

## Draft Classification Standards – To Be Effective 10/01/2025

### Instructional Designer/Technologist Series

Class Title	Class Code	Issue Date	FLSA
<i>Instructional Designer/Technologist I</i>	XXXX	XXXX	<i>Non-Exempt</i>
<i>Instructional Designer/Technologist II</i>	XXXX	XXXX	<i>Exempt*</i>
<i>Instructional Designer/Technologist III</i>	XXXX	XXXX	<i>Exempt*</i>
<i>Instructional Designer/Technologist IV</i>	XXXX	XXXX	<i>Exempt*</i>

#### OVERVIEW:

Positions in the Instructional Designer/Technologist series provide consultative support to faculty to enhance pedagogy utilizing academic technology tools and learning management systems. Collaborates with faculty to conceptualize, plan, design, develop, and implement pedagogically sound and technology-enhanced curricula for use in online, hybrid, and conventional courses. Develops and conducts workshops as well as online resources and training. Works with faculty and staff across all information technology disciplines to evaluate, select, and integrate web-based applications, digital multimedia, learning management systems and plugins, and other emerging technologies for online and in-class teaching and learning. Reviews online content and related course materials for accessibility compliance and provides recommendations and training to achieve compliance.

Positions in this classification have responsibility in the areas of faculty development, educational software, multimedia, accessibility, and course design for a variety of teaching modalities. Positions have knowledge and experience in educational theories and instructional design practices and supporting university teaching and learning initiatives.

Positions are assigned to classifications within the series based on the scope and complexity of academic technology activities; degree of independence and judgement; experience, knowledge, skill, and ability required; degree of planning, analysis, and execution required by the position; impact and risk to the university; and nature of supervision received. Higher levels within the series build upon and include the knowledge and skill requirements and work assignments of lower levels within the series.

***Instructional Designer/Technologist I*** – Entry-level professional who applies basic professional concepts to resolve problems of limited technical scope and complexity. Normally operates under detailed guidelines and work is often reviewed for accuracy. Assignments may be routine in nature and involve performing various duties related to providing accurate and reliable data analysis. Follows standard practices and procedures.

***Instructional Designer/Technologist II*** – Professional who applies acquired job skills, policies, and procedures to integrate technology into teaching and learning activities and environments. Draws from prior experience and knowledge of educational technology and pedagogy principles and concepts to exercise judgment while developing technology-enhanced instructional materials and activities.

***Instructional Designer/Technologist III*** – Professional who applies advanced job skills, in-depth organizational and stakeholder acumen, and project planning skills to complete

\* This classification as outlined in this document meets the duties test of the Administrative Exemption. An employee's actual exemption status may differ based on salary rate and actual duties performed.

substantive instructional technology related work of significant technical scope and complexity. Exercises advanced discernment and in-depth knowledge of educational technology and learning theory and best practices, university policies and guidelines as well as emerging instructional technology tools and methodologies to determine appropriate action. May require the development of new approaches, techniques, and innovation to address issues. Contributes to the development and modification of academic technology policies, processes, and standards. Utilizes persuasion to ensure proper implementation of technology-enhanced curricula.

***Instructional Designer/Technologist IV*** – Technical expert and leader with a high degree of knowledge in educational technologies and pedagogy. Problem-solving frequently requires analysis of unique issues or problems without precedent and/or structure and new approaches, methods, techniques, or innovation. Responsible for conceptualization, integration, and implementation of new educational technology initiatives. Under the guidance of management, recommends academic technology strategies, policies, programs, guidelines, and procedures to ensure teaching and learning objectives are achieved.

**TYPICAL PROGRAMS, ACTIVITIES, AND CORE FUNCTIONS/DISCIPLINES (*May include but are not limited to*):**

- ***Course Design*** – Analyzes and evaluates instructional materials, course curricula, course activities/assessments, and recommends academic technologies to enhance content, learning, curriculum, and academic programs. Collects and analyzes data on instructional technology use and effectiveness.
- ***Faculty Support and Consultation*** – Engages in a consultative process with faculty in the analysis, design, development, maintenance, enhancement, and/or assessment/evaluation of course materials. Advises and assists faculty and staff in the selection of available software and hardware to appropriately meet their needs in creating and/or organizing course materials.
- ***Teaching and Learning Strategies and Methods*** – Creates methods for integrating technology, classroom hardware pedagogy, technical tools, and software applications into course instructional delivery. Provides instructional technology expertise and consultation when collaborating with faculty in the development of course activities and assessments, selection of appropriate instructional materials, implementation of improvement to course alignment/course structure, evaluation of courses using quality assurance rubrics, and ensuring efficacy of course materials and delivery methods.
- ***Training*** – Develops and delivers training for effective use of academic technology across a broad range of academic disciplines and course modalities. Researches academic technology best practices for current and future faculty needs. Partners with technical staff as necessary to ensure resources reflect best practices. Training includes user-friendly design principles, academic technology best practices, and accessibility policies and regulations. Produces user documentation, instruction guides, and technical training publications. Evaluates and monitors training results.
- ***Instructional Materials*** – Consults with faculty in the development, and/or conversion of instructional materials. Assesses and assists faculty in developing instructional materials

