

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

Job Title:	Instructional Designer	Range:	54
Date Revised:		Date Approved:	May 10, 2022

PRIMARY PURPOSE

The Instructional Designer will provide professional services and support to faculty, staff, and students. The Instructional Designer will collaborate on online, hybrid, web-enhanced, and face-to-face course development projects in areas such as course design, accessibility, Universal Design for Learning (UDL), web development, media development, and instructional design. The Instructional Designer may conduct one-on-one consultations with faculty, staff and students and work with college professional development groups to develop training programs to promote effective practices in teaching and learning technologies.

ESSENTIAL FUNCTIONS

Examples of essential functions are interpreted as being descriptive and not restrictive in nature.

1.	Collaborate with faculty on online, hybrid, and face-to-face course development projects in areas such as course development, media development, and instructional design; collaborate in redesigning and reengineering existing courses and transitioning course content onto new platforms.
2.	Provide training to faculty and staff in collaboration with Staff Development and the Distance Education Director (or Dean); provide one-on-one support to faculty, staff, and students as needed; develop and monitor metrics for evaluating training and curricula effectiveness.
3.	Collaborate with faculty to review automated course level accessibility reports and implement accessibility solutions, learning support services, and best UDL practices, complying with accessibility standards that promote equity and success to support the diverse and changing needs of all students.
4.	Provide consultation and instructional design support for the development, editing, and implementation of Open Educational Resources content. Research Open Educational Resources (OER) and assist faculty in creating, curating, and implementing OER content.
5.	Manage learning tool integrations in the learning management system, training, resources, and support. Review and maintain privacy agreements and voluntary product accessibility templates (VPATs).
6.	Implement creative approaches and innovative uses of technology and pedagogy aligned to the District's Educational Master Plan and Diversity, Equity, Inclusion, and Anti-racism goals to address different learning styles, diverse student populations, varying course content, and accessibility guidelines; create learning experiences and materials that are inclusive, accessible, and effective for the acquisition and application of knowledge and skills.
7.	Communicate effectively and work closely with campus DSS (Disability Support Services) departments regarding instructional design, accessibility, inclusivity, and UDL to comply with accessibility standards, laws, District policies, and support the District's Diversity, Equity, Inclusion, and Anti-racism goals.
8.	Sensitivity to and understanding of the disabilities and diverse academic, socioeconomic, cultural, and ethnic backgrounds of students.
9.	Provide leadership and work direction to support staff including assisting in necessary training, reviewing work, and providing advice on complex technical problems.

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10.	Maintain currency in best practices for creating accessible material and instructional design for online and hybrid courses.
11.	Engage with other campus partners (e.g., DSS, EOP, Veterans Services, etc.) to understand current perspectives from students and to help create better student experiences.
12.	Collaborate with college and District staff to ensure effective implementation of distance education and other educational technology related initiatives and programs.
13.	Serve as a resource on shared governance college committees relevant to distance education.
14.	Learn and apply emerging technologies and advances as necessary to perform duties in an efficient, organized, and timely manner.
15.	Participate in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; active assistance in the creation of a welcoming and inclusive work and educational environment; attend and participate in diversity, equity, inclusion, and anti-racism trainings and events.
16.	Perform related duties as assigned.

OTHER FUNCTIONS

None

WORKING RELATIONSHIPS

The Instructional Designer maintains frequent contact with faculty, staff, students, management, and various departments and outside agencies.

EDUCATION AND EXPERIENCE

Minimum Qualifications

Bachelor's degree in Instructional Design or a related field and a minimum of two years of experience in instructional design or a related area.

Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

Desirable Qualifications

Prior experience in approaching work and interactions with colleagues and/or students in an equity minded manner. Ability to provide an inclusive and welcoming work/educational environment.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of theories, methodologies, and best practices in learning theory for developing online instruction and educational technology materials

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Knowledge of web-based learning management systems, web-based conferencing systems, collaborative groupware and courseware, and the implication of the following on learning: web-based instructional material, graphics, streaming media, visual/audio, animation, and various media
Knowledge of Universal Design for Learning principles and the laws governing accessibility (504, 508, ADAAA (ADA Amendments Act), etc.)
Knowledge in developing accessible course content with the ability to develop and/or redesign accessible online and hybrid courses
Knowledge of workshop and group facilitation techniques
Knowledge of customer service protocol with the ability to provide a high-level of service to students, faculty, and staff
Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary
Knowledge of record keeping procedures
Ability to understand District organization, operations, policies, and objectives
Ability to organize and coordinate the delivery of training to audiences with a variety of knowledge and skill
Ability to convey concepts in writing and orally to individuals and groups of diverse backgrounds
Ability to enhance course goals with imaginative application of technology to existing materials and structures
Ability to analyze situations accurately and adopt an effective course of action
Ability to plan, organize and prioritize work
Ability to meet schedules and timelines
Ability to understand and follow oral and written directions
Ability to establish and maintain effective working relationships with others

SPECIAL REQUIREMENTS

May require a Valid California Driver's License

WORKING CONDITIONS

College or District office environment; frequent contact with administrators, management, faculty, and staff and students; sitting for extended periods of time (up to 2-3 hours); repetitive use of upper extremities including hand coordination activities; occasional travel to other locations to attend meetings or conduct work.
