



Job Title: Curriculum Developer

CLASSIFICATION DESCRIPTION

Department: Institutional Research/Effectiveness

Pay Grade: 108

FLSA Status: Exempt

Remote Work Eligible: Yes

JOB SUMMARY

This position creates and maintains Career and Technical Education articulation agreements in order to provide a post-secondary educational pathway for students and to award free College credits to students with prior training such as technical college programs, industry certifications, apprenticeships, high school career academies, or workforce training programs; monitors statewide articulation agreement requirements, curriculum changes at the high school or technical college level and curriculum changes within SPC; collaborates with deans/faculty to determine SPC courses to articulate; guides faculty through the process of proving alignment of curriculum between internal courses and articulating programs/certifications for SACS documentation purposes; and manages the approval and storage of those documents. This position maintains AA transfer plans from a curriculum standpoint, collaborates with others on new transfer plan proposals; handles other curriculum-related duties; and maintains/updates academic pathways on the public-facing SharePoint site.

DISTINGUISHING CHARACTERISTICS

Eligible to work remotely.

ESSENTIAL JOB FUNCTIONS

- Guides faculty through process of completing crosswalks (where courses/learning outcomes from one program are aligned to local/state/national academic/technical/skill standards); builds crosswalk packets; and maintains crosswalk records.
- Works with deans and faculty to determine which courses align for each articulation and which need crosswalks.
- Completes periodic reviews of all SPC curriculum changes to see which articulations may be affected and then determine next steps for updating those articulations; determines which academic pathways are affected and need updating.
- Drafts new and updated articulation agreements' formal documents; maintains repository of current and historical articulation documents.
- Works with internal and external partners to find new articulation opportunities (this includes the local school district and technical college, SPC's Workforce Institute, local workforce training organizations, SPC faculty, etc.).

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- Creates and maintains Programs of Study for all AA transfer plans in CurricUNET system, ensuring all state mandated prerequisites are included, partner universities' preferred courses are reflected, etc.
- Collaborates with Student Success and Transfer Coordinator regarding proposal and development of new AA transfer plans
- Completes credit adjustments impacting student records in PeopleSoft for all students found by auto-report so that degree audits appropriately reflect students' course completion
- Completes all credit adjustments, General Education requirement waivers, and Humanities alternate satisfactions for student records.
- Writes and maintains Articulations Guide and related documents to post on SharePoint for SPC employees.
- Serves on College-wide committees such as Pathways Workforce Group, etc.
- Performs other duties as assigned.

MINIMUM EDUCATION AND EXPERIENCE REQUIREMENTS

Master's degree; three (3) years of related work experience; or any equivalent combination of education, training, and experience which provides the requisite knowledge, skills, and abilities for this job.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- Articulation agreements and transfer plans;
- Credit adjustments, General Education requirement waivers, and Humanities alternate satisfactions for student records.
- Academic pathways;
- SACS documentation requirements for issuing credits/waivers.
- College's policies and procedures;
- Applicable federal, state, and local laws, rules, and regulations;
- Records management principles and practices; and
- Computers and related software applications.

Skills in:

- Communicating, both verbally and in writing;
- Working with individuals of diverse socioeconomic, cultural, racial and ethnic backgrounds;
- Analyzing data and information;
- Coordinating activities;
- Using spreadsheets;
- Solving problems;
- Preparing reports; and
- Communication, interpersonal skills as applied to interaction with assigned employees, coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to give and receive work direction.

Ability to:

- Work collaboratively with others;
- Update websites and databases;
- Prioritize; and
- Manage multiple high-priority tasks and responsibilities to meet established deadlines.

CERTIFICATION, LICENSE AND SPECIAL REQUIREMENTS

N/A.

PHYSICAL DEMANDS

This work typically requires the following physical activities to be performed. A complete description of the activities below is available upon request from Human Resources.

(X = Required to perform essential job functions)

Physical Activities		Physical Activities	
Balancing – maintain equilibrium to prevent falling while walking, standing, or crouching.		Pushing – use upper extremities to press against objects with force, or thrust forward, downward, outward.	
Climbing – ascending, descending ladders, stairs, ramps, requires body agility.		Reaching – extending hands or arms in any direction.	
Crawling – moving about on hands, knees, or hands, feet.		Repetitive Motion – substantial movements of wrists, hands, fingers.	
Crouching – bending body forward by bending leg, spine.		Speaking – expressing ideas with spoken word, convey detailed, important instructions accurately, concisely.	<u>X</u>
Feeling – perceiving attributes of objects by touch with skin, fingertips.		Standing – for sustained periods of time.	
Fingering – picking, pinching, typing, working with fingers rather than hand.		Stooping – bending body downward, forward at waist, with full motion of lower extremities and back.	
Grasping – applying pressure to object with fingers, palm.		Talking 1 – expressing ideas by spoken word.	<u>X</u>
Handling – picking, holding, or working with whole hand.		Talking 2 – shouting to be heard above ambient noise.	
Hearing 1 – perceiving sounds at normal speaking levels, receive information.	<u>X</u>	Visual Acuity 1 – prepare, analyze data, transcribing, computer terminal, extensive reading.	<u>X</u>
Hearing 2 – receive detailed information, make discrimination in sound.		Visual Acuity 2 – color, depth perception, field of vision.	
Kneeling – bending legs at knee to come to rest at knees.		Visual Acuity 3 – determine accuracy, neatness, observe facilities/structures.	<u>X</u>
Lifting – raising objects from lower to higher position, moving objects side to side, using upper extremities, back.		Visual Acuity 4 – operate motor vehicles/heavy equipment.	
Mental Acuity – ability to make rational decisions through sound logic, deductive reasoning.	<u>X</u>	Visual Acuity 5 – close acuity for inspection of small defects, machines, use measurement devices, or fabricate parts.	
Pulling – use upper extremities to exert force, haul or tug.		Walking – on foot to accomplish tasks, long distances, or site to site.	

TYPE OF WORK

Work performed is primarily:

- Sedentary work*: Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

- Light work:* Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force to move objects.
- Medium work:* Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Heavy work:* Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
- Very heavy work:* Exerting in excess of 100 pounds of force occasionally and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects

WORK ENVIRONMENT

May be required to work hours other than the regular schedule including nights.

Work is performed in a dynamic environment that requires sensitivity to change and responsiveness to changing goals, priorities, and needs.

Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions described herein. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in a job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in a job description.

St. Petersburg College has the right to revise a classification or job description at any time. This description does not represent in any way a contract of employment.