

**INSTRUCTIONAL DESIGNER**

| **Reports to:** Assigned administrator |
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| **Dept:** | Instructional Services | **Range:** | 30 |
| **FLSA:** | Nonexempt | **EEO:**  | Professional/Nonfaculty |

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### BASIC FUNCTION:

Under direction, perform instructional design work; work closely with faculty and instructional staff to review and enhance course design that incorporates appropriate instructional delivery methods and learning technology solutions; and perform other duties as assigned.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

### Conduct needs assessment, development, design, and evaluation of instructional tools and materials in collaboration with faculty, departments, and other campus leaders.

### Provide instructional design training, guidance, assistance, and technical support to faculty with an emphasis on online course development and technology integration. Work with faculty to review online courses and provide actionable feedback to enhance student success.

1. Design and conduct faculty development workshops, independently and in collaboration with others, in-person and online, on instructional design and various instructional technologies.

### Develop training and resources for equity-minded course design; advise individual faculty, departments, and other small groups on equity-minded online and technology-enhanced teaching.

### Help faculty to investigate, adopt, and redesign courses around Open Educational Resources (OER) and other Zero Textbook Cost materials, independently and in collaboration with others.

1. Collaborate with student support leaders and staff to enhance design and delivery of online support services. Provide resources and guidance to enable faculty to effectively integrate support services within courses.
2. Maintain current knowledge of instructional design and effective teaching strategies with an emphasis on multimedia, interactive and online technologies for synchronous and asynchronous instruction, and equity-minded pedagogical practices.

### Gather, analyze, and present data that illustrate course design and instructional practices, inform training and support priorities and enhancements, and provide insights to support student success.

### Provide training, guidance, assistance, and technical support to faculty in the remediation of materials and courses to ensure accessibility compliance, independently and in collaboration with others.

### OTHER DUTIES:

1. Attends various meetings and participate on committees as required.
2. Engage in ongoing professional development and involvement in professional organizations.
3. Perform related duties as assigned.

### REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

* Demonstrated ability to effectively incorporate instructional design methodologies and emerging technologies in instructional settings.
* Proficiency in learning management systems and related software and applications. Ability to quickly acquire proficiency with new and emerging technologies.
* Knowledge of course design processes and standards, instructional techniques, and appropriate evaluation methods for face-to-face, hybrid and online courses.
* Knowledge of applicable federal, state and local laws, rules and regulations [including OSHA rules and regulations if applicable].
* Knowledge of applicable sections of the state education code, Title 5, federal distance education regulations, accessibility guidelines, and copyright laws.
* Ability to communicate effectively both orally and in writing.
* Ability to effectively coach faculty in maintaining compliance with applicable policies and regulations, and in adopting effective practices for technology-enhanced course design and teaching.
* Ability to collaborate with others to design, develop, and deliver effective faculty support programs, workshops, and resources.
* Ability to prioritize multiple projects and effectively complete work both independently and collaboratively.
* Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.

### EDUCATION AND EXPERIENCE:

A bachelor’s degree in educational technology, instructional technology and design or a related field and at least three years of relevant experience working in an educational setting in instructional design and development.

**LICENSES AND OTHER REQUIREMENTS:**

A valid California driver’s license and the ability to maintain insurability under the district’s vehicle insurance program.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Not applicable.

**CONTACTS:**

District administrators, faculty, and staff.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily sedentary with intermittent standing, walking, bending and stooping; occasional light lifting and carrying of objects weighing up to 25 pounds; ability to travel to various locations on and off campus as needed to conduct district business.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving interactions and com­munications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established deadlines and changing priorities.

**WORKING CONDITIONS:**

Primarily business office environment; subject to frequent public contact and inter­ruption; inter­mittent exposure to individuals acting in a disagreeable fashion; may work at any district location or authorized facility with occasional evenings and/or week­ends on an as-needed basis. Occa­sional local travel may be requested.