Responsibilities of the college/district eLearning Coordinator may include, but are not limited to: The eLearning Coordinator is expected to be a key leader within the college/district, demonstrating advanced knowledge in the innovative use of technology across the curriculum and highly developed inter-personal skills with regard to the development, implementation, and evaluation of the school’s/district’s eLearning program within the framework of the school’s/district’s mission and LCTCS policies and guidelines. The coordinator will provide analytical, administrative, and technical support in coordinating complex projects and activities in the development and implementation of eLearning courses and programs.

Please note: Responsibilities and specific duties may vary by college and district according to institutional need. The lists below are not intended to be comprehensive, but rather suggestions for primary duties and responsibilities. The percentage of time delegated to responsibilities and duties may also vary by institution.

RESPONSIBILITIES

The major responsibilities of the eLearning Coordinator shall include:

1. Assist in developing a strategic plan for implementing, maintaining, communicating, updating, and extending the school’s information technology infrastructure.

2. Work with departments and programs to develop eLearning courses and programs and to ensure that all courses and programs move successfully through the quality assessment process.

3. Work with departments and programs to develop models for the effective use of eLearning technology, to incorporate the use of hardware and software into teaching approaches within each area, and to develop a strategic plan for widespread implementation of models and resources.

4. Contribute to the professional development of faculty and staff by developing and offering internal eLearning professional development activities; Identify and work with other institutions/agencies to provide training through collaborative efforts when possible.
5. Promote models of curriculum and classroom organization that make effective use of eLearning; Demonstrate exemplary teaching practices to promote effective and innovative use of eLearning.

6. Promote eLearning courses and programs to administrators, faculty, students, vendors, business and industry, and the general public; Communicate current and potential course and program offerings to eLearning community; Serve as a liaison to the LCTCS, Louisiana Board of Regents, and other agencies as appropriate to promote and develop eLearning courses and programs. (Some e-learning coordinators are responsible for maintaining information that is submitted to the SREC/SREB databases.)

7. Evaluate and coordinate the school’s software purchases and licensing as they apply to course development and delivery. Ensure that those software titles are properly licensed.

SPECIFIC DUTIES

SUPPORT OF TEACHING AND LEARNING (___%)

- Implement strategies and support services necessary to support professors/instructors in the creation and delivery of electronic courses.
- Provide ongoing support for professors/instructors including answering calls and emails for advice or information and helping move courses through QA processes.
- Work student services and program departments to implement strategies and services necessary to support students enrolled (or considering enrollment) in eLearning courses.
- Advise professors/instructors on the choice of software available at the college that is best suited to their specific teaching requirements.
- Coordinate support services required to carry out the professor’s/instructor’s eLearning projects.
- Coordinate and facilitate the delivery of remote (off-campus) eLearning activities; Develop and facilitate processes for improving material distribution and exam administration.

ADMINISTRATION and SUPERVISION (___%)

- Supervise eLearning support staff required to assist professors/instructors and students as appropriate.
- Provide appropriate supervision to institutional entities to assist in maintaining the infrastructure of servers and other resources available to professors and students to access the software used to enhance courses, to offer on-line courses, or for the development of eLearning courses.
- Administer and/or coordinate related web sites/pages as appropriate.
- Collaborate with the Registrar/Student Services office, Institutional Effectiveness Office, and the LCTCS to compile, maintain, and track student information as requested.

TRAINING (___%)


• Provide training and/or support for training, to professors/instructors to develop material to enhance instructional techniques in support of eLearning.
• Provide support to professors/instructors in developing and implementing eLearning courses.
• Train additional support staff required to provide assistance for professors and students in the eLearning environment as appropriate.
• As institutional budgets allow: Participate in appropriate professional development opportunities such as eLearning conferences to increase level of knowledge in the innovative use of technology; Attend appropriate meeting, workshops, and conferences to share initiatives and accomplishments with the eLearning community.

COLLABORATION (___%)

• Establish and maintain relationships with other agencies for the purpose of facilitating common missions and goals with shared collaborative resources.
• Build teams at various levels for direct lines of support and communication and educate team members regarding the visions and values of the eLearning initiative on an ongoing basis.
• Identify and coordinate professional development and training activities provided by LaCADE, Louisiana Board of Regents, LCTCS, and other agencies as appropriate.
• Work with departments, programs, and other institutions and agencies to facilitate student access to computer labs and other resources.
• Work with other institutions to avoid unnecessary duplication of courses and programs.

Please note: The level of education, degree(s) held, and experience detailed below is not intended to be restrictive in nature, but rather to assist in determining educational background and experience needed institution by institution.

EDUCATION

Qualified applicants should possess a Masters Degree in Educational Leadership, Educational Technology, Instructional Technology, or other equivalent/appropriate degrees and/or certifications.

EXPERIENCE

Qualified applicants should demonstrate competence in the effective use of Blackboard and/or other electronic course delivery methods; demonstrate proficiency in the use of web design software, multimedia delivery software, graphic design, Microsoft Office Suite, and/or other appropriate software to facilitate the development and delivery of quality online/distance education courses; and verify experience with curriculum and course development.