SIERRA COLLEGE

Job Description

JOB TITLE: Instructional Designer

PAY GRADE: CL 25

LAST REVISED: July 2025

*Job Descriptions/Class Specifications are intended to present a descriptive list of the range of duties performed by employees in the job and are **not** intended to reflect all duties performed within the job.*

Sierra College has a strong commitment to the achievement of equity and inclusion among its faculty, staff, and students and values the rich, diverse backgrounds that make up the campus community. A strong candidate for this position must have the understanding and ability to successfully support individuals with varying backgrounds. This includes persons with disabilities, various gender identities and sexual orientations, as well as individuals from historically underrepresented communities and other groups. Our District is committed to providing strategies for success and proactive student-centered practices and policies focused on eliminating equity gaps to ensure the District provides an inclusive educational and employment environment focused on strategies for success and equitable outcomes for all.

SUMMARY DESCRIPTION

Under general supervision from assigned manager, works collaboratively with the Distance Learning staff to provide training, development, and support for instructional technologies; assists and supports faculty with incorporating instructional technologies into their pedagogy and promotes the effective use of technology in teaching and learning, including effective course design, selection of instructional tools, implementing outcomes assessment, and accessibility requirements; conducts workshops and group trainings on academic technologies for all teaching modalities; monitors emerging trends, technologies, and best practices in instructional design, educational technology, and e-learning; and functions as a technology resource for the District.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Serves as a Subject Matter Expert (SME) to faculty in instructional design theory, as well as ongoing support to faculty in course design and appropriate selection of instructional tools.

2. Collaborates with faculty and others in creating new online or hybrid courses and programs to increase student retention and success rates; recommends technical and pedagogical solutions and best practices that serve desired course learning outcomes.

3. Designs, develops, and implements graphical interfaces, learning objects, animations, and images for educational activities.

4. Creates custom and reusable learning objects, templates, and course materials to address a broad range of course-specific instructional needs.

5. Presents, designs, and develops resources and programs to inform and educate faculty and staff of trends in instructional technologies, methods for appropriate, compliant, effective uses of technology in teaching, and specialized tools for the applications.

6. Advises faculty and appropriate manager regarding online software and tools; trains faculty in the use of these tools.

7. Trains faculty in the application of accessibility and usability standards, requirements, and laws in course design to ensure that all instructional technologies used support learning and are universally accessible; assists and supports faculty in the development and redesign of online course content that is universally accessible and complaint with Section 508 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA).

8. Researches, identifies, and monitors developments in emerging instructional and multimedia technologies; recommends implementation of new technologies.

9. Develops processes that provide support for educational technology systems, software, tools, and products to improve student outcomes and success.
10. Develops and curates training materials for instructional design.
11. Performs related duties that support the overall objective of the position.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job <u>and/or</u> be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

- Methods, processes, procedures, and best practices for distance learning, online teaching, and Learning Management Systems (LMS), including course design, instructional design theories, and pedagogical and andrological methods.
- Instructional design tools and software.
- Trends in instructional design and technologies.
- Federal, state, and local laws and regulations regarding copyrights, trademarks, licensing, and communicating with students, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA).
- Research and analysis methods.
- Principles and procedures of record keeping and filing.
- English usage, grammar, spelling, punctuation, and vocabulary, including proofreading and formatting techniques.

Ability to:

- Design effective and universally accessible (508 and ADA compliant) online courses and course content.
- Develop training programs in support of appropriate instructional design principles.
- Implement and facilitate training workshops and courses.
- Work with people at different skill levels and fluency with technology.
- Maintain accurate records and filing systems.
- Utilize office procedures, methods, and equipment, including computers, technology, and applicable software applications sufficiently to perform the duties of the classification, including Learning Management Systems (LMS).
- Maintain confidentiality of information.
- Follow oral and written directions.
- Communicate clearly and concisely, both verbally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Work independently or collaboratively.
- Apply District policies and procedures.

EDUCATION AND EXPERIENCE

Any combination of education and experience that demonstrates the required above knowledge and abilities is qualifying. Examples of ways to obtain the above knowledge and abilities could include, but are not limited to, the following:

Education/Training

- Bachelor's Degree from an accredited college or university, preferably in educational technology, instructional design, or a related discipline.

Experience

- One year of experience working on instructional design or related experience, including using technologies for course design and development.

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PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally walk, stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination, including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Board Approved: July 15, 2025