





## INSTRUCTIONAL DESIGNER

Job Classification

Adopted: May 28, 2006

Revised: August 22, 2024

Provide recommendations regarding all aspects of the course design and development process, including decisions about interface design, course architecture and navigation, content arrangement, sequencing of lessons, use of assessments, and selection of class activities

Serve as a consultant for groups and planners on campus requiring information on instructional design, its processes, its methodologies, its timelines, and its costs

Work with instructors, program leads, and students to evaluate instructional methods, materials, and technologies

Assist faculty in assessing the appropriateness of a given instructional tool or strategy applied to a particular learning goal

Design and present professional development and group specific workshops for faculty and staff on instructional design topics

Ensure that project deadlines and budgetary restraints are met

Ensure clear, frequent, and timely communication between project collaborators

Consult with faculty in the process of making formal recommendations to university administrators regarding policies, instructional tools, and services that impact teaching and learning

Represent the institution to college partners, vendors, and professional groups in local, statewide, and national forums

Research legal trends and issues in the field of e-learning (e.g., intellectual property issues, disability access issues, protocol standardization issues, etc.) and acquire a familiarity with major juridical rulings and formal legislation that might impact work occurring in that field

Coordinate the development, implementation, and ongoing review of policies and standards used to guide instructional design work

Devise, document, and manage work flow processes related to instructional design support

Develop methods that will aid instructors in assessing the learning needs



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Produce pedagogically related multimedia materials

### LEVELS AND COMPETENCIES

The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of lower levels. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.

#### Level 1

**PCLS: 03001**

**Grade 76**

**Non-Exempt**

#### ***Descriptors***

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discretion to ensure projects run efficiently and to the standards faculty are requesting. Organize the project sequence for multiple course design efforts. Consult with faculty in the process of making formal recommendations to University administrators regarding policies, use of appropriate instructional tools, and services that impact teaching and learning. May be responsible for fiscal management and/or policy development as they pertain to area of expertise. May negotiate contracts for projects done by the department with the University community. May serve as a team or project leader or lead\*\* a work group. May supervise\*\* a small staff of employees.

### ***Knowledge, Skills, and Abilities***

Same as level three, plus: Expert Knowledge in all areas of instructional design and theory as well as adult learning principles, including constructivism. Knowledge and understanding of sound research practices. Writing skills appropriate for publishing in academic journals. Ability to supervise\*\*. Ability to develop and implement policy.

### ***Education***