



HANDBOOK FOR ICL COORDINATORS

August 2022

Dear Study Group Coordinator:

Thank you for your willingness to provide a service that is vital to ICL. We trust you will find your role a most interesting and rewarding experience. ICL is truly our organization; it is run totally by volunteers and could not survive without the efforts of study group coordinators like you.

We deeply appreciate the time and effort you are giving to provide the membership with an exciting learning opportunity. We hope you will find this handbook to be a useful reference document.

The ICL Program Development Committee

Institute for Continued Learning at Roosevelt University
ICL Center, Room 705
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SOME BASICS ABOUT ICL STUDY GROUPS

An ICL study group is a series of classroom sessions on a focused topic. Sessions of a particular study group are held one time per week. Each session is typically two hours long, with a 10-minute break included in the two hours. A study group is led by a “coordinator,” sometimes assisted by one or more “co-coordinators.”

How study group sessions are conducted. This will vary depending on the subject matter and the coordinator’s preferences. There is no one prescribed approach. Methods may include presentations by coordinators, guests or study group participants. These often involve lectures, PowerPoint computer presentations, commercially-produced video lectures and other pre-recorded materials. Other methods include focused discussions among participants and, in craft-related sessions, instruction and practice in a craft project. A coordinator may ask for a bit of “homework” to prepare for a session in advance.

Study group schedules. Our study group program is comprised of four sessions during the year:

Winter: a five-week term offered **via Zoom only** beginning the second full week of January

Spring: a nine-week term running from mid-March through mid-May

Summer: a nine-week term running from mid-June through mid-August

Fall: a nine-week term running from mid-September through mid-November

In advance of each term, a brochure is issued with descriptions of all the study groups being offered, along with coordinators’ names and scheduled times. During a subsequent registration period, ICL members may register for the study groups of interest to them.

ICL COMMUNICATIONS

Most of our members have access to email and to our website, and for efficiency these are our general means of communication. However, we also mail key documents to those without internet access. In addition, we maintain a bulletin board outside room 705. We use the board, and sometimes a display easel in a hallway across from room 616, to post current notices. Questions and issues can be addressed--in person, by phone or by email--to the ICL Center in room 705. The Center is also where we store equipment and supplies needed by coordinators (see notes below about equipment).

THE ROLE OF THE STUDY GROUP COORDINATOR

The function of a study group coordinator is to plan and implement an interesting and informative learning experience on a topic of the coordinator’s choice. As coordinator, you may wish to share your responsibilities with one or more co-coordinators who have an interest in your topic. If so, you, as the lead coordinator will manage the assignment of activities. We encourage you to invite your attendees to actively participate in the class. You may invite participants to make brief “mini” presentations (sometimes called “peer” presentations) as part of your study group. If so, you will be responsible for supervising them regarding content, focus, materials and time allotted and used (see the note below on soliciting and managing mini-presentations).

Coordinators are also encouraged to use the roster the office manager provides to contact registered members prior to the first class. While providing the members with what they can expect, the practice makes the class participants feel welcome and serves as a reminder that the class is beginning.

GETTING STARTED

Plan the study group content: Your first task as a coordinator is to define your topic. Develop a clear statement describing your study group, worded as you would like it to appear in the brochure. The scope of a topic may last anywhere from one to nine weeks. However, if your topic is extensive, you may want to consider continuation in one or more successive terms.

Complete the standard ICL study group proposal form: The form is available on the ICL website and in the ICL Center. A copy is appended to this handbook. The completed proposal form is required by an announced date well in advance of the study group term. The form asks for your description of your topic, your preferred day/time slots, and other information needed to develop the schedule and the brochure for the term. We encourage you to use the online proposal form if possible because it facilitates brochure development.

Organize your topic: Develop an appropriate schedule of sub-topics for your sequence of sessions. Creating a week-by-week content outline or syllabus will help you maintain a logical order and will help you keep control of time throughout your sessions. In your planning, allow time for questions and discussion.

Determine your method of presentation: The standard proposal form asks if you plan to offer your presentation via Zoom, on-campus, or hybrid (on-campus and Zoom simultaneously).

Equipment in the Center: Equipment owned by ICL and available to coordinators in the Center includes carts with audio and video players, projectors and on some, laptop computers. (We refer to such a cart with the acronym “COW,” for “Computer On Wheels.”) The Center also has a microphone/speaker system.

Note about equipment in rooms: A number of “smart” classrooms are available for use by ICL. These rooms have built-in units that incorporate VCR/DVD players, ceiling-mounted projectors and usually a PC. If you have a laptop computer, you can hook it up to the smart room system instead of ordering a COW. (Note: If you use a Mac laptop, you should provide your own adapter to connect to the room’s standard 15-pin VGA cable for video projection. We do have a couple of “loaner” adapters for Mac’s in the Center). Use of a smart room generally makes it unnecessary to get equipment from the Center. Several classrooms are also equipped for hybrid presentations.

