

I. MISSION STATEMENT AND BRIEF HISTORY

MISSION: The mission of the Belfast Senior College is to provide intellectual stimulation, practical knowledge, social interaction, and fun for persons 50 years of age or older.

BRIEF HISTORY: In the winter and spring of 2001, a group of Belfast area leaders formed a Steering Committee and planned for a fall start of the Senior College, University of Maine Hutchinson Center. That committee was chaired by Pat Strauss, who, along with Hutchinson Center Director, Jim Patterson, provided much of the impetus to launch the college. The early planning was guided by the previous start-up experience of a sister college at the University of Southern Maine whose director, Kali Lightfoot, advised our committee and channeled \$5,000 in state start-up money.

Fourteen courses were offered in that first fall term, and by the end of the first year, membership totaled 445. By the spring of 2014, hundreds of courses had been offered, taught by scores of different instructors, and membership now hovers around 500 with students coming from 50 different towns. Courses are offered in history, literature, religion, philosophy, political science, and computers. Painting, photography, languages, sciences, and finances are also frequently offered. Among course offerings that defy categorization have been wine, comedy, bicycling, navigation, local politics, aging, genealogy, and antiques.

II. CONTACT INFORMATION

Senior College at Belfast Office (Hutchinson Center)

Office Manager: pollockelisabeth@gmail.com

Office hours: Starting six weeks prior to the beginning of the fall, winter, and spring semesters, the office is open each Thursday, from 10 am to 1 pm, when classes are not in session. During the two weeks prior to the first summer class, the office is open each Thursday, from 10 am to 1 p.m.

During class sessions, including summer classes, the office is open thirty minutes before the morning class, during morning and afternoon breaks, the noon hour, and for thirty minutes after the afternoon class.

Phone: 207-338-8033

Email: info@belfastseniorcollege.org

Website: www.belfastseniorcollege.org

Mailing address: Senior College at Belfast/Hutchinson Center, 80 Belmont Avenue, Belfast ME 04915

Curriculum Committee Chair: Contact for any concerns, questions, or feedback you have about teaching your course: Nancy Perkins, 207-218-1369, nanella@aol.com

Registrar: Sue Garrett: registrar@belfastseniorcollege.org

Hutchinson Center Hours

Monday - Friday, 7 am - 9:45 pm

Saturday - 8 am - 3 pm

Hutchinson Center phone: 207-338-8000

N.B.: if leaving off something for Senior College, if the Senior College office is closed, there is a mailbox for Senior College in the Hutchinson Center's office. If that office is also closed, as it may be in the evening, you can slide papers under the door of the Senior College office. To find the office, go down the hallway to the right after entering the building. The office is the first door on the left.

Officers of the Board of Trustees, 2018 - 19

President: Arlin Larson

Vice President: John Economy

Treasurer: Jim Taber

Secretary: Dave Boyer

Snow Days: There are several ways to find out if Senior College classes are being held when the weather situation is questionable. Classes will be canceled whenever the Hutchinson Center is closed or when, after consultation with the Hutchinson Center staff, it seems advisable to ensure the safety of our members.

- Check your email for a special eNews bulletin from Senior College
- Log on to www.belfastseniorcollege.org
- Log on to www.hutchinsoncenter.umaine.edu
- Call Hutchinson Center's Snow Line at 338-8099 beginning shortly after 6:30 am
- Watch Bangor television stations (channels 2, 5, &7).

III. ORGANIZATION AND ADMINISTRATION OF COURSES

All participants (instructors, board members, office personnel, committee members, etc.) at Senior College are volunteers.

Students pay a yearly membership fee of \$25 which is waived for those taking only summer classes. Course fees are \$35 per course for the 6-week fall and spring courses, \$30 for the 4-week winter courses, and \$20 for one-day courses. These fees cover the cost of overhead. Students in classes are not graded and there are no exams or papers, course credits, or degrees. Scholarships are available for those in need.