for accessible and effective learning experiences utilizing existing and emerging technology.

- *Learning Systems* – Provides technical advice, expertise, and support in the evaluation, purchase, upgrade, integration, and/or maintenance of learning management systems and related software and/or hardware resources. Provides end-user technical assistance for learning management systems, other online learning environments, and academic technology tools.
- *Digital Learning and Multimedia Content Development* – Consults with faculty and technical experts to design and develop eLearning modules, digital learning objects, multimedia objects, videos, tutorials, and other content to be used in training and academic course delivery. Researches and acquires software programs, video editing tools, and/or web design tools to develop and deliver content for training and course delivery.

#### **DISTINGUISHING CHARACTERISTICS:**

- Positions in this classification consult with faculty to evaluate and/or develop course materials and learning strategies. Positions that primarily provide classroom, instructional, or learning management system support are not appropriate for this classification.
- This series is differentiated from the User Experience Analyst classification which is focused on developing engaging user experiences and improving the interaction between the user and the product.
- This series is differentiated from the Accessibility Technologist whose primary focus is to ensure digital content and technologies are accessible to all users.
- Other classifications to consider are: User Experience Analyst and Accessibility Technologist.

#### **INSTRUCTIONAL DESIGNER/TECHNOLOGIST I**

Under direct supervision, performs entry-level professional academic technology duties to support academic efforts of faculty, staff, and students. Performs less complex assignments following established procedures. Work is reviewed for understanding of professional concepts and compliance with research and instructional technology best practices, policies, and procedures.

#### ***Work assignments typically include some or all of the following:***

- ♦ Analyzes instructional materials, course design, learning management systems, course activities, and assessments to improve and integrate academic technologies.
- ♦ Completes analysis to provide data-driven insights and recommendations regarding academic technology strategies and initiatives.
- ♦ Explores and researches new technology trends and developments, materials, and best practices techniques for their applicability to educational uses in support of student and faculty success.
- ♦ With guidance from senior information and instructional technologists, develops and delivers academic technology training materials and workshops for faculty.
- ♦ Drafts eLearning modules, digital learning objects, multimedia objects, videos, and tutorials.
- ♦ Evaluates and assesses the effectiveness of educational technology tools and resources.

- ◆ Researches, explores, conducts pilot tests, and supports innovative technologies to augment teaching in multiple modalities.
- ◆ Provides consultive support for instructors relevant to the appropriate use of technology, course redesign, and the creation of accessible courses.
- ◆ Updates and maintains technical user guides as assigned.
- ◆ Provides support and technical expertise to ensure proper functioning of academic technologies. Troubleshoots technical issues and provides timely resolutions to ensure smooth technology operations.
- ◆ Stays current on learning theories, pedagogies, and technology developments.

#### **MINIMUM QUALIFICATIONS:**

##### ***Knowledge and Skill:***

- ◆ General knowledge in instructional design, technology integration, and pedagogical practices.
- ◆ Organizational and time management skills to plan, organize, and prioritize work.
- ◆ Demonstrated communication and interpersonal skills to gather and document information from users, communicate technical issues effectively, and draft user/developer guides and presentations.
- ◆ Ability to maintain confidentiality and handle sensitive information appropriately.
- ◆ Ability to work independently and as part of a team as well as build relationships with diverse stakeholders.
- ◆ Analytical skills to collect, analyze, and summarize data and research.
- ◆ Computer skills to appropriately use institutional technology and relevant software packages as required.
- ◆ Familiarity with instructional design concepts and theories.

##### ***Experience and Education:***

Equivalent to a bachelor's degree in a related field. Relevant education and/or experience which demonstrates acquired and successfully applied knowledge and abilities shown above may be substituted for the required education on a year-for-year basis.