Reserve Center equipment: If you will need any of the equipment held in the Center, be sure the Center manager knows in advance what you will need and when. You will be responsible for arranging to get the equipment from the Center to your classroom for each session and to return it to the Center immediately after. You may move the equipment yourself or request help from the Center manager or one of your participants. Please be aware that our organization owns the equipment in the Center, and any damage or loss will result in a cost to ICL for repair or replacement. **If you are the last person to leave the Center, be sure the door is securely closed and locked.**

Know how to use equipment: If you need assistance in learning how to use any equipment, contact the ICL Center or the Chair of Program Development about training. Also, you may have study group attendees who can help you during sessions. You can ask for such volunteers before or during your first session.

Determine any photocopying needs: As coordinator you are responsible for making copies of materials and handouts. Check in at the ICL Center to pick up a duplicating machine key to use in the copy room (room 107). To enter that room, you will need the door key code—available from the Center manager. Once you have completed your copying, return the key to the Center.

Special note regarding handout copies: You and other presenters should provide handout copies of material only on a need basis, as the University charges ICL by the page for photocopying. Typically valid handouts include a syllabus or outline listing session topics, a list of topic ideas to consider for peer presentations and any documents that members will need for reference to better comprehend presentations.

In lieu of printing out handouts for all participants, coordinators are encouraged to attach handouts to emails that they send to the participants. For Zoom classes, these handouts can be included on the Virtual Class schedule.

CONDUCTING YOUR SESSIONS

During every session:

Read the weekly coordinator announcements: A list of announcements will be sent to coordinators by email before the beginning of each week. (Paper copies will be available in the Center.) Reading the announcements is an important service to your attendees: it helps keep them up-to-date on our activities and news. (Please read the week's announcements at every session.)

At your first session: Introduce yourself (and any co-coordinators) to the study group, and give a short overview of your content. Announce your mid-class break time and length. Remind everyone to turn off or silence cell phones.

Identify and welcome new ICL members. For their benefit in particular, point out locations of washrooms, note vending machine locations, and encourage members to check the ICL bulletin board.

Name cards: Encourage participants to use tent cards with their names, placing them on the table in front of them. Many in the group may already have a card. Before your first session, you may pick up a supply of card blanks in the ICL Center, along with markers. Contact the Center about creating printed cards. Use of tent cards will help you and all members get better acquainted.

Hearing problems: Invite anyone who has a particular hearing limitation to sit near the front of the room.

Establish discussion “ground rules:” Encourage members to:

- Speak clearly and freely
- Raise questions and offer comments
- Stick to the topic or issue under discussion
- Express their own points of view
- Listen to the ideas and opinions of others
- Refrain from monopolizing or dominating the discussion
- Avoid private or side discussions while someone else is speaking.

Attendance: It is helpful to keep attendance in order to know the number of copies you or another presenter may need. On the portrait-format Attendance Sheet, create a column heading for each of your session dates in the open space. You may place the roster on a front table for attendees to put checks by their names as they enter. Encourage late attendees to sign in during your break. In the event of an emergency evacuation, the attendance list may be useful in determining that all attendees have reached safety. Please collect the list as soon as completed and put it where you could pick it up readily during an evacuation. (See SAFETY section below.)

Wait list: Often the number registered is greater than those who attend. If your registration roster included members on a wait list, look over your room during the first couple of sessions to see if there are vacant seats that could be occupied by wait-listed members. If so, contact an appropriate number of them and invite them to attend the remaining sessions. **KEEP IN MIND, YOU SHOULD NOT EXCEED ROOM CAPACITY BY MORE THAN A FEW SEATS.**

A note about soliciting and managing participants’ mini-presentations:

Our members have a wealth of experience, and they have much to contribute on many topics. Providing them presentation opportunities is an excellent way to keep members interested and involved.

Some coordinators begin to recruit volunteer presenters by email or phone prior to the first session. If you choose to wait for the first class session, one method for getting volunteers is to prepare a sign-up sheet listing topic ideas. You may suggest particular dates for certain topics so they fit your schedule. Provide space for group members to write their names next to the date and the topic of their choice.

Stress that volunteer presenters need not be experts, but should do enough research on the topic to present valid information and insights that will stimulate thinking and discussion.

Ask your volunteers to let you know what equipment they need and whether they will require any photocopies. Also advise them to provide time for Q&A and to encourage discussion.