As a way of rewarding instructors, membership fees will be waived for the academic year following the one in which you last taught. When you register for that year, you will need to answer yes to the question, "Did you teach a course last year at Senior College?" so that the fee will be waived. Also, if you are not receiving our newsletter and would like to, you must sign up for it yourself; we are not allowed to do this for you. To do so, go to <http://www.belfastseniorcollege.org/> and click on "Sign up for e-news alerts".

Mileage reimbursement for instructors driving on behalf of Senior College for 25 miles or more one way will be at the Government approved rate for charitable nonprofit organizations.

A. THE ACADEMIC YEAR AND COURSE LENGTHS

There are three regular "terms"; several one-day courses are offered in the summer as well as throughout the year. Classes during the regular terms are two hours, with a 15-minute break one hour into the class. Students expect you to start and stop on time. This includes the break. One-day classes are five and half hours, with a one hour brown bag lunch break (a shorter or longer lunch is at your discretion. Please let your students know if lunch is other than one hour) and two 15-minute breaks. A snack and coffee are provided only at the morning break. One-day courses will be canceled if fewer than 5 people have signed up for the course.

Schedule of terms:

Winterim term: Four weeks, starting the 3rd Thursday of January.

Spring term: Six weeks starting the 4th Thursday of March.

Summer: One-day courses during June, July and August. Summer one-day courses can be

offered any weekday through coordination with the Curriculum Committee Chair.

Fall term: Six weeks beginning the 3rd Thursday of September.

Time of classes:

Fall, winter, and spring sessions: 9:30 to 11:30 for morning classes, and 1:00 to 3:00 for afternoon classes.

One-day classes: 9:30 to 3.

B. THE CURRICULUM

Course proposals are submitted to the Curriculum Committee. The Committee uses the information in the Course Proposal Form to make its assessment. You can obtain this form at the SCB office.

Office hours are listed above. You can also go to www.belfastseniorcollege.org/curriculum-proposal-form and either fill it out and submit it online, or download and print it, then bring it to the office. Please submit your proposal no later than 8 weeks before the start of the semester you propose to teach in.

The Curriculum Committee has 12 general categories, mindful of trying to distribute courses among them:

Maine

Literature

History

Current Affairs

Visual Arts

Music

Foreign Languages

Life Skills

Nature/Science/Outdoors

Health/Wellness

Religion/Philosophy

Light touch/Offbeat

C. GUIDELINES FOR SENIOR COLLEGE COURSES

In order for a course to be accepted by the Curriculum Committee, proposers should consider the following:

CONTENT: Any topic of general interest (see the 12 categories above) may be considered. In addition, the Senior College is open to courses based on professional careers or personal interests which do not fall neatly into these categories.

CLASS SIZE: Occasionally an instructor may wish to limit the number of students in the class, especially for courses that involve a lot of discussion, or for art classes. Unfortunately, we have to limit the number of such courses. Also, the instructor is not allowed to add additional students at his or her discretion. Students are chosen according to whomever signs up first.

INSTRUCTOR: Instructors should bring substantive experience and knowledge of the material. If the course content is in a standard, recognized academic discipline, e.g., biology, physics, psychology, mathematics, etc., then normally it is expected that the instructor will have academic credentials in that discipline. Prior teaching experience, while always advantageous, is not required. Team-teaching of classes, whether by two or more instructors, has proven to be a successful model, and such proposals are welcomed.

D. TEXTS/COURSE MATERIALS

TEXTS

It is up to you whether or not to require or suggest a book for your class. If the book is essential for the class, the student is responsible for obtaining the book (you also purchase your own text if you do not already own it). Please provide the estimated cost and the ISBN number if a specific edition is needed. You may prefer to provide your own book, in which case you will need to include on the proposal form the cost of the book, and students will be responsible for reimbursing you.

MATERIALS

If you are teaching an art or craft class, you may want your students to have materials before starting classes. In your proposal, please name what materials students are expected to have, along with suggestions as to where they may find them and approximate costs. If you prefer to obtain and

provide the materials yourself, you will need to include in the proposal the cost of the materials, and students will be responsible for reimbursing you.

