Position Rationale: When a department is offering large numbers of sections of a given course and a variety of faculty, including adjunctive faculty, are teaching sections of the course, the coordination of those sections becomes important. Coordination of sections helps ensure that all students in the course receive a uniform learning experience and accomplish consistent learning outcomes. This in turn makes it possible for other instructors to hold students accountable for that learning and to build on it. In addition, a coordinative process can support an ongoing process of course improvement.

1. Position Qualifications
   A. Participating faculty members (i.e., tenure track or participating special lecturers)
   B. Teaching the course on a regular basis

2. Position Duration
   A. Normally the course coordinator position is a three-year assignment
   B. A willing individual may take on the position for a longer term—or the job description may stipulate a longer term

3. Functions
   A. Course Learning Objectives
      i. Help onboard new instructors for the course
      ii. Ensure that all instructors have common course learning outcomes and undergraduate learning goals and objectives on their course syllabi
         NOTE: In addition to common course learning outcomes, instructors may add additional course content appropriate to the course
      iii. If appropriate, assist in selection of text(s) and other course resources
   B. COBE Disciplinary Learning Assessment
      i. Oversee the selection and review of assessment questions for the COBE Disciplinary Learning Assessment
      ii. Manage the course-embedded assessment of COBE Disciplinary questions
      iii. Review with course instructors the results from capstone (GENBUS 450) administration of the COBE Disciplinary Learning Assessment, compare with course-embedded results, and propose any needed improvements
      iv. Meet at least once an academic year with the Core Improvement and Assessment committee (CIA) to review options for improvement based upon the results of the COBE Disciplinary Learning Assessment

4. Service
   A. This position will be explicitly acknowledged as a significant component of the college service expectation

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