SYSTEM PROGRAMMER/ANALYST II

DEPARTMENT: INFORMATION TECHNOLOGY
GRADE 47

CHARACTERISTICS OF CLASS:

System Programmer Analyst II duties will include interfacing with various departments to gather program design specifications. Must have the ability to communicate these specifications effectively, orally and in writing with other programmers. Ability to write concise and clear reports. System Programmer Analyst II duties will include design, coding and testing programs in a Windows environment using an event-driven visual programming language. Duties include developing Windows interfaces and in-house graphical applications with object-oriented features, as well as possibly designing and overseeing projects for subordinate programmers. Responsibilities include ensuring that software systems are maintained in compliance with established standards and procedures. Effective analysis, design and technical skills are required.

EXAMPLES OF ESSENTIAL FUNCTION:

1. Modifying existing programs or procedures.
2. Program design.
3. Program testing.
4. Program documentation.

NOTE: The examples of essential functions as listed in this classification specification are not necessarily descriptive of any one position in the class. The omission of an essential function of work does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

REQUIREMENTS:

A. Training and Experience:

Applicable Bachelor degree from an accredited college or university or related field experience.

MSCD certification or related field experience.

At least three years of programming experience in the Information Technology field.

B. Knowledge, Abilities and Skills:

Knowledge of latest version of Windows operating system.

Knowledge of visual scripts.

Knowledge of Active X and COM components.

Knowledge of MS Access.

Knowledge of COBOL and /or UNIX preferred.

Ability to communicate effectively, orally and in writing and to write concise and clear reports.

C. Physical Requirements: 4

D. Environmental Requirements;1

E. Sensory Requirements 2, 6, 7, 8 and 9