If volunteers do not come forward, you might re-circulate the topic sheet at the next session, or you might consider a more direct technique that has been used:

Develop a set of readily researchable topics suitable for brief presentations, which might be only a few minutes in length. Put each topic on a slip of paper and have all class

members draw one. Because of the brevity and limited scope, along with the fact that everyone will make a presentation, virtually every member will become involved. Encourage a positive group response to all presenters. The experience may persuade some to become first-time coordinators in the future—a very welcome result!

If you do have volunteer presenters, be prepared to help them identify where and how information can be found on the sub-topic of their choice (e.g. Internet sites, Roosevelt library, local libraries, possible audio/video resources). Also arrange to provide handout copies of any materials essential to the volunteer's presentation. (During a volunteer presentation, you may want to "stage-manage" the presenter for some reason—e.g., "please speak louder" or "we only have about 3 minutes left to stay on schedule.")

SAFETY—IMPORTANT!

Know the emergency exit plan for your room, and inform your attendees about it at your first session. If you have a disabled/wheelchair member, ask for a volunteer to help that person if necessary. Advise everyone to be careful when walking in the aisles: don't trip over chair legs—it has happened! (Repeat/confirm safety procedures at the second session.)

In the event of a fire or other building emergency: Most ICL study groups are held in the 600-700# rooms, fairly near the Center. In many cases, evacuation would be out door #12. Alternates would be door #10 (which is an exit only, locked from the outside) or emergency exit #13. **Refer to the attached building map.** In the event of a fire or other building emergency, the building fire alarm will sound; everyone should exit immediately, stand away from the exit door and await an all-clear instruction to re-enter the building.

During an evacuation: **NEVER** go to an inside courtyard. **Go outdoors.** Stay together as a group; this will facilitate a head count to make sure everyone is out. You, or an able-bodied study group attendee that you designate, should ensure that everyone leaves the room safely and proceeds to the appropriate exit. Take the attendance list with you and check attendance outside the building (see "Attendance" below).

In the event of a tornado warning: The familiar outdoor siren will sound, and everyone should proceed to an interior hallway, washroom or other room without windows, and await an all-clear siren.

STUDY GROUP EVALUATIONS

Over years of experience, ICL has developed a set of questions to elicit attendees' evaluations of study groups. The questions are shown on the last page of this handbook. Evaluations have proven very useful to coordinators, and you will be eager to learn your results. If the coordinator wishes to have participants fill out an evaluation form, the coordinator should encourage the attendees to complete an evaluation and to do so by the end of the final week. Paper evaluation forms are available in the ICL Center. Evaluation forms should be turned in to the study group coordinator.

COORDINATOR BENEFITS

- 50% Reduction in Dues (Requires at least 4 weeks of class presentations)
- Invitation to the Appreciation Luncheon

FINAL NOTE

You are a volunteer contributing to a very worthwhile organization. While you perform your service as a coordinator: **have a good time! You deserve it!**

If you have any questions, please contact the Chair of Program Development.

STUDY GROUP PROPOSAL FORM
Institute for Continued Learning at Roosevelt University



Study Group Sessions (1-9 weeks): Winter* _____ Spring _____ Summer _____ Fall _____

- **Note:** Winter study groups will be offered for 5 weeks via Zoom only

Title of Study Group/Presentation:

Coordinator/Presenter:

Co-coordinator(s)/Co-Presenter(s):

Primary coordinator's/presenter's phone:

Email:

Description of Study Group/Presentation: *Note: This description will be published in the study group/intersession brochure. If you will require attendees to pay a fee or purchase a book or other materials, please include the requirements in your description. Also, if you will not meet every week of the schedule, please include the dates you will not meet in your description.*

How would you prefer to offer your class?

_____ Zoom

_____ On-campus

_____ Hybrid (On-Campus and Zoom Simultaneously)

Length of Study Group/Intersession (Number of Sessions) _____

Day and Time?

Study Group sessions will be held Tuesdays through Thursdays

_____ *Any day and time is OK*

_____ *I have a preference*

Day/Date(s)

Time

1st Choice

2nd Choice

3^d Choice

FOR ON-CAMPUS CLASSES ONLY:

Will there be a maximum and/or minimum number of enrollees for this study group?

Maximum number: _____

Minimum number: _____

Do you plan to use computer presentations? Yes__ No__

If Yes, do you plan to bring your own laptop? Yes__ No__

Thank you for providing these details! If you have questions, please contact Andrea Zietlow (zietlow.andrea@gmail.com) or the ICLRU Center: (officemanager@iclru.org)

INSTITUTE FOR CONTINUED LEARNING
Study Group Evaluation



Class Title: _____

Date of Class: _____

Your honest evaluation will help ICL in developing future sessions. Please be as specific as possible. Thank you!

