and/or email students any last-minute resources to students before their session
 - Update the Sakai site (if applicable) and/or email any additional resources to students after their session

Guest Speakers

- Coordinate with guest speakers to determine how much time they should prepare for and any materials/resources they will need
- Provide guest speakers with any important context about course content or the student group
- Communicate any guest speaker requests to Continuing Education staff



Developers

Developers are subject matters contracted for the creation of new or significant redesign of Continuing Education programming. While many developers also serve as the instructor for the course(s) they create, there is a separate set of expectations for developing programming.

Developer Expectations

- Be current and aware of trends in relevant fields
- Value collaboration and input from Continuing Education, instructional designers, and other PLU stakeholders
- Be familiar with basic course design principles (or engage in training with Continuing Education or other PLU staff as needed)

Developer Responsibilities

Specific deliverables and deadlines will vary slightly from course to course, but will follow the below guidelines.

- Develop quality learning objectives relevant to the topic and level of the course, as well as the intended audience
- Design learning activities that engage learners in a significant way and address different learning styles
- Design content that is appropriate for the audience and delivery mode
- Identify resources (books, articles, videos, etc.) to achieve stated learning objectives and provide cost information to Continuing Education
- Create student materials (worksheets, activity directions, resource lists, etc) using templates provided by Continuing Education
- Create corresponding instructor directions or resources for all activities and assignments in the course
- Consult and collaborate with Continuing Education on creation of learning activities, learning objectives, and materials as necessary
- Review learning objectives and content to ensure relevance and timeliness, as requested by Continuing Education
- Provide minor updates and adjustments to courses based on student feedback, as requested by Continuing Education



Additional Responsibilities for Online & Blended Course Development

- Participate in an initial planning meeting with Continuing Education and PLU's Instructional Designer
- Complete training to proficiently employ Sakai Learning Management tools for course design
- Complete development template(s) provided by the Instructional Designer
- Make changes to content as requested by Continuing Education and/or the Instructional Designer
- Review content in Sakai site after it has been built by the Instructional Designer or designee

Compensation

Compensation varies by type of course, length, level, and delivery mode. Developers and Continuing Education will agree upon rates before course development begins. Continuing Education reserves the right to tie disbursement of payment(s) to on-time completion of development milestones, which will be included in the developer's Service Agreement.

Time Commitment

The time it takes to develop a course will vary greatly, depending on the scope of the course, developer experience, delivery mode, and a variety of other factors. Here are some general benchmarks to keep in mind:

- 1-2 hours of development time for every contact hour of the course
- For online courses, new developers can expect to spend 2-4 hours in Sakai training
- Developers without a background in training and development or education should expect to spend another 4 hours in training on effective course design/delivery (either in-person with Continuing Education or via self-study methods)

Intellectual Property

Unless otherwise specified, any compensated development work undertaken with PLU's Continuing Education falls under the category of "Works Made for Hire": "'Works Made for Hire' are defined in Section 101 of the Copyright Act of 1976, and the employer's ownership of them at Section 201(b) of the Copyright Act' (PLU Personnel Manual, <https://www.plu.edu/personnel-manual/general-human-resources-policiesintellectual-property-policy/>).



Continuing Education Instructor Guidelines (2017)

Please address any questions or concerns about this policy with Continuing Education staff, who will confer with Human Resources and the Office Administration Services as necessary.