#### **INSTRUCTIONAL DESIGNER/TECHNOLOGIST II**

Under general supervision, collaborates with faculty, academic departments, and IT teams to integrate technology into teaching and learning environments. Applies professional level academic technology knowledge and experience to provide consultative support to faculty in the analysis, design, development, maintenance, enhancement, and assessment/evaluation of curriculum and course materials. Works independently or with a team on day-to-day assignments with general supervision on larger initiatives to ensure alignment with overall academic technology principles and practices. Handles multiple work priorities and is accountable for own work results.

##### ***In addition to duties performed by the Instructional Designer/Technologist I, the Instructional Designer/Technologist II typically performs the following duties:***

- Collaborates with academic departments, faculty, and IT staff to identify, develop, and implement appropriate technology, techniques, and solutions for teaching, learning, and/or research.

- Evaluates instructional materials, course design, and course activities/assessments to recommend academic technologies to enhance content, learning, curriculum, and academic programs for greater effectiveness for learners.
- Guides faculty and academic departments in best practices and effective use of educational technology tools and platforms.
- Develops and provides training and support to faculty, staff, and students on the effective use of educational technology tools. Conducts workshops, webinars, and one-on-one sessions to enhance technology skills and pedagogical practices.
- Collaborates with IT teams to develop technology-enhanced instructional materials and activities.
- Stays current with emerging trends and best practices in educational technology.
- Coordinates and oversees the development of eLearning modules, digital learning objects, multimedia objects, videos, and tutorials.
- Devises methods and approaches for integrating technical tools and applications into student projects.
- Provides work direction and training to less-experienced staff and student employees.

#### **MINIMUM QUALIFICATIONS:**

***In addition to Instructional Designer/Technologist I knowledge and skill requirements, work assignments typically require:***

- ♦ Working knowledge of emerging online learning modalities including, but not limited to, open courseware, live virtual courseware, and other software platforms in support of virtual and classroom interactive learning.
- ♦ Working knowledge of instructional design methodologies, pedagogy, learning management systems, and best practices for classroom, online, and hybrid learning.
- ♦ Strong knowledge of instructional methodologies and academic technology.
- ♦ Strong project planning and organizational skills to plan, organize, and manage projects, including timelines, resources, and team coordination.
- ♦ Strong communication and interpersonal skills with the ability to collaborate with various stakeholders and develop instructional materials and content.
- ♦ Strong analytical skills to evaluate, interpret, and advise on effective redesign of curriculum and course materials to develop sound conclusions and recommendations.

#### ***Experience and Education:***

Equivalent to a bachelor's degree in a related field and two years of relevant experience. Additional experience which demonstrates acquired and successfully applied knowledge and abilities shown above may be substituted for the required education on a year-for-year basis. An advanced degree in a related field may be substituted for the required experience on a year-for-year basis.

#### **INSTRUCTIONAL DESIGNER/TECHNOLOGIST III**

Working independently under general supervision, provides technology consultation to faculty and academic departments for integrating and implementing educational technology and tools. Applies advanced academic technology professional knowledge and expertise to develop and deliver academic technology solutions. Demonstrates advanced discernment in selecting technology, software, and course design techniques for ensuring learning effectiveness. Often provides guidance to other instructional designers/technologists. In collaboration with

management, assesses, formulates, and evaluates programs, policies, and procedures. Decision-making is based on teaching pedagogy and academic technology best practices; university policy and guidelines; higher education reporting protocols and standards as well as overall university strategies and goals. Work is focused on ensuring alignment with overall objectives. Handles multiple work priorities and may provide lead work direction with accountability for results.

***In addition to duties performed by the Instructional Designer/Technologist II, the Instructional Designer/Technologist III typically performs the following duties:***

- ◆ Ensures the alignment of technology tools with instructional goals and learning outcomes.
- ◆ Creates and implements overall methods for integrating technology, technical tools, and software applications into course instructional delivery.
- ◆ Collaborates with IT teams and cross-function stakeholders to develop academic technology strategies and solutions.
- ◆ Collaborates with academic departments and administrative units to develop research questions and design studies to assess program effectiveness.
- ◆ Serves as a subject matter expert for complex academic technology enhancement initiatives and projects.
- ◆ Participates in cross-functional teams and committees to provide academic technology expertise toward significant course and curriculum development and to identify opportunities for innovative technology solutions.
- ◆ Maintains advanced knowledge of academic technology trends and emerging technologies.
- ◆ Designs new and recommends improvements to academic technology practices, processes, and procedures.
- ◆ Provides lead work direction and mentoring to staff.