COPYING

It is strongly suggested that reading materials be sent to students through emails. A list of their email addresses and phone numbers will be provided to you. *Please make sure recipients are invisible to all the other recipients of the email by using BCC (blind carbon copy) in the area of the email where you place email addresses.* There may be a few students without email or other reasons, and it will be necessary to make photocopies.

For each student in your course, you may provide 10 double-sided, black and white pages (on standard copy paper) times the number of weeks of the course. For example, for a 4-week course in the winter, you may provide up to 40 pages for each student. We strongly recommend that you keep photocopying to a minimum and to keep in mind materials in copyright are protected by law. The instructor must observe the relevant copyright laws, a summary of which is found in the Appendix to this Instructor Guide (p. 11).

If you would like Senior College to make copies for you, please drop off the materials at the office **at the latest, by 1 PM the week before the Thursday of the class for which the copies will be needed.** Otherwise your work will not be found and your copies will not have been made. If the Senior College office is not open to drop off work to be copied, just drop your work off at the Senior College mailbox in the main office of the Hutchinson Center, or work can be slid under the door of the Senior College office. Your copies will be ready for you on the day for which you requested them.

You may also use County Copy at 15 Main St. for materials to be copied. If you do, you will be responsible for picking up the copies. You may email your documents **in .pdf format** to countycopy@yahoo.com, including instructions to make the desired number of double-sided copies, and ask them to charge it to Belfast Senior College. If you prefer, you may bring the .pdf formatted material to them on a thumb drive. They want the material no later than 5 PM on the Monday before the Thursday you will be needing your copies. If you bring in hard copies to County Copy, you should deliver the material at least a day earlier than when needed. They may be able to make the copies immediately, or you may need to come back for them. Call Louise at 338-5411 if you

need to speak to someone at County Copy.

If you want students without email to have photocopied information prior to the first day of classes, you will need to notify these students that they can pick up the copies the Thursday before at the Senior College office, between 10 and 1. You will need to use one of the methods above to provide the copies and to make sure they are available to those students at the office the week before classes start.

If you cannot get materials to be copied to the office or to County Copy within these time limits, you are responsible for the expense of getting your own copies made.

IMPORTANT: Senior College at Belfast rents space from the Hutchinson Center which includes technical assistance in the classroom (see EQUIPMENT, p.9, for more information). However, copying is to be done only through the Senior College staff, and never through the staff of the Hutchinson Center.

E. STUDENT AND INSTRUCTOR FEEDBACK

The Chair of the Curriculum Committee evaluates completed courses based, in part, on feedback forms given out to students at the end of the course term (see an example of the form on p.10). The instructor will receive all the student feedback forms by mail approximately two weeks after the completion of the course. The instructor may also give feedback about the class by contacting the Curriculum Committee contact listed above.

F. CLASSROOM ASSISTANTS

You may ask in your class for a volunteer assistant or you may choose to take those responsibilities on yourself. The responsibilities include reading all current announcements which are found in the plastic bag that is picked up each class day in the office, handing out the student name tags in the bag if there are any, filling out a form for a missing name tag if needed and giving the form to whoever is working in the office, and if anyone requests a sticker that indicates the current year for their name tag, providing it or sending them to the office for one. On the last day of classes you or your assistant will need to pass out the teacher evaluation forms, collect them, and return them to the office. This plastic bag should be returned to the Senior College Office at the end of each class day, and picked up before the start of each remaining class. If there is a building problem (heat,

light, etc.) please ask a student to inform Bob, across from the Senior College Office. If there is a technical problem (computers or audio), ask a student to inform Sam, also across from the office.

G. REGISTRATION

Courses are publicized on the website, and registration can be completed online, by mail, or in person at the Senior College office. Once the registration is open, you will be provided with a link to your class list of students' email addresses if they have them, and phone numbers, which you can check at any time. You will probably notice that about two weeks before the start of classes is when there is the greatest number of new enrollments.

H. INSTRUCTOR RESPONSIBILITIES

Instructors are encouraged to provide a syllabus on or before the first class. (NOTE: Many students at Senior College are eager for recommended readings, films, articles, etc.; a list of these as part of the syllabus would be appreciated.) Instructors may also wish to send an introductory email to their students to provide information about the class, specify a reading assignment for the first meeting, or suggest other materials which students might be interested to consult in advance.