1. Rate this study group by placing an X by the word that best describes your opinion about it:

Excellent () Good () Fair () Poor ()

2. What did you like the most? _____

3. What did you like the least? _____

4. Was this study group described appropriately in the brochure?

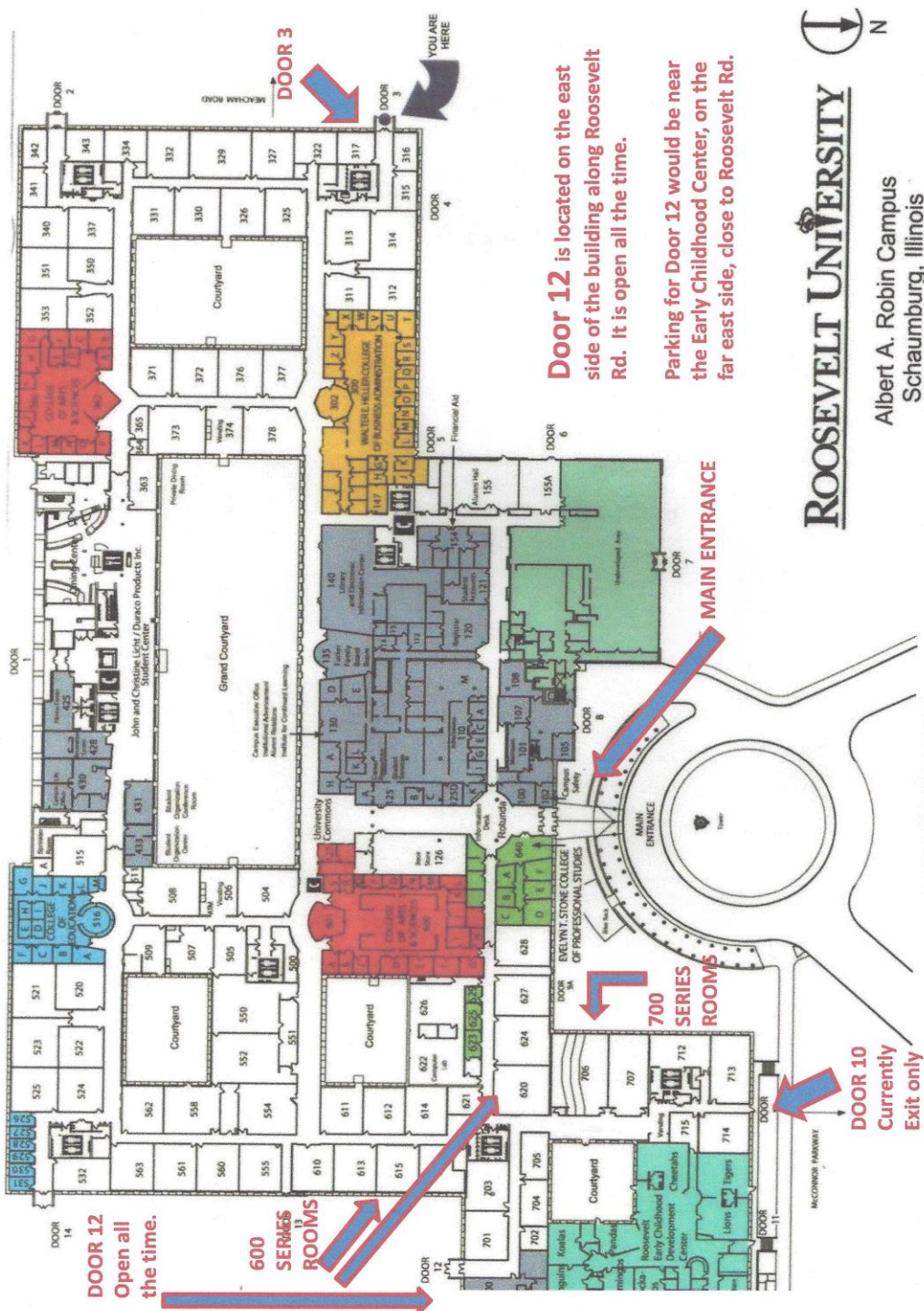
Yes () No () → Why not?

5. Was the content of the study group well-organized and presented clearly?

Yes () No () → Why not?

6. Other comments (please use other side if needed): _____

Thank you for your input--- The Program Development Committee



DOOR 12
Open all
the time.

**600
SERIES
ROOMS**

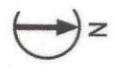
DOOR 12 is located on the east
side of the building along Roosevelt
Rd. It is open all the time.

Parking for Door 12 would be near
the Early Childhood Center, on the
far east side, close to Roosevelt Rd.

DOOR 3

DOOR 10
Currently
Exit only

DOOR 7
MAIN ENTRANCE



ROOSEVELT UNIVERSITY

Albert A. Robin Campus
Schaumburg, Illinois