# Call for Course Proposals

**Minneapolis Community & Technical College**
**Continuing Education & Training**
**1501 Hennepin Avenue       Minneapolis, Minnesota  55403**
**www.minneapolis.edu/continuinged**
**612.659.6500        (fax) 612.659.6505**

The Continuing Education & Training department at Minneapolis Community & Technical College welcomes proposals for new noncredit course offerings.  Proposals are accepted on a year-round basis, with specific semester deadlines as follows:

Fall semester (September – December): May 1
Spring semester (January – May): September 1
Summer term (June – August): February 1

## About Us

MCTC's Continuing Education & Training department has been offering a wide range of courses to the Twin Cities community for more than 20 years.  We offer programs for both personal enrichment and professional development, drawing upon the expertise of MCTC faculty as well as community members to develop courses that are engaging and relevant.  Many of our courses are designed to provide graduates of MCTC degree programs with further skills in their fields, or to introduce potential students to those areas of study.  Other courses are intended for the wider range of lifelong learners who are seeking to explore their creativity and imagination, expand their perspective on the world around us, or simply "learn a new trick or two."  Please visit our website to see our full range of courses.

Each year, our staff handles approximately 7000 student registrations in nearly 400 different courses.  Over a quarter-million of our semester schedules and other marketing pieces are distributed throughout the metropolitan area, via direct mail and targeted location drops.  The majority of our courses are held at our conveniently-located downtown Minneapolis campus, with some offerings at the sites of other Minnesota State Colleges and Universities and our community education partners.

## About Our Students

Since we offer such a diverse array of courses, our typical student is hard to pin down.  Most are employed professionals, whether they've come to us for lifelong learning opportunities or specific career enhancement.  Typically, women slightly outnumber men.  They come to us with a significant amount of life, work, and academic experience, and the majority is in their 30s and 40s.  They are a largely urban population, residing in the neighborhoods within five miles of our campus, although certain programs do draw students from all over the state and beyond.

Regardless of their demographics, we do know our students, like our instructors, have busy lives and have high expectations for time spent in our classes.  They count on our instructors to be experts in their subject areas, enthusiastic about the topic, and able to facilitate meaningful discussion or activities in class.  Although our courses don't have the same requirements as typical academic programs (no admission process, no exams, no grades), our students do expect high-quality educational experiences that live up to our mission of strengthening community vitality and economic development.

## Preparing Your Proposal

The most important piece of your proposal is the course description. An appealing course description, which is well-written and communicates the course content clearly and concisely, will go far towards attracting an audience for your program. We are happy to help with fine-tuning course descriptions (and we do reserve the right to edit as necessary), but here are some general guidelines for writing winning course proposals:

**Title:** It's the first thing a prospective student sees, and can have a significant impact on the success of your course. Some suggestions for devising enticing course titles that encourage a reader to peruse your entire description include:
- Keep it simple, and lean towards brevity (for example, *Myth in the Modern World*). Long or complex titles tend to be confusing.
- Don't be afraid to be creative or colorful, but make sure your title still reflects the course content (two-part titles, separated by a colon, work well for this, such as *Pops and Piercings: The Dynamics of Generational Diversity*).
- Consider using the word "you" to make the title more personal, as in *Drawing From Your World*.

**Description:** You've got 100 words to make a positive impact on the reader, making word choice and sentence structure critical. The description needs to be accurate and provide basic information about the course content, objectives, and outcomes, but also be inviting and intriguing. Things to consider:
- Your paragraph opener can make or break your description. Popular techniques for opening sentences include: asking a question, providing a definition, presenting an outstanding fact, quoting a relevant source, or stating a course outcome.
- Write your narrative in the second person ("In this course, you will learn…") or first person plural ("We will explore…"). These forms are far more inviting that the third person ("The student will learn to…").
- Basic questions to consider: What is your course about? Is there a specific group of students that want/need your course, or is it intended for a general audience? Is there any prerequisite knowledge or coursework that will enhance the student's learning experience? What concepts, techniques, or topics will be taught? As a result of your course, what will students be able to do? Will any special teaching methods be used?
- Note for courses that apply to nursing, chemical dependency, or social work CEU requirements: your description must include details related to the professional standards.

**Biography:** Your biography will appear directly following your course description, and should be limited to two or three sentences. Include information about your relevant education and experience, along with any special interests, publications, or awards that are pertinent to the topic. You may also consider a statement regarding your motivation for teaching the course.

## The Proposal Selection Process

We do review all proposals. Conditions for accepting a proposal might include:
- It fills a gap in our current programming, as identified by our staff or audience.
- It is complementary to an existing noncredit program.
- It is complementary to an MCTC academic program.
- It is in keeping with our mission and fits coherently into our array of offerings.
- It is unique or not widely offered in the metro area (we are interested in knowing if you're teaching the class elsewhere, and if so, where).

If your proposal is selected, we will contact you to set up an interview, in which we'll discuss your course in greater detail, schedule meeting dates and times, determine pay rate, and identify any logistical needs (equipment, materials, etc.).

If your proposal is not accepted, we will notify you in writing (generally email). We will keep your proposal on file in the event that our needs or audience interests change.

# Course Proposal Form

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Name: _____

Address: _____

_____

Tel/fax:      (day) _____  (eve) _____  (fax) _____

Email: _____  Proposal date: _____

Are you offering this course elsewhere? _____

## Course Title and Description

## Instructor Biography

## Marketing Ideas

Include any ideas for how we might market your course beyond our schedule publication, such as community venues, professional/trade/art associations, etc.

## Special Course Materials/Supplies

Give us an idea of handouts, books, or other course supplies that will be necessary for your course.

## Proposed Schedule

Day of week: _____  # of sessions: _____

Begin time: _____  End time: _____  Max class size: _____

## Submission Information

Please send your résumé along with your proposal.  Proposals that will meet continuing education requirements for nurses, chemical dependency counselors, teachers, counselors, or social workers must also include the class syllabus.  Courses for nursing CEUs must detail the skill components and how they will be documented.

Submit to the address above, or by email to Victoria.Lauing@minneapolis.edu.