

# Education/TEACh3 Department Chair – Position Description

## Core Activities (All Departments)

### Primary Activities

1. **LIAISON AND COMMUNICATION:** Act as **liaison** with faculty and between faculty, Senate, and administrators
2. **MEETINGS:** Meet regularly with the discipline dean and meetings called by the Office of Instruction
3. **AVAILABILITY:** Flexibility to meet on a variety of days and times for classroom visits, site visits, faculty meetings, and committee work
4. **SCHEDULING:** Assist with **schedule** development for your department/division
5. **FACULTY EVALUATIONS:** In consultation with dean, coordinate and conduct **part-time faculty evaluations** (one-third per year, including all new faculty)
6. **CURRICULUM/PROGRAM DEVELOPMENT:** Guide departmental **curriculum development**, including development of new courses and programs and revision of existing courses and program, working with full and part-time faculty, dean, and advisory committee/business community; work with college articulation officer as necessary to ensure proper course/program articulation
7. **HIRING AND ASSIGNMENT OF INSTRUCTORS:** Serve as advisor/resource person to assist in **instructor selection** and assignment to fill vacancies
8. **PROFESSIONAL DEVELOPMENT:** Assist with **professional development**: orient new instructors; mentor new and continuing faculty to strengthen teaching strategies and technology skills; provide resource information related to improving instruction and classroom research
9. **DISCIPLINE/DEPARTMENT MEETINGS:** Lead **discipline/department meetings**
10. **PROGRAM REVIEW & ANNUAL PLANNING:** Provide leadership to **Program Review**, including conducting five-year reviews and ensuring follow-up on goals and recommendations (\*1 extra LHE during Program Review year); assist with annual planning for development of yearly wing plans and budget requests for continuous improvement in program effectiveness
11. **SLOS:** Provide leadership on course and program-level **student learning outcomes**, guiding faculty in identifying expected SLOs and in implementing plans to ensure regular assessment and effective analysis and use of SLO results; guide development of appropriate assessment and scoring tools; lead analysis, follow up and tracking of outcomes

### Secondary Activities

1. **TEXTBOOKS/COURSE MATERIALS:** Research and review appropriate **textbooks** in his/her curriculum and recommend any changes for implementation
2. **INSTRUCTIONAL ENVIRONMENTS:** Provide administrators with input regarding the **classroom and DL** **environments** and necessary equipment and supplies to make them function adequately, including labs
3. **MARKETING:** Research and (where appropriate) help to develop and implement the most effective types of **publicity** for the applicable program, including program website, brochures, presentations, social media, etc.
4. **FUNDRAISING/GRANTS:** Assist in the coordination of **fundraising** and performance events, including proposal development for **grants**
5. **DOCUMENTATION AND REPORTING:** Assist with state-required **documentation and reporting**
6. **RESPOND TO EMERGING PRIORITIES**

## Other Activities (based on department need)

### Primary

* **COURSE/PROGRAM COORDINATION:** Maintain course coordination and faculty communication between Coastline and district colleges, other community colleges, high schools, and state colleges and universities; represent Coastline at partnership meetings (e.g., CSULB, CSUF, DIST TEACh3, statewide coalitions); work with general counselors to keep them informed of credential and program changes
* **CAREER ADVISING:** Assisting, mentoring, and serving as a resource for prospective and current students for advice on teacher mentor programs and careers in teaching
* **CRISIS INTERVENTION:** Helping students negotiate obstacles and life/academic problems to keep them on track
* **TROUBLESHOOTING**: Facilitating the successful transfer of eligible students to the college of their choice; troubleshoot non-admission/especially during the summer (different CSUs have slightly different opportunities, requirements and challenges for students)
* **COMMUNITY LIAISON:** With administrators and staff at current and potential instructional sites
* **COMMITTEES:** Serve as program/departmental representative on appropriate college, district, regional, and/or statewide committees
* **PLANNING:** Monitor and analyze enrollment trends and make recommendations regarding increased/expanded/redesigned offerings in light of enrollment trends and budget factors; maintain curriculum to comply with (and anticipate) changes in relevant credential programs
* **ELECTIVES:** Coordinate and promote electives within program and with related programs
* **OUTREACH:** Work cooperatively with other colleges/universities to develop cooperative and/or articulated programs
* **ALTERNATIVE DELIVERY/SCHEDULING MODES:** Accelerated, distance learning, etc.
* **RECRUITMENT:** Make presentations and/or hold one-on-one conversations with prospective students as part of recruitment effort
* **Other COLLEGE, REGIONAL, STATEWIDE MEETINGS, AND BOARDS:** Represent college and program, network with teacher prep colleagues, collect and share information

**Details – Specific examples of tasks in EDUC/TEACh3 program that fall under the categories listed above**

* Working with generalist counselors to keep them informed and current on credential and program changes;
* Working with other campus programs to facilitate completion of project goals, objectives, activities and outcomes
* Maintaining data, paperwork for the State and various credential programs on early fieldwork experiences associated with benchmark education classes;
* Writing recommendations for transferring students applying to credential pathways and programs (evaluating students to determine eligibility for positive review)
* Modifying current blended teacher education courses and other teacher prep courses as per statewide agreement and required alignment with course descriptors as per state mandate; coordinating, updating curriculum so that content is aligned with State standards; working with faculty on benchmark education course updates, curriculum development and alignment;
* Working with articulation officer to facilitate “fast-track” articulation with ITEP and other programs; problem solving with articulation obstacles; assisting students with petitions related to TEACH3 benchmark education courses, if required
* Development of AA-T; maintaining current curriculum grids with other schools/ Promote additional AA-T (Child Development) , curriculum analysis for AA-T, course descriptors; restructure waiver program mandates to address new requirements; maintain collaboration with the California Curriculum Project/ ECE
* Representing CCC 's in statewide teacher prep initiatives;
* Assisting students from Community College Partner schools integrate into Educ 200 when scheduling necessitates taking a course away from their regular Cohort (mostly Cerritos, some Cypress, and Long Beach City.
* Developing, updating, revising, teacher education information and guidelines for Transfer Resources and as part of Coastline’s web presence (CVC, TeachCalifornia, private universities data base project).
* Maintaining and further developing Coastline’s position and status as Distance Learning Provider for teacher preparation courses
* Facilitating coordination of course offerings between campuses, divisions, and needs of the csu/uc partners
* Working with administrators in planning curriculum, transfer pathways, preparing promotional materials, communicating updates to students, expanding TEACH3, and maintaining program quality.
* Developing formative evaluation activities for program improvement
* Tracking students’ progress in program and their trajectory after program