

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2016**

DIRECTOR OF CURRICULUM SERVICES

FLSA STATUS: EXEMPT – PAY GRADE: 24- A

JOB FAMILY: MANAGERIAL/SUPERVISORY – ACADEMICS

JOB FUNCTION: MANAGERIAL/SUPERVISORY

GENERAL STATEMENT OF JOB

The Director of Curriculum Services provides college-wide vision and leadership for Curriculum Services, including the development, implementation, assessment, and evaluation of strategic initiatives and day-to-day oversight of departmental operations. The Director oversees the multi-faceted activities and processes associated with the creation, review, approval, and sustainability of the College's curricular programs. The Director leads ongoing departmental collaboration with and support to offices responsible for overseeing program accreditation, outcomes assessment, articulation, students' academic plans/degree audits, and financial aid. The direction includes supervision of the Curriculum team and management of all curriculum systems (i.e., college catalog, course outlines/Curriculum Services web page, the College's Enterprise Resource System, the Florida Department of Education's State Course Numbering System/SCNS). The position also involves college-wide curriculum-related communications, oversight of the curriculum committee, as well as the facilitation and implementation of strategic curriculum initiatives.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Provides college-wide leadership in the flow, process, progress, and completion of curriculum proposals while collaborating with faculty, academic administrators, and senior academic leaders to ensure that the curricula support the mission of the College. Provides primary guidance to faculty and academic administrators on the design and development of course- and program-level curricula, with a special emphasis on curriculum mapping, course sequencing, and program complete-ability through strategic course scheduling. Leads a college-wide, cyclical review process of all courses in the college's curriculum inventory to facilitate student learning, retention, and completion. Oversees the outcomes-assessment process for Curriculum Services as an administrative support unit. Provides collaborative, team-based leadership with offices responsible for overseeing institutional effectiveness and accreditation, student academic degree plans, and financial aid. Coordinates with the appropriate offices on the preparation and submission of curriculum proposals for new programs requiring SACSCOC approval.

Collaborates with the Faculty Senate President/Curriculum Committee Chair to organize the College Curriculum Committee, the General Education Review (GER) Sub-Committee, and other committees related to Curriculum. Communicates college-wide to all faculty, Curriculum Committee members, and administrators regarding all curriculum proposals and the impact of curricular changes on college processes, operations, and resources. Serves on and/or chairs committees/task forces for curriculum-related programs, initiatives, and activities. Disseminates information by serving on College councils, committees, and task forces and by making presentations, including those involving professional development for curriculum, to appropriate College audiences.

Develops and maintains effective budgeting, fiscal and personnel resources, and report preparation related to curriculum and strategic planning. Supervises, trains, and evaluates all Curriculum Services staff. Establishes collaborative relationships with college and community stakeholders. Maintains familiarity with College regulations, College policies and procedures, and state and federal requirements pertaining to Curriculum. Analyzes and reports on statistical data related to curriculum and verifies legislative information impactful to curriculum. Stays abreast of state requirements that impact proposal preparation and informs appropriate faculty, program managers, and deans.

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Develops and recommends College policies and administrative procedures for curriculum; produces operating procedures and guidelines for the effective management of strategic curriculum initiatives and future planning. Continually identifies new and innovative means by which the College can enhance the curriculum process. Serves as the institutional contact to Statewide Course Numbering System (SCNS) in Tallahassee. Directs and manages the input of the curriculum components of the College Catalog. Creates, assigns, and supervises curriculum-related projects/jobs with the College's Enterprise Resource System. Supervises the research, creation, and distribution of Annual Purge for courses not taught in five years to appropriate Associate Vice Presidents and Executive Chairs/Campus Presidents. Performs related duties as assigned.

SUPERVISION RECEIVED

Supervision is received from the designated supervising administrator.

SUPERVISION EXERCISED

Supervision is exercised over assigned staff.

MINIMUM QUALIFICATIONS

Bachelor's degree from an accredited college or university supplemented by five (5) years of related experience.

PREFERRED QUALIFICATIONS

Master's degree in curriculum and instruction, instructional design, or a related field from an accredited college or university, supplemented by five (5) years of related experience in leading a curriculum and instruction office at an open-access higher educational institution.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers. Involves some physical effort, such as standing and walking, or frequent light lifting (5-10 pounds); or minimal dexterity in the use of fingers, limbs, or body in the operation of shop or office equipment. Task may involve extended periods of time at a keyboard.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, lists, etc. Requires the ability to prepare correspondence, reports, forms, requisitions, etc., using prescribed format. Requires the ability to communicate with a broad array of individuals from various professional backgrounds.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form; to acquire knowledge of topics related to occupation.

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Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively with subordinates, co-workers, the public, supervisors, etc.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; to determine decimals and percentages; to perform high school algebra and to utilize descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape, and visually read various information.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in operating modern office equipment and machinery.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress, imposed by frequent deadlines, peak workload, or public/student contact.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

Environmental Requirements: Tasks are regularly performed without exposure to adverse environmental conditions.

Effective 12/15; Revised 12/16