



SLIG WANTS YOU! . . . TO PROPOSE A NEW COURSE

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With contributions from Francine Griffis, CG® and Alice Childs, AG®

Genealogical education offerings have exploded in recent years. Courses otherwise inaccessible have become virtual and therefore available to broader audiences. This has created diverse opportunities and demands for courses offered by new coordinators and faculty within our field.

To continue serving the educational interests and needs of our genealogical community, the Salt Lake Institute of Genealogy (SLIG) is proactively seeking opportunities to expand and engage with our community. We are committed to contributing to the development of new coordinators and faculty. We are exploring new content delivery on new platforms, at the time that best meets your needs!

Course Proposals and Role Options

You may be wondering what kind of role you could play. Are you Accredited, Certified, a Research Specialist, or do you have a specialized skillset? Have you considered exploring how your knowledge can benefit others? There are several ways you can become involved. Check out the options below and see which ones may suit your talents and desires.

- *Suggest a Course Idea:* You may have a course you would like to attend as a student but aren't yet prepared to coordinate or instruct. SLIG wants your course ideas!
- *Nominate or Recommend a Non-Coordinating Instructor:* You have several topics on which you are knowledgeable and experienced. You probably have taught about these topics before, or you want to. If you (or someone you know) are interested in instructing in a course that suits your talents, but not coordinating it, SLIG wants to hear from you!
- *Propose, Coordinate, and Instruct a Course:* You have a course idea that you want to propose, instruct, and coordinate. This combines the skills of being an instructor plus the coordinator.

Coordinator and Instructor Profiles

The characteristics and activities of a course coordinator differ from those of an instructor. Many people have both! Compare your skills to the profiles below to determine the best fit for you. Remember, a coordinator will also serve as an instructor for their course.

Coordinator Profile

Activities:

- Create the course description and schedule of 20 topics.
- Act as administrative liaison with SLIG and instructors.
- Recruit instructors who have topic expertise.
- Manage instructors for syllabus submission and cohesiveness in the overall topic and schedule.

Skills:

- Organized
- Communicative
- Proactive
- Timely

Instructor Profile

Activities:

- Create session topics.
- Research topic thoroughly.
- Write syllabus for each session.
- Create teaching materials that support the instruction (slides, bibliographies, etc.).

Skills:

- Experienced and educated on topic
- Organized
- Good writer
- Effective presenter and instructor
- Manage students and classroom well



Jan Joyce is a genealogy researcher whose personal work focuses on her Iowa, Ohio, Pennsylvania, and Wisconsin ancestors who emigrated from England, Germany, Ireland, and Norway. In 1998, she began managing the marketing initiatives at Genealogy.com which prompted researching her family. Jan holds CG and CGL certifications from the BCG as well as the AG accreditation from ICAPGen. Her genealogy career is focused on her own research and writing, as well as teaching research methodology. For SLIG, Jan has coordinated and instructed the course titled *Assemblage: Preparing, Writing, and Revising Proof Arguments*.

Establishing Expertise

Most people in the genealogy community follow SLIG and what is happening within the Utah Genealogical Association. Thus, by being selected and then delivering that course, your expertise on your topic will be established.

Personally Rewarding and Fulfilling

Creating and delivering an institute course is a rewarding experience. Those rewards typically come in the form of students who learn and grow during the course. Seeing and hearing “aha” moments is fulfilling.

Teaching is Learning

Preparing material for a course usually prompts additional research into the topic area. Even if one is already an expert in it, researching further brings awareness and new insights. Plus, there is a lot to learn from the students who come into the courses at an intermediate to advanced level and are very smart!

Networking

Working with the course instructors and then the students is a great opportunity to expand your network. These folks love the same things you do – genealogy, plus the topic area that is being taught.

The Benefits of Serving as a SLIG Coordinator or Instructor

Coordinating and instructing in a genealogy institute course can be very rewarding. There are many benefits to consider.

Topics Sought

SLIG is open to your new course ideas. If they fall into one of the categories below, that is great. But don't limit your ideas to this list, every idea is welcomed!

- Methodological concepts applied to a variety of genealogical topics.
- Application of standards or advanced analysis and correlation.
- Society interests.
- North American regions or states.
- Country, language, or ethnicity-specific research.
- Specific record types or groups.
- Writing, documentation, or publishing.
- Broader genealogical topics such as paleography, social history, occupations, migration, or immigration.
- Technology and the use of technology to enhance research.
- Archival and preservation interests.

Getting Started

If you have an idea for a course, there are several ways to further develop that idea before submitting it to SLIG. For example, talk to several people about it. Give them a brief overview and ask questions such as:

- What do you think this course should be about?
- What individual session topics could you see working well in this type of course?
- Who would want to take this course? Describe them by education, experience, etc.

