**P4: Level Standards**

**GENERAL ROLE**

This level is accountable for directly providing service to any assigned work unit at the University. The service can focus on a single or a variety of job functions with varying degrees of independence. Positions at this level may supervise student or support employees.

Incumbents:

* Put into effect what is required by defined job duties and responsibilities following professional norms or established procedures and protocols for guidance.
* Alter the order in which work or a procedure is performed to improve efficiency and effectiveness.
* Recommend or implement modifications to practices and procedures to improve efficiency and quality, directly affecting the specific office operation or departmental procedure or practice.

**INDEPENDENCE AND DECISION-MAKING**

*🡪 Supervision Receive*d

* Works under direction.

*🡪 Context of Decisions*

* Decisions should involve selecting an approach from among alternatives, timing when certain tasks should be performed, determining how to best use available resources, and other similar choices.
* Decisions require more coordination and collaboration among different sources, taking into consideration the roles and impact on work outside the immediate organization.

*🡪 Job Controls*

* Has the latitude to make decisions on projects that they are accountable for delivering on.
* Free to plan and carry out all phases of work assignments.

**COMPLEXITY AND PROBLEM SOLVING**

*🡪 Range of issues*

* Assignments are defined as less reoccurring or cyclical tasks, and primarily consist of development or refinement of programmatic or administrative objectives.

*🡪 Course of Resolution*

* Resolution and project completion require substantial planning and scheduling within the department in order to obtain and align resources when and where needed.

*🡪 Measure of Creativity*

* Problems are not amenable to strict technical resolution, requiring innovative thinking.

**COMMUNICATION EXPECTATIONS**

*🡪 Manner of Delivery and Content*

* Regularly provides information on finished materials to others.
* Diplomatically and effectively deliver information difficult to understand or in contrast with a student or customer's views.

**SCOPE AND MEASURABLE EFFECT**

* Incumbents may supervise a small homogenous department, with proportionate responsibility to perform daily responsibilities similar to the work of subordinate staff.
* Actions typically affect an individual, item, event, or incident, etc.
* Actions taken are generally done to meet reporting requirements or regulatory guidelines, or to satisfy internal checks and balances and/or existing standards.
* Incumbents are typically designated as a lead or frequently assigned project leadership roles within a specific administrative/programmatic function or specialty area.
* Generally, have a more direct impact on a larger action or process, such as serving as an approver in a process, where the process is “owned” by a different work unit.

**Job Template**

**GENERAL SUMMARY**

Analyzes, recommends, develops, and supports innovative instructional solutions using educational technology and instructional design principles and practices. Collaborates with Instructional Developers and faculty to create appropriate online courses, eLearning aids, and other software-based solutions to identified educational needs.

**REPORTING RELATIONSHIPS AND TEAMWORK**

Works under limited supervision of a supervisor or manager.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*The intent of this section is to list the primary, fundamental responsibilities of the job – that is, the duties that are central and vital to the role.*

* Works collaboratively with Instructional Developers to implement a moderately complex and/or unique instructional design plan.
* Evaluates the use of technology prescribed by the instructional design plans and suggests revisions to faculty and developers, as necessary.
* Develops academic courses, websites, interactive instructional learning objects, and/or learning modules using course-management software, web authoring tools, and eLearning technologies.
* Modifies and enhances existing course design through the use of current and emerging technologies, and applying knowledge of educational theory and best practices.
* Ensures consistency with the vision of the requesting faculty member.
* Builds and maintains assessment and evaluation instruments.
* Conducts workshops, seminars, and/or other training programs in course design, pedagogy, and the relevant and appropriate use of technology.
* Provides training on new and existing technology, initiatives, and department policy to colleagues, faculty, and support staff on an individual- or group-basis.
* Researches and recommends new technologies in the field of education.
* Performs related work as required.

**MINIMUM QUALIFICATIONS**

* Bachelor’s degree in a related field.
* Four years of related experience.

OR

* Master’s degree in a related field.
* Two years of related experience.

**COMPETENCIES**

**Knowledge of:**

* Best practices in educational technology and instructional design
* The use of eLearning development tools and social learning technologies
* Multimedia development including interactive learning objects

**Skill in:**

* Technology support in an academic setting
* Graphic, visual, and web design
* Developing online courses in a learning management setting
* Technical problem solving

**Ability To:**

* Work independently and in a team environment
* Complete projects while adhering to strict timelines
* Apply ADA or Section 508 compliance standards to web-based instruction modules
* Design and maintain databases
* Understand copyright as it applies to online content and images
* Respect diversity and work collaboratively with individuals of diverse cultural, social and educational backgrounds
* Maintain the confidentiality of information and professional boundaries
* Communicate effectively through both oral and written means