

Instructional Technologist
South Orange County Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=245918>

Downloaded On: Dec. 8, 2024 11:59pm

Posted Sep. 27, 2024, set to expire Jan. 28, 2025

Job Title Instructional Technologist

Department

Institution South Orange County Community College District
Mission Viejo, California

Date Posted Sep. 27, 2024

Application Open until filled

Deadline

Position Start Available immediately

Date

Job Categories Professional Staff

Academic Field(s) Educational Services

Job Website <https://www.schooljobs.com/careers/socccd/jobs/4673793/instructional-technologist>

Apply By Email

Job Description

Application Instructions:

- Complete all sections and fields on the application and attach all required documents – incomplete applications may not be considered.

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- Include all relevant education, training, and/or experience on the application.

- Do not include any personally identifiable, confidential, or otherwise unrequested information that does not pertain to job related factors (e.g., social security number, date of birth, pictures, etc.) on your application or attached documents.

- For job postings with a close date, all applications received by 11:59 PM (Pacific Time) on the job posting close date, will receive consideration.

- For job postings with an initial screening date, all applications received by 11:59 PM (Pacific Time) on the job posting initial screening date, will receive priority consideration; however, typically the job posting will remain open, and continue to accept applications, until the position is filled.

- For job postings requiring professional references, include at least three (3) professional references from the following categories:
 1. Current department chair(s) (for faculty) or supervisor(s);
 2. Previous department chair(s) (for faculty) or supervisor(s) (from within the past five (5) years);
 3. Master's thesis or Doctoral Dissertation advisor or supervisor (for faculty);
 4. Colleague(s) or co-worker(s) who can address professional competency and skills relevant to the position; and/or
 5. Other professional references.

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Please note, professional references are typically contacted when a candidate is selected for, or as a finalist for, a position.

Description

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general direction from an appropriate level manager or designee, provides instructional design consultation and expertise to faculty, managers, and staff; explores and initiates innovations in technology for in-person, online, hybrid, and web-enhanced course content; develops and offers workshops and training to faculty, managers, and staff in instructional technology; designs, maintains, and updates web presence, tutorials, and other digital and print media related to teaching and learning; participates in operational planning, data analysis, and report writing to support program goals and improvement; identifies and maintains instructional integrity of course shell development in accordance with College standards and practices; and provides as needed first-level support to ensure timely response to users.

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.

Provides instructional design consultation, expertise, and training to faculty, staff, and managers.

Assists faculty in producing, developing, and implementing innovative and effective course materials including multi-media elements, digital learning, and other media as technologies evolve.

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Collaborates with faculty to ensure instructional integrity of course shell development utilizing systematic design with clear standards and objectives.

Plans, designs, and implements a variety of faculty professional development opportunities on the effective and innovative use of instructional technologies as well as student-centered resources that support success and retention.

Designs, maintains, and updates web-based learning guides, tutorials, and other digital and printed materials that effectively promote student learning and/or faculty professional development.

Identifies and maintains effective tools and techniques necessary to expand student access and success in online, hybrid, and web-enhanced modalities.

Consults with the appropriate accessibility support personnel to assist individuals on campus to ensure Americans with Disabilities Act (ADA) and Section 508 compliance in software; ensures universal designs are integrated into all learning applications and course materials; reviews instructional software and applicable materials for accessibility compliance.

May coordinate professional development facilities for faculty and staff.

Provides leadership in professional development programs for faculty, students, and staff on instructional software applications and related technology including workshops, materials, media designs, mentoring, and group activities.

Serves as point of contact with relevant external vendors and outside agencies as needed; serves as technical liaison with campus Technology Services department.

Participates in operational planning for the online learning program to meet college-wide, program-level, and accreditation goals.

Assists with institutional audit requests.

Assists with supporting requests via electronic means including, but not limited to, email, phone, and the support ticket system; attempts resolution or routes to appropriate support technician.

Attends and participates in a variety of trainings, meetings, workshops, conferences, and other activities/events on-site and off-site, as required; learns new state and federal laws, rules, and

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regulations pertaining to area of assignment; participates in the development of new/revised procedures to accommodate changes; attends and participates in diversity, equity, and inclusion trainings and events; maintains compliance with online coursework and other mandatory trainings and certifications as directed by supervisor.

Maintains current knowledge of the regulations, policies, and requirements the assigned area; ensures compliance with School, College, and District policies and procedures as well as local, state, and federal codes, regulations, and laws related to the assigned area; maintains working knowledge of standard operating procedures within the area of assignment.

Fosters a collaborative and inclusive environment that promotes creativity and professionalism; establishes and maintains cooperative working relationships with students, staff, and faculty, as well as various outside groups to ensure efficient, effective, and correct implementation of departmental objectives.

Maintains departmental area(s) in a safe, clean, and orderly environment; ensures compliance with established safety procedures and regulations; refers unresolved problems to supervisor.