After that initial information-gathering phase, write down as many of the titles for the required twenty sessions as possible. Do you have enough material? If not, how could it be expanded? If there are too many topics, perhaps some topics could be combined or eliminated.

What's in a Proposal

An online form is provided by SLIG to submit a complete course proposal. Consider drafting the proposal first using the template found on the SLIG website. The items you'll need to include in the proposal include:

- Contact information – name, address, phone, and email
- Program – which SLIG session
- Preference for an in-person or virtual course
- Course title
- Course objectives
- Course description
- Instruction level – advanced, high intermediate, intermediate
- Anticipated target audience
- Prerequisites
- Space and technical support requirements
- Organizational support required
- Full proposal including course outline and the proposed instructors with their bios
- Bio
- Photo headshot
- Why do you feel this course would add value to SLIG?
- How does this course differ from other courses on similar topics held at SLIG or elsewhere?



- Has this course been taught before? If so, please list where and when
- Will the course be taught elsewhere in the calendar years prior to and following SLIG?
- Additional comments

What Support Does SLIG Offer?

The SLIG Advisory Committee can help new instructors and coordinators to prepare and deliver a fabulous course.

Case Study – Course Proposal Example

One of the courses I proposed to SLIG was *Assemblage: Preparing, Writing, and Revising Proof Arguments*. This course, delivered in Fall 2023, was an idea that I had based on working with advanced students as they prepared for certification. The students were very good writers and great researchers. But sometimes, their proof arguments did not seem cohesive.

Some of the material I used in these mentoring opportunities suited itself to be further developed. I taught students how to deconstruct a case study, what material to include, and then how to ask themselves “so what?” to exclude extraneous information.

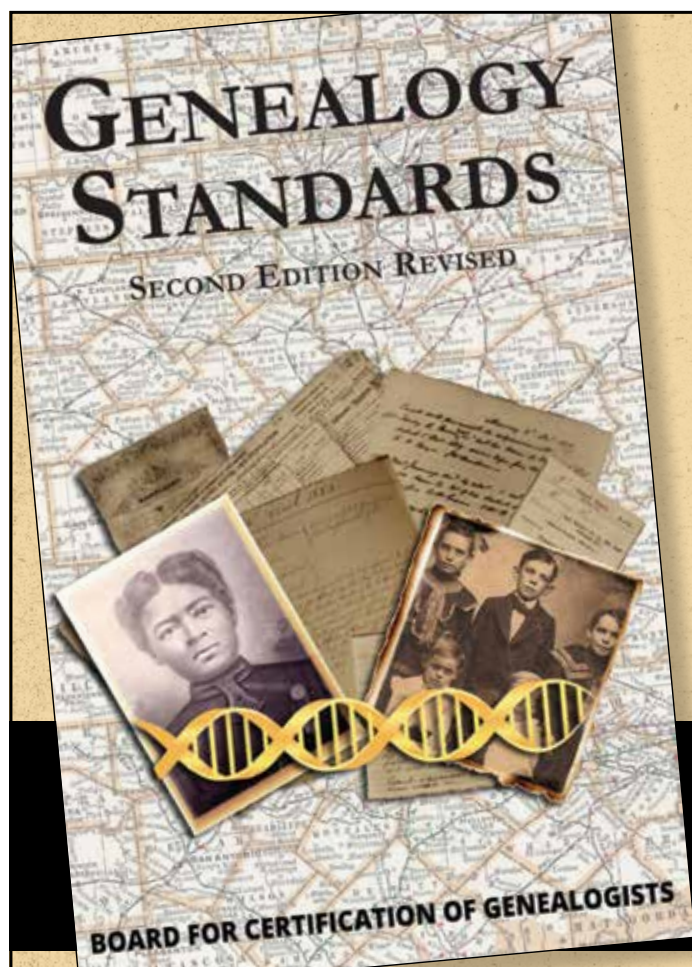
That wasn’t enough for an entire course though, so then I filled in some holes. Targeting specific sections of a case study, I added sessions on titles, introductions, conclusions, visual elements, and layout.

Those new elements improved the breadth of the course session topics. But there was still something missing – other instructors with their unique materials. Through my work with ProGen I knew of several people who had developed a unique method that fit perfectly into the course. Their topics included verbal feedback, transcribing for discovery, and tactile methods for assembling written work. I recruited them to include them in my proposal and now had twenty sessions to deliver.

After completing my proposal, SLIG showed interest and asked me to revise a few aspects. Upon implementing the revisions, the course was approved!

What’s Next?

Are you ready to begin thinking about, planning for, and creating your SLIG course? SLIG is excited to hear your ideas! Contact the SLIG team today or visit <https://slig.ugagenealogy.org> for more information.



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