

University of La Verne



Assistant/Associate Professor of Inclusive
Education with an Emphasis in Early Childhood
(Tenure Track)

The Opportunity

The LaFetra College of Education (LFCE) at the University of La Verne invites applications for a 10 month, full-time, tenure-track faculty position to begin June 1, 2022, or as soon as available, at the rank of assistant/associate professor of Inclusive Education with an Emphasis in Early Childhood. Salary and rank are dependent upon qualifications and professional experience. We seek a dynamic, creative, scholar-practitioner committed to quality teaching, student success, and critical scholarship. We seek a colleague with a demonstrated commitment to diversity, equity, and inclusion in their interactions, teaching practices, scholarship, and community engagement.

The successful applicant for this position will oversee and grow the Early Childhood emphasis in the Inclusive Education Program (formerly Special Education). The individual will develop and maintain a clear, systematic line of research; engage in applied scholarship, publish in scholarly journals; present research findings at meetings of professional associations; and contribute to advising and teaching. Additionally, the candidate will engage in service to the program, college, university, and profession.

The LaFetra College of Education's mission is to Champion social equity for youth, adults, families, and communities by equipping and empowering scholarly, highly skilled practitioners; education advocates; and leaders. The intent is to lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice

Established in 1891, the University of La Verne is an independent, nonprofit, comprehensive, doctoral-granting institution in Southern California founded on the university's core values of leadership, caring, excellence, and diversity. The University is designated as a Hispanic Serving Institution with 40% of the student population identifying itself as "Hispanic/Latino," 55% students of color, 10% international students, and a large proportion of first-generation students. All programs have high retention and graduation rates for underrepresented minorities.

The University has a strong commitment to diversity. It places a high priority on creating an environment that supports the growth and success of underrepresented and under-served populations, particularly in urban and rural environments. The La Verne Experience is at the center of a strategic plan focused on serving an ethnically and economically diverse student population that is representative of California's demographics. Two prominent annual rankings of America's Best Colleges – U.S. News and World Report and Forbes Magazine, recognize the University of La Verne as one of the nation's top national universities.

Core Values of the University of La Verne

- **Ethical Reasoning:** The university affirms a value system that actively supports peace with justice, respect of individuals and humanity, and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.
- **Diversity and Inclusivity:** The university supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty, and staff.
- **Lifelong Learning:** The university promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.
- **Civic and Community Engagement:** The university asserts a commitment to improving and enhancing local, regional, and global communities.

Position Specific Duties and Responsibilities

The successful candidate will be responsible for teaching courses in the Inclusive Education program. Faculty are expected to maintain an active research program, participate in undergraduate and graduate education, as well as advising duties and committee assignments. Perform all duties and maintain all standards in accordance with college