

EDUCATIONAL DEVELOPMENT CONSULTANT

This is supervisory and professional work providing consultation to faculty and administration on school-wide curriculum and course development, educational program evaluation, and instructional strategies for a departmental school in an institution of higher learning. Employees consult with faculty, departmental administrators, and the dean in performing needs assessment to help determine instructional goals and objectives of the curriculum and its individual components. Employees design teaching methods, develop and manage learning resource facilities as well as supervise the development and implementation of instructional and media components. Administratively, employees help determine school curriculum needs and the organization's direction, goals and objectives. Employees also determine work methods and standards and personnel resource management for their own work unit. Work is reviewed by school administrators via the evaluation of rendered services. Work may also include other related work as determined by management.

I. SUPERVISORY/MANAGERIAL FUNCTIONS:

Planning - In consultation with the dean, program directors and faculty members, employees assist in determining long range and immediate curriculum needs and objectives. Employees identify instructional design needs and methods to achieve these goals. Employees establish goals, objectives and work priority for their educational support work units. Employees plan for the effective utilization of materials and personnel resources to effect the educational mission of the organization.

Organizing and Directing - Employees assign and balance workload in the unit based upon the nature of projects and/or deadlines. Significant organizational changes are discussed with an administrative director.

Budgeting - Employees are responsible for preparing, projecting and justifying budgetary needs on a yearly basis to the school's business manager. In preparing yearly projected budgetary needs, employees evaluate and establish division service cost. Employees also monitor budgetary expenditures throughout the fiscal year.

Training - Employees ensure training is provided which will achieve the overall service mission. Employees evaluate and determine subordinate skill development needs and provide methods to reconcile deficiencies.

Setting Work Standards - Employees develop teaching standards, guidelines and policies set forth in educational theory to ensure that effective learning strategies are employed throughout all programs. Employees also establish standards for quality and quantity of work for their work units.

Reviewing Work - Employees review staff work upon completion for consistency of learning theory principles employed and for whether it meets the school's educational objectives.

Counseling and Disciplining - Employees resolve minor complaints or problems with subordinates. Major problems involving disciplinary actions are resolved in conjunction with an administrative-director.

Performing Other Personnel Functions - Employees interview applicants and recommend selections, evaluate employee performance and recommend merit raises, promotions, and dismissals to an administrative director.

II. SCOPE AND NATURE OF WORK SUPERVISED:

Dynamics of Work Supervised - Work is relatively stable, but requires attention to curriculum needs resulting from technical improvements in the state of the art. Work may also be affected by methodological changes in learning theory.

Variety of Work Supervised - Employees technically supervise educational media design specialists, production employees and resource library employees. The work falls within the realm of educational media theory with interrelated knowledge and skills.

Number of Employees Responsible For - Employees are responsible for 3-5 full-time employees and 7-10 student assistants.

III. EXTENT OF SUPERVISION RECEIVED: Employees receive administrative guidance on curriculum needs and program objectives, but work independently with faculty and administration to develop the systems and obtain the resources to accomplish these goals.

IV. SPECIAL ADDITIONAL CONSIDERATIONS: Staff is assigned to work basically an eight to five schedule; work force is basically stable; and employees are not dispersed.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Thorough knowledge of educational/learning theory and principles. Thorough knowledge of instructional design systems. Thorough knowledge of teaching methodologies and techniques. Considerable knowledge of communication theory. General knowledge of subject matter of the curriculum to which assigned. Ability to analyze curriculum, program or administrative problems and to recommend solutions. Ability to consult with faculty in determining educational objectives. Ability to prepare thorough program evaluation and recommendations. Ability to provide training to various levels of professionals in the field to which the position is assigned. Ability to design and develop instructional materials and to manage their production. Ability to communicate effectively in verbal and written form. Ability to a plan and direct work of employees engaged in instructional design, illustration, media production and learning resources.

Minimum Education and Experience - A master's degree in education, instructional design or related discipline stressing either curriculum development or learning theory and three years of progressive work experience in instructional design and curriculum development including one year in a supervisory capacity; or an equivalent combination of education and experience.