Job Template: eLearning Developer 1

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 1</td>
</tr>
<tr>
<td>Job Code</td>
<td>A13000</td>
</tr>
<tr>
<td>FLSA Status</td>
<td>E</td>
</tr>
<tr>
<td>Job Category</td>
<td>P</td>
</tr>
<tr>
<td>Job Level</td>
<td>2</td>
</tr>
</tbody>
</table>

P2: 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.

Incumbents:

- Put into effect what is required by defined job duties and responsibilities following professional norms or established procedures and protocols for guidance.
- Tend to have assignments that are reoccurring and work outputs generally are delivered in a prescribed form/format.
- Alter the order in which work or a procedure is performed to improve efficiency and effectiveness.
- May 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 Received
  - Works under general supervision.
  - Periodic checks on accuracy, quality, and timeliness of outcomes.

→ Context of Decisions
  - Independently develops how work is to be done based on precedent, practice, and existing policy at the unit/office levels.

→ Job Controls
  - Possess the latitude to adjust the work processes or methods to effectively and efficiently manage their work assignments.
  - Guided by general procedures and professional norms.

COMPLEXITY AND PROBLEM SOLVING

→ Range of issues
  - Problems tend to be modestly technical or operational.
### Course of Resolution
- Performs comparisons, verifications, reconciliations, compilations, etc. and such of data, program or student services/practices, or operational/staff output.
- Understands the end product/outcome and where to send and receive information and materials to fulfill the assigned responsibilities.

### Measure of Creativity
- Once problems are identified, solutions generally can be resolved using conventional or standard procedures.
- Most of the obstacles, issues, or concerns can be handled with established practice and policy.

### Communication Expectations
- **Manner of Delivery and Content**
  - Regularly provides information on finished materials to others.

### Scope and Measurable Effect
- 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 indirectly promote the general welfare of students, faculty and staff, and safeguard the institution by playing an important role within a process.
# Job Template: eLearning Developer 1

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 1</td>
</tr>
<tr>
<td>Job Code</td>
<td>A13000</td>
</tr>
<tr>
<td>FLSA Status</td>
<td>E</td>
</tr>
<tr>
<td>Job Category</td>
<td>P</td>
</tr>
<tr>
<td>Job Level</td>
<td>2</td>
</tr>
</tbody>
</table>

## GENERAL SUMMARY

Aids and supports Instructional Developers in analyzing and creating innovative, technology-based, instructional solutions for various educational settings and needs using methods from educational technology and instructional design.

## REPORTING RELATIONSHIPS AND TEAM WORK

Works under general 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 and other team members to analyze and develop a standard instructional design plan.
- Modifies and enhances existing courses and course design through the use of current and emerging technologies, industry standards, and best practices.
- Assists in developing academic courses, and/or learning modules using course-management software and eLearning technologies.
- Serves as a resource to the University community regarding eLearning technologies and policies; provides training on new and existing technology, initiatives, and policy to faculty and support staff on an individual- or group-basis.
- Maintains assessment and evaluation instruments for eLearning courses and initiatives.
- Researches and recommends new technologies in the field of education.
- Performs related work as required.

## MINIMUM QUALIFICATIONS

- Bachelor’s degree in a related field.
- One year of related experience.

OR

- Five years of profession-based experience.
Job Template: eLearning Developer 1

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Code</th>
<th>FLSA Status</th>
<th>Job Category</th>
<th>Job Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A13000</td>
<td>E</td>
<td>P</td>
<td>2</td>
</tr>
</tbody>
</table>

**COMPETENCIES**

**Knowledge of:**

- Best practices for digital image and web design, development, and editing
- Microsoft Office and related software applications
- Basic instructional design theory, process, and implementation
- Educational technology

**Skill in:**

- Technology support in an academic setting
- Technical problem solving
- Developing online course materials

**Ability To:**

- Develop online courses in a learning management setting
- Work independently and in a team environment
- Complete projects while adhering to strict timelines
- Manage many tasks simultaneously while maintaining attention to detail and accuracy
- Adapt quickly to changing priorities
- 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
Job Template: eLearning Developer 2

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 2</td>
</tr>
<tr>
<td>Job Code</td>
<td>A13001</td>
</tr>
<tr>
<td>FLSA Status</td>
<td>E</td>
</tr>
<tr>
<td>Job Category</td>
<td>P</td>
</tr>
<tr>
<td>Job Level</td>
<td>4</td>
</tr>
</tbody>
</table>

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 Received
  - 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.
Job Template: eLearning Developer 2

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 2</td>
</tr>
<tr>
<td>Job Code</td>
<td>A13001</td>
</tr>
<tr>
<td>FLSA Status</td>
<td>E</td>
</tr>
<tr>
<td>Job Category</td>
<td>P</td>
</tr>
<tr>
<td>Job Level</td>
<td>4</td>
</tr>
</tbody>
</table>

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: eLearning Developer 2

**Occupational Group**  | Academic Programs/Services
---|---
**Job Family**  | Educational Programs/Services
**Job Path**  | eLearning Development

**Job Title**  | eLearning Developer 2

<table>
<thead>
<tr>
<th>Job Code</th>
<th>FLSA Status</th>
<th>Job Category</th>
<th>Job Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A13001</td>
<td>E</td>
<td>P</td>
<td>4</td>
</tr>
</tbody>
</table>

**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 TEAM WORK**

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.
**Job Template: eLearning Developer 2**

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td><strong>Job Title</strong></td>
<td>eLearning Developer 2</td>
</tr>
<tr>
<td><strong>Job Code</strong></td>
<td>A13001</td>
</tr>
<tr>
<td><strong>FLSA Status</strong></td>
<td>E</td>
</tr>
<tr>
<td><strong>Job Category</strong></td>
<td>P</td>
</tr>
<tr>
<td><strong>Job Level</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

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
Job Template: eLearning Developer 3

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 3</td>
</tr>
<tr>
<td>Job Code</td>
<td>A13002</td>
</tr>
<tr>
<td>FLSA Status</td>
<td>E</td>
</tr>
<tr>
<td>Job Category</td>
<td>P</td>
</tr>
<tr>
<td>Job Level</td>
<td>5</td>
</tr>
</tbody>
</table>

**P5: Level Standards**

**GENERAL ROLE**

This level is accountable for serving in an advanced senior resource capacity in an area of specialization.

Incumbents:

- Serve in a subject leader and consultative capacity within an area of specialization.
- Serve in the most advanced capacity and frequently being assigned project leadership roles within a specific administrative/programmatic function or specialty area.

**INDEPENDENCE AND DECISION-MAKING**

- **Supervision Received**
  - Works under direction.
  - Seeks approvals when significant changes to process steps are considered and additional resources for task completion are required.

- **Context of Decisions**
  - Decisions are driven by office/departmental policy and procedures.

- **Job Controls**
  - Free to plan and carry out all phases of work assignments.
  - Has the latitude to make daily operational decisions.

**COMPLEXITY AND PROBLEM SOLVING**

- **Range of issues**
  - Issues tend to be operational in nature.

- **Course of Resolution**
  - Identifies issues and gathers facts.
  - Must understand the smallest details of an assigned area.
Job Template: eLearning Developer 3

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td><strong>Job Title</strong></td>
<td><strong>eLearning Developer 3</strong></td>
</tr>
<tr>
<td><strong>Job Code</strong></td>
<td><strong>A13002</strong></td>
</tr>
<tr>
<td><strong>FLSA Status</strong></td>
<td><strong>E</strong></td>
</tr>
<tr>
<td><strong>Job Category</strong></td>
<td><strong>P</strong></td>
</tr>
<tr>
<td><strong>Job Level</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

→ **Measure of Creativity**

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

**COMMUNICATION EXPECTATIONS**

→ **Manner of Delivery and Content**

- Diplomatically and effectively deliver information difficult to understand or in contrast with a student or customer’s views.

**SCOPE AND MEASURABLE EFFECT**

- Actions regularly affect a department or a project outcome with department/office impact.
- Actions generally have a direct impact on controlling such things as staff size and nature of work and scope of services.
- Performance results tend to relate to efficiency, fiscal practices and standing, quality/continuous improvement, timeliness, resource allocation/effectiveness, etc.
Job Template: eLearning Developer 3

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>Academic Programs/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Family</td>
<td>Educational Programs/Services</td>
</tr>
<tr>
<td>Job Path</td>
<td>eLearning Development</td>
</tr>
<tr>
<td>Job Title</td>
<td>eLearning Developer 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Code</th>
<th>FLSA Status</th>
<th>Job Category</th>
<th>Job Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A13002</td>
<td>E</td>
<td>P</td>
<td>5</td>
</tr>
</tbody>
</table>

**GENERAL SUMMARY**

Oversees aspects of instructional design projects for assigned area(s), including the analysis of educational needs, solution-plan development, and implementation processes relating to technology-based learning and eCourse creation.

**REPORTING RELATIONSHIPS AND TEAM WORK**

Works under direction of supervisor or manager. Serves a lead worker to employees who perform similar functions.

**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.*

- Acts as a project lead, ensuring objectives and needs of clients are met.
- Works collaboratively with Instructional Developers and faculty to develop online courses and appropriate eLearning instructional tools, such as interactive instructional objects.
- Leads the development of academic courses, web sites, and/or learning modules using course-management software and eLearning technologies.
- Reviews existing course design for enhancement and coordinates the efforts of other staff in modification through the use of standing and emerging technologies.
- Serves as a representative on university committees and focus groups involved in educational technology use, development, and implementation.
- Conducts workshops, seminars, and/or other training programs in course design, pedagogy, and the relevant and appropriate use of technology; performs faculty development on an individual- and group-basis.
- Provides training on new and existing technology, initiatives, and department policy to colleagues, faculty, and support staff on an individual- or group-basis; guides other developers in the appropriate use of technologies to meet objectives.
- Evaluates new technologies in the field of education and makes recommendations for purchase.
- Performs related work as required.
MINIMUM QUALIFICATIONS

- Bachelor’s degree in a related field.
- Six years of related experience. Two years of experience must be serving as an advanced/senior team member or working as a project lead.

OR

- Master’s degree in a related field.
- Four years of related experience. Two years of experience must be serving as an advanced/senior team member or working as a project lead.

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
- Apply ADA or Section 508 compliance standards to web-based instruction modules
- Manage complex projects within and across academic and/or technical production units
- Adhere to strict project timelines
- Serve on working committees in the area of educational technology, eLearning, teaching and learning, and other appropriate fields in higher education
- 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