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| **SENIOR CURRICULUM & ACCREDITATION ANALYST** | | | | |
| **Reports to:** | Vice President, Instructional Services |  |  |  |
| **Dept:** | Instructional Services |  | **Range:** | 30 |
| **FLSA:** | Nonexempt |  | **EEO:** | Professional/Nonfaculty |

*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 by individual positions.*

### BASIC FUNCTION:

Under direction, provide technical and analytical support for the district’s curriculum develop­ment and review process; confer with faculty, department chairs and deans in the review and editing of course outlines; determine the need for modifications to the college catalog; provide technical, analytical and writing support to the accreditation process; perform technical writing assignments in the preparation/modification of board policies, administrative procedures and other documents; and perform related duties as assigned.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Serve as a member of the Technical Review Committee and a resource to the Courses and Programs Committee, as part of the annual curriculum review and update process; stay abreast of legal requirements applicable to curricula through conferences and legal updates; provide training and communicate with faculty, department chairs and deans on new or modified requirements; make revisions to the Courses & Programs Committee Handbook.
2. Review course outlines for new courses and courses requiring review including review of such elements as learning objectives, methods of instruction, purpose of assignments, evaluation objectives and sample books and assignments, to ensure all requirements are met and sections are appropriately integrated; edit or work with faculty to make necessary revisions; verify that associated changes are made to curriculum management and enroll­ment management systems.
3. Determine the need for revisions/additions to the college catalog; set up and initiate the approval workflow; communicate with reviewing faculty, staff and administrators; following approval, prepare documents for online and print publication; assist in the selection of photographs when warranted.
4. Review accreditation documents based on Accrediting Commission for Community and Junior Colleges (ACCJC) standards, policies, reporting requirements and terminology; recommend revisions or changes in scope, organization, content, presentation and format; conduct research to obtain required information; ensure all documents meet purpose and requirements and are accurate, consistent, clear, grammatically correct and stylistically appropriate; participate on core writing teams; stay abreast of changes in accreditation standards, policies and reporting requirements.
5. Perform technical review and editing assignments regarding a variety of reports, plans, handbooks and other written materials, ensuring they meet purpose and requirements and are accurate, consistent, clear, grammatically correct and stylistically appropriate for their purpose and intended audience.
6. Maintain detailed records and files of work and revisions.

### OTHER DUTIES:

1. Stay abreast of new or revised laws and regulations impacting college policies and pro­cedures; inform relevant committees and other staff and assist in updating and revising policies, procedures and other college documents for review and approval.
2. Perform related duties as assigned.

### KNOWLEDGE AND ABILITIES:

### KNOWLEDGE OF:

1. State education code, Title 5 and other applicable laws related to curriculum requirements and approval and reporting processes.
2. Curriculum content and learning objectives, instructional techniques and evaluation methods appropriate in a college setting.
3. Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards, policies, reporting requirements and terminology.
4. Principles and practices of sound business communication including correct English usage, grammar, spelling, punctuation and vocabulary.
5. Advanced uses of standard business software including word processing, spreadsheet, presentation and other applications.

### ABILITY TO:

1. Operate a computer using word processing, presentation and other standard text and graphics software.
2. Apply critical thinking skills and insight in identifying and raising questions, issues and alternatives while working with district faculty, department chairs and deans on assigned projects.
3. Apply writing style and techniques appropriate for differing business purposes.
4. Edit complex written materials to meet requirements for accuracy, consistency, clarity, grammatical correctness and stylistic appropriateness for the purpose and intended audience.
5. Discern relevant issues and dynamics and make sound professional recommendations consistent with district objectives and applicable laws, regulations and policy issues.
6. Exercise tact and diplomacy in dealing with sensitive issues.
7. Communicate effectively, both orally and in writing.
8. Understand and follow written and oral instructions.
9. Operate a computer and standard business software.
10. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.
11. Establish and maintain effective working relationships with all those encountered in the course of work.

### EDUCATION AND EXPERIENCE:

Graduation from an accredited four-year college or university with a master’s degree in English or a field related to the work and three years of progressively responsible experience heavily involving technical writing; or an equivalent combination of training and experience. Experience in a college setting is preferred.

Experience as a faculty member in a college or university setting is highly desirable.

### LICENSES AND OTHER REQUIREMENTS:

A valid California driver’s license and the ability to maintain insurability under the district’s vehicle insurance program.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Not applicable.

**CONTACTS:**

Deans, department chairs, faculty, administrators, co-workers, Public Information Office, representa­­tives of other educational institutions.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily sedentary with intermittent standing, walking, bending and stooping; occasional lifting and carrying of objects weighing up to 25 pounds; ability to travel to a variety of locations on and off campus as needed to conduct district business.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving interactions and communications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established deadlines and changing priorities.

**WORKING CONDITIONS:**

Primarily business office environment; subject to frequent public contact and inter­ruption; intermittent exposure to individuals acting in a disagreeable fashion; may work at any district location or authorized facility with occasional evenings and/or weekends on an as-needed basis. Occa­sional local travel may be requested.