Please note that students' email addresses are to be used by the instructor for course purposes only, and only for the duration of the course unless you would like to send further information about the topic of your course to those students who would like to receive such information. Please make sure recipients are invisible to all the other recipients of the email by using BCC (blind carbon copy) in the area of the email where you place email addresses.

Although we pay for the use of the Hutchinson Center, we are still guests. Please be sure the classroom is left as you found it, with chairs and tables returned to original positions, papers and trash removed or disposed, and equipment securely stored, etc. Also, when noise could affect other classes, please close your classroom doors and attempt to control decibel levels so as not to disturb others.

I. CLASSROOM NORMS

For many of the students, the coffee break is a very important part of their Senior College experience. The break is intended to last 15 minutes, but some students will take more than that. Unless you specifically (and firmly) ask them to take no more than 15 minutes, you can expect latecomers.

Students and all Senior College members are expected to behave in a polite and respectful way to all others at all times. On the rare occasion that a student tries to “take over” the class, or is aggressive, rude, or disrespectful, the instructor has the right to ask that student to leave the classroom.

J. EQUIPMENT

Equipment specified by the instructor in the Course Proposal Form will be delivered in advance to the site by a staff member of the Hutchinson Center.

IMPORTANT: If you are unfamiliar with the equipment you will be using, there will be a meeting approximately 2 weeks before classes start to instruct you on how to use the needed equipment. You will be notified of this date, and also of your classroom assignment, a few weeks in advance. If you are unable to attend this meeting and need help, please **make an appointment with the Hutchinson Center staff** (Sam Overlock at 338-8032; samuel.overlock@maine.edu) well in advance of your first class to be shown how to use it. You may wish to take a look at how your presentation is displayed to make sure it is what you want it to look like. The staff members at the Hutchinson Center are more than happy to help you, but are justifiably irritated by instructors who walk into class on the first day expecting to be shown how to use equipment for the first time. It can also be irritating to students when classroom time is wasted by instructors who do not know how to use the equipment.

IV. APPENDICES

A. Student's Feedback Form:

Course Title: _____ Instructor: _____

1. How would you rate this course?

Excellent Good Fair Poor

2. Did the course fit the description? Yes No

3. Please note any comments or suggestions you have for this course:

4. If you had not taken this course, what course would you have taken instead during this session? Your instructor will provide a course list.

5. Please suggest specific courses you would like us to offer or repeat in future:

6. Interested in teaching a course yourself? If so, please note what you would like to teach below and fill out a Course Proposal form located under faculty or Curriculum Committee on the Senior College website: www.belfastseniorcollege.com.

B. Fair Use Guidelines, Copyright.

These “Fair Use” guidelines are from the library website of the University of Maryland University College: http://www.umuc.edu/library/libhow/copyright.cfm#fairuse_faculty

What are the Rules for Fair Use for Instructors?

Copying by instructors must meet tests for brevity and spontaneity:

Brevity refers to how much of the work you can copy.

Spontaneity refers to how many times you can copy and how much planning it would take to otherwise seek and obtain permission from a copyright holder (U.S. Copyright Office, 2009, p. 6).

According to the rule, the need to copy should occur closely in time to the need to use the copies. If you use something repeatedly, it is less likely to be considered fair use. The expectation is that you will obtain permission from the copyright holder as soon as it is feasible. Using something over a period of multiple terms or years is not within the spirit of the fair use exception.

In addition, there are recommendations for what the U.S. Copyright Office calls “special” works.

“Certain works in poetry, prose, or in ‘poetic prose’ which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety” (U.S. Copyright Office, 2009, p. 6).

Special works should never be copied in their entirety.

An excerpt of no more than two pages or 10 percent, whichever is less, is the rule for special works (U.S. Copyright Office, 2009, p. 6).

The use of the copies should be for one course at one school. The copies should include a notice of copyright acknowledging the author of the work (U.S. Copyright Office, 2009, p. 7).

It is recommended that instructors consider both the special guidelines for instructors and take into account the four factors (see following) that are used to evaluate fair use when they are deciding what and how much of a copyrighted work to use.

In General, What Counts as Fair Use?

Keeping in mind the rules for instructors listed above, and that the source(s) of all materials must be cited in order to avoid plagiarism, general examples of limited portions of published materials that might be used in the classroom under fair use for a limited period of time, as discussed by the U.S. Copyright Office (2009, p. 6), include:

A chapter from a book (never the entire book).

An article from a periodical or newspaper.

A short story, essay, or poem. One work is the norm whether it comes from an individual work or an anthology.

A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

Poetry

Copies of a poem of 250 words or less that exists on two pages or less or 250 words from a longer poem.

Prose

Copies of an article, story or essay that are 2,500 words or less or excerpts up to 1,000 words or 10 percent of the total work, whichever is less.

Illustrations

Copies of a chart, graph, diagram, drawing, cartoon, or picture contained in a book or periodical issue (U.S. Copyright Office, 2009, p. 6).

What Should Be Avoided?

Making multiple copies of different works that could substitute for the purchase of books, publisher's reprints, or periodicals.

Copying and using the same work from term to term.

Copying and using the same material for several different courses at the same or different

institutions.

Copying more than nine separate times in a single term (U.S. Copyright Office, 2009, p. 7).

When is Permission Required?

When you intend to use the materials for commercial purposes.

When you want to use the materials repeatedly.

When you want to use a work in its entirety, especially when it is longer than 2,500 words (U.S. Copyright Office, 2009, p. 7).

Faculty Guidelines for Media/Multimedia Use

Faculty may include portions of copyrighted works when producing their own multimedia project for their teaching in support of curriculum-based instructional activities at educational institutions.

Faculty may use their project for:

Assignments for student self-study

For online instruction provided that the network is secure and is designed to prevent unlawful copying

For professional conferences, presentations, or workshops

For their professional portfolio (Lehman, 1998, p. 52, found at <http://www.uspto.gov/web/offices/dcom/olia/confu/confurep.pdf>).

C. Lessons Learned

Tips for instructors, gleaned from students and veteran faculty members, Compiled by former Curriculum Chair Dale Kuhnert

1. Take advantage of the tech training session offered before each semester to make the opening day of classes easier. Some tech support is available in the hour before class to trouble shoot, but it is much less stressful to be prepared ahead of time.
2. If you are uncomfortable using digital equipment or woefully inexperienced with it, feel free to eschew using it altogether and teach instead with whiteboard and flip charts. Unless you have a basic mastery of the computer, you risk watching your class grind to an embarrassing halt while tech support is summoned.
3. Many students at Senior College are hearing impaired or are more hard-of-hearing than they

realize. Thus:

3A. In larger classrooms and the Auditorium it's wise to use a microphone, if one is available, unless you have a voice that you know carries well without amplification.

3B. Be careful to avoid talking into your computer, talking to the screen at the front of the room, or lowering your voice at the end of sentences.

3C. If you must talk to the projection screen, raise your voice. Better yet, talk to the class and point to the screen.

3D. Ask your classroom assistant or someone else in the back row of the classroom to give you the cupped-ear sign if you need to speak louder.

3E. It's always okay at the start of class to invite students with hearing issues to move into seats closer to the front of the room.

3F. Repeat questions raised from the floor before answering them. Even if students can hear you well, you shouldn't assume they can also hear others in the room.

4. Make sure that the visuals you use can be read by the students in the back row. If you must display a slide that includes small type, explain to the class why you are using it ("This is my outline to keep me on course," etc.)

5. It is not unusual to have a student in the front row inclined to carry on conversations with the instructor. Try your best to minimize this distraction unless, of course, it is enhancing the class and everyone can follow the conversation.

6. Do not underestimate the importance of the muffin break at 10:30 in the morning or the cookie break at 2:00 in the afternoon. It's your call on precisely when to pause for the break, but most of your students will take the full fifteen minutes to catch up with friends even if you beg them to return sooner.