Uses District, College, State, and Federal regulations, policies, and procedures to provide accurate information to students, staff, faculty, and others; abides by all confidentiality practices required by department, state, and federal policies, laws, rules, and regulations.

Participates in updating the departmental website, as well as relevant social media sites, as required.

Provides training, mentoring, and functional and technical work direction to assigned lower-level staff, student workers, temporary staff, students, and/or volunteers, as required.

Performs related duties as required.

QUALIFICATIONS

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

Knowledge of:

Multi-media, web, and universal design principles, theories, and methodology.

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Distributed learning practices and technologies.

Graphic and software interface design, particularly for web-based applications.

Understanding of and commitment to the use of instructional technology.

Computers and higher education applications, associated functions, and software as well as course management software.

Principles, methods, and techniques of designing and presenting training materials and programs.

Principles and practices used in troubleshooting software application problems.

District and College organization, services, programs, operations, policies, and objectives.

Philosophy, operational characteristics, services, activities, goals, and objectives of the assigned area; specialized functions, activities, operations, rules, regulations, requirements, and restrictions related to the area of assignment; terminology, techniques, equipment, materials, principles, theories, practices, and procedures related to the area of assignment.

Federal, State, and local codes, laws, regulations, rules, policies, and procedures pertinent to the area of assignment; confidentiality/privacy requirements when dealing with sensitive information; other requirements related to the area of assignment.

Work organization and current office practices, principles, procedures, terminology, and methods; current equipment and technology including computers, peripherals, and devices; current software, websites, and applications related to the area of assignment, including word processing, spreadsheets, and databases; methods and standards used in processing paperwork.

Principles, practices, methods, and procedures of statistical, administrative, and other research, data collection/compilation/retrieval, record keeping, and report generation/preparation; principles, practices, and procedures used to establish and maintain files and information retrieval systems; principles and procedures of business letter writing; methods and procedures used in scheduling.

English usage, grammar, spelling, punctuation, and vocabulary.

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Effective written and oral communication skills in English.

Critical thinking and problem-solving techniques used in identifying problems and developing solutions.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of individuals.

Principles, methods, and techniques used in providing excellent customer service and public relations including proper in-person, electronic, and telephone etiquette.

Techniques to facilitate effective interaction with people on an individual or group basis; interpersonal skills using tact, patience, and courtesy.

Occupational hazards and standard safety policies and procedures.

Principles and practices of providing training, work direction, and guidance to lower-level staff, temporary staff, students, volunteers, and/or student workers.

Ability to:

Learn and understand the organization and operation of the assigned department as necessary to assume assigned responsibilities; understand, explain, and apply administrative and office policies and procedures as well as pertinent laws, codes, regulations, and ordinances; work within the policies, functions, and requirements of area of assignment; ensure compliance with

State and federal laws and District policies.

Apply current instructional technologies to support student learning outcomes.

Utilize generally accepted instructional technology principles and practices as employed in higher education.

Utilize a wide range of digital media tools and web development tools to accomplish assigned tasks.

Develop instructional content using best practices in universal design.

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Develop and facilitate workshops and tutorials in a variety of engaging and innovative formats.

Understand and develop 508 compliant course content and test accessibility using various assistive technology guidelines and tools.

Produce innovative and engaging multimedia content using current media production tools.

Operate, maintain, and administer current course management systems and instructional technology tools.

Create rich media for use by faculty in courses; provide training to faculty on the use of rich media.

Provide applicable and effective training to faculty and staff regarding instructional technology; coordinate the development and provision of training on software applications.

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.

Assess user needs, as well as future technology innovations, and provide adequate technical support for instructional applications.

Communicate effectively with beginning and experienced technology users.

Demonstrate organizational ability necessary to initiate, manage, and complete multiple collaborative instructional technology projects and see them through to timely completion.

Recommend appropriate uses of technology for teaching and learning.

Work in an atmosphere of collegial decision-making, demonstrating consensus-building skills.

Represent the Division and College in a wide variety of campus and community settings.

Demonstrate commitment to academic excellence.

Operate office equipment including hardware, software, and devices supporting word processing, database management, and spreadsheets; type or enter data at a speed necessary for successful job performance; research, compile, and interpret data; maintain accurate filing,

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record keeping, and tracking systems; apply excellent organization skills and attention to detail; compose and prepare correspondence and memoranda; prepare documentation, reports, and other written materials.

Effectively utilize computer applications and equipment in the performance of duties; adapt to changing technologies and learn functionality of new equipment, programs, and systems as they evolve; independently maintain currency in educational technology, computer programs/software, web design, graphic design, and related tools.

Exercise good judgment, discretion, and personal initiative in resolving confidential, difficult, and sensitive situations, according to established policies and procedures; use sound judgment in recognizing scope of authority; follow protocols and escalate, as needed; maintain critical and sensitive information, records, and reports confidentially.

Communicate clearly and concisely, both orally and in writing in English; demonstrate correct English usage, grammar, spelling, punctuation, and vocabulary; understand and follow oral and written directions in English; listen actively and effectively.

Develop, maintain, and foster effective working relationships involving interactions and communications via a variety of means with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis.

Work with and exhibit sensitivity to and understanding of the diverse racial, ethnic, disabled, sexual orientation, socio-economic, and cultural populations of individuals.

Work effectively under pressure with frequent interruptions and a high degree of faculty, staff, student, and/or public contact on a variety of tasks concurrently while meeting established deadlines and changing priorities; concentrate on detailed tasks for extended periods of time; work confidentially, independently, and collaboratively.

Interact extensively with and respond to requests and inquiries from students, faculty, staff, and/or the public; effectively present information in person or on the telephone to students, staff, and/or the public; provide excellent customer service; demonstrate interpersonal skills while using tact, patience and courtesy.

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Participate in the recruitment and selection process; provide training, work direction, and guidance to assigned lower-level staff, temporary staff, volunteers, students, and/or student workers.

Maintain the cleanliness, safety, and organization of assigned area; ensure adherence to safe work practices and procedures; monitor activities in assigned area and enforce policies for proper use and behavior.

Maintain current licensure or certifications required for the position, if applicable.

Travel to off-site events, and/or work evenings/weekends, as required.

Report to work on a regular and consistent basis, as scheduled, to assigned job.

EDUCATION AND EXPERIENCE GUIDELINES

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to a bachelor's degree from an accredited college or university with major course work in education technology, instructional design, or a related field.

Experience:

Five years of increasingly responsible experience in the development of instructional content using best practices in universal design.

Experience as a distance learning student and/or instructor/facilitator is preferred. Advanced education in a related field may substitute for some experience.

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. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation;

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frequent interruptions and contact in person and on the telephone with students, academic and classified staff and others. At least minimal environmental controls are in place to ensure health and comfort.

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 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.

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

Supplemental Information

Initial Screening Date: **October 17, 2024**

Range **142** of the **CSEA** Salary Schedule

Work Schedule: **Monday - Thursday (10:00 AM - 7:00 PM) and Fridays (8:00am - 5:00pm)** -
Schedule and shift are subject to change in accordance with the department's needs.

Hours per Week: **40**

Months per Year: **12**

Special COVID-19 Notice:

Interviews may be held in-person (following all necessary precautions) or in a virtual format. Employees must reside in California while employed with the South Orange County Community College District (SOCCCD), even during offsite work.



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The SOCCCD is committed to protecting the health and wellbeing of students, faculty, staff, managers, and the communities it serves. More information can be found on the SOCCCD website by visiting <https://www.socccd.edu/communications/covid-19-information>.

Notice to all Candidates for Employment:

The Immigration Reform and Control Act of 1986, Public Law 99-603, requires that employers obtain documentation from every new employee which authorizes that individual to accept employment in this country. The SOCCCD will not sponsor any visa applications.

California Public Employees Retirement System and California State Teachers Retirement System:

A California Public Employees Retirement System (CalPERS) retiree may not accept employment until after the first 180 days of retirement. Anyone retired from CalPERS accepting permanent employment with the SOCCCD will be required to reinstate as an active CalPERS member. Please contact CalPERS for additional information regarding your retirement status.

Any active vested member of California State Teachers Retirement System (CalSTRS), who accepts employment with the SOCCCD to perform service that requires membership in CalPERS, is eligible to elect to continue retirement system coverage under CalSTRS

Disability Accommodations:

If you require special accommodations in the application and/or evaluation process, please notify Human Resources at least two (2) business days prior to the job posting close or initial screening date, by either calling (949) 582-4850 or sending an e-mail to hrinfodesk@socccd.edu.



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Attendance Requirement:

All SOCCCD employees are required to report to work on a regular and consistent basis, as scheduled, to assigned job.

Campus Crime and Safety Awareness:

Information regarding campus crime and safety awareness can be found at www.ivc.edu or www.saddleback.edu. Paper copies are available in the Human Resources office upon request.

Diversity, Equity, Inclusion and Equal Employment Opportunity:

The SOCCCD is committed to creating an academic and work environment that fosters diversity, equity, and inclusion (DEI) and equal employment opportunity (EEO) for all, and ensures that students, faculty, staff, and managers of all backgrounds feel welcome, included, supported, and safe. Our culture of belonging, openness, and inclusion, makes the SOCCCD a unique and special place for individuals of all backgrounds.

The SOCCCD is looking for equity and inclusion-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to the understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present within our community. When you join the SOCCCD, you can expect to be part of an exciting, thriving, equity-focused, and inclusive community that approaches higher education with the lens of social justice and collaboration among students, faculty, staff, managers, and community partners. In deciding whether to apply for a position at the SOCCCD, you are strongly encouraged to consider whether your values align with the SOCCCD's mission and goals for DEI and EEO.



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THE SOCCCD IS AN EQUAL OPPORTUNITY EMPLOYER

Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

Contact

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