**MINIMUM QUALIFICATIONS:**

***In addition to Instructional Designer/Technologist II knowledge and skill requirements, work assignments typically require:***

- ◆ Advanced knowledge in instructional design, technology integration, and pedagogical practices.
- ◆ Demonstrates competence in independently applying advanced judgment to resolve difficult and complex problems and issues.
- ◆ Advanced project planning skills, with the ability to manage complex and high impact initiatives.
- ◆ Advanced communication and interpersonal skills to collaborate with faculty and various stakeholders to incorporate technology strategies into curricula and academic programs.
- ◆ Advanced technical skills, including proficiency in academic technology solutions and systems.
- ◆ Advanced knowledge of academic technology trends and emerging technologies.
- ◆ Ability to understand problems from a broad perspective and discern applicable underlying principles to conceive of and develop strategic technology solutions.
- ◆ Advanced skill in mentoring and/or overseeing the work of other professional staff.

***Experience and Education:***

Equivalent to a bachelor's degree in a related field and four years of relevant experience. Additional experience which demonstrates acquired and successfully applied knowledge and

abilities shown above may be substituted for the required education on a year-for-year basis. An advanced degree in a related field may be substituted for the required experience on a year-for-year basis.

### **INSTRUCTIONAL DESIGNER/TECHNOLOGIST IV**

Working primarily independently with minimal supervision, utilizes expert knowledge of emerging trends in educational technology to lead and drive strategic integration of technology into teaching and learning environments. Collaborates with cross-functional teams to lead broad based and high-impact educational technology initiatives. Problems are highly complex and solutions require the creation of new processes and academic technology techniques. Decision-making often requires integration and interpretation of diverse information technology disciplines, expert knowledge of course design and pedagogy, academic technology trends and best practices, and understanding of campus and/or organizational goals. Functions with a high degree of autonomy. Work is performed without appreciable direction and often requires a high degree of technical expertise, persuasion, and leadership.

***In addition to duties performed by the Instructional Designer/Technologist III, the Instructional Designer/Technologist IV typically performs the following duties:***

- ◆ Under the direction of management, develops and drives strategic initiatives for educational technology integration within or across campuses.
- ◆ Leads the selection, implementation and integration of educational technology tools and platforms within or across campuses, under the direction of management.
- ◆ Conducts high level analysis and research studies to provide recommendations for improving educational technology integration strategies.
- ◆ Under the guidance of management, oversees academic technology process improvement efforts, often developing new strategic approaches.
- ◆ Provides strategic advice and data-driven recommendations regarding integration of emerging technology trends and tools into pedagogical practices as well as teaching and learning experiences.

### **MINIMUM QUALIFICATIONS:**

***In addition to Instructional Designer/Technologist III knowledge and skill requirements, work assignments typically require:***

- ◆ Expert knowledge in instructional design, technology integration, and pedagogical practices.
- ◆ Expert knowledge of emerging academic technology trends and best practices.
- ◆ Expert knowledge and skill in applying and interpreting applicable technology policies, protocols, and standards. As appropriate, recommend new or revised policies, protocols, and strategies to management.
- ◆ Expert analytical and organizational skills to lead academic technology innovation initiatives and provide strategic recommendations regarding the selection, implementation, and integration of academic technology tools and platforms.
- ◆ Expert communication and interpersonal skills to develop and drive strategic initiatives and persuade faculty, management, and cross-functional stakeholders to adopt and integrate technology solutions into teaching and learning environments in order to enhance teaching and learning experiences.

**Experience and Education:**

Equivalent to a bachelor's degree in a related field and five years of relevant experience. Additional experience which demonstrates acquired and successfully applied knowledge and abilities shown above may be substituted for the required education on a year-for-year basis. An advanced degree in a related field may be substituted for the required experience on a year-for-year basis.

**NOTES:**

*All IT professionals protect the confidentiality and integrity of data and electronic information from incidental, intentional, unauthorized release and/or preventable misuse or loss to the university. IT professionals at the university, regardless of classification, play a critical role in ensuring the security and protection of sensitive information, systems, and digital assets with which they work/ related to their work. This includes upholding data confidentiality, integrity, and availability and actively contributing to a culture of cybersecurity awareness and compliance throughout the university's technological ecosystem.*

*The California State University has a long-standing commitment to make its programs, services, and activities accessible to the public and the entire campus community. All professionals classified within the Information Technology Series have the expectation to support practices and techniques that align with federal and state law, as well as the CSU initiatives, coded memorandums, and executive orders.*

*Acronyms and technical terms used in this classification document are current as of the publication date. Subsequent technical, functional, and usage terminology and acronyms should be used in position descriptions as appropriate.*