Job Description

Title:	Instructional Designer
Unit:	CSEA 262
Range:	124
Committee Review:	7/19/2021
Synopsis:	Change to Minimum Qualifications
Rational	Due to the technical nature of this position, education is not typically acquired to perform this level of work. Most of those who fall into this type work comes from experience. Updating the MQ will allow the pool to be expanded and pull those in who grew into similar positions by experience.
Incumbent	Vacant

INSTRUCTIONAL DESIGNER

DEFINITION

Under general supervision, performs instructional technology design work that involves needs assessment, development, design and analysis of professional learning activities of the assigned department; explores, identifies, curates, develops, and supports instructional technology solutions that promote learning; works closely with stakeholders to improve instructional delivery methods, promote the understanding of pedagogical principles of technology-mediated learning environments, and provide technical support and assistance where necessary; recommends effective uses of technologies to support instructional delivery and learning in various modalities; performs a variety of administrative and office support duties of complexity requiring thorough knowledge of the assigned department, its procedures, and operational details.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the assigned management personnel. Exercises no supervision of staff. May provide technical and functional direction to employees.

CLASS CHARACTERISTICS

This classification that performs technical duties in the design, development, and presentation of technology-mediated instructional delivery and learning activities and in the ability to conduct independent projects and programs. Incumbents exercise a high level of discretion and independent judgment, tact, and initiative in performing the full range of routine and complex assignments. Successful performance of the work requires thorough knowledge of instructional technologies, the ability to incorporate educational technological advancements, and web-based systems and tools.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

1. Provides support to faculty and staff in the development and maintenance of technology-enhanced curricula and in applying technology to teaching and learning.
2. Provides assistance to the target audience, which may include guidance on technical, regulatory, pedagogical, and design best practices.
3. Supports the creation, conversion, and maintenance of web-based courses and related components in various content areas.
4. Identifies learning needs to inform instructional design and uses of educational technology to facilitate learning across modalities.
5. Collaborate with faculty and staff to create effective and engaging online learning experiences.
6. Assists faculty and staff with understanding and meeting accessibility compliance requirements for online courses and digital learning content.
7. Develops content in multiple formats, varying lengths and skill levels, to train, instruct, and inform the target audience; develops, prepares, and distributes promotional materials for learning activities.
8. Assists in the incorporation of multimedia instructional content materials using sound instructional design and pedagogical principles.
9. Designs, curates, delivers, and hosts effective and innovative tutorials, workshops, training sessions using various modalities in coordination with campus-wide adoption of educational and administrative technologies.
10. Researches, analyzes, and applies tested and innovative trends in digital learning technologies, best practices, pedagogies, and instructional design.

11. Provides individual and group consultation services to faculty and staff on effective ways to integrate educational technology into teaching and learning, and assists them in designing effective online, hybrid, and web-enhanced learning activities.
12. Responds to user application problems and offers assistance to users or refers them to other technology-support units on campus and external resources.
13. Plans, organizes, and carries out administrative assignments and special projects related to assigned department; recommends organizational or procedural changes affecting support activities; recommends improvements in work flow, procedures, and use of equipment and forms.
14. Maintains and updates departmental records in systems/specialized databases related to instructional design work; verifies accuracy of information as appropriate; researches and recommends resolution of discrepant information; enters and updates information; retrieves information from systems/specialized databases as required.
15. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and affiliated trainings. Prepares and delivers oral presentations related to assigned areas if needed.
16. Performs other related and lower classification duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles, practices, and techniques used in instructional system design, methods, and techniques for effective analysis of learning needs, and systematic development principles of instructional development and design.
2. Current educational technology tools for interaction and assessment within a learning management system.
3. Course design and training methods in online, in-person, hybrid, synchronous and asynchronous formats.
4. Content design principles and standard text and graphics programs to create complex documents and rich media content of varying lengths as a part of providing professional learning and training purposes, and in the marketing of such services.
5. Modern office administrative practices and procedures, including the use of standard office equipment.
6. Research and reporting methods, techniques, and procedures.
7. Principles and practices of data collection and report preparation.
8. Applicable federal, state, local, and College policies, codes, regulations, technical processes, and procedures related to the program to which assigned.
9. Computer equipment and applications, including word processing, database, and spreadsheet applications.
10. Record keeping principles and procedures.
11. Principles, practices, and techniques of effectively dealing with the public and basic public relations.
12. Techniques for effectively representing the College in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.

Skills & Abilities to:

1. Interpret, apply, explain, and ensure compliance with applicable federal, state, local, and College policies, procedures, and regulations.
2. Create complex documents and rich content for delivery through digital and print mediums using standard graphic and document formats.
3. Use learning management system at expert level; manage user-facing administration of learning management system.

4. Keeps up to date on industry standards and regulations. Take steps to make sure information meets regulatory compliance, including Web Content Accessibility Guidelines (WCAG) standards, and is usable and accessible to all viewers.
5. Conduct research; analyze, interpret, summarize, and present technical information and data in an effective manner.
6. Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
7. Use English effectively to communicate in person, over the telephone, and in writing.
8. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
9. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
10. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

Equivalent to graduation from a regionally accredited four-year college or university with major coursework in educational technology, instructional technology and design, or a related field, and three (3) full time equivalent years of experience providing support for curriculum development utilizing online technologies. **Additional full time equivalent years of experience can be substituted for the required education on a year-for-year basis up to four (4) years.**

Preferred Qualifications:

A Master's degree from a regionally accredited college or university in one of the above-mentioned fields is desirable.

Licenses and Certifications:

None.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds.

ENVIRONMENTAL ELEMENTS

Incumbents work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Incumbents may interact with staff, students, and/or the public in interpreting and enforcing departmental policies and procedures.

Amended: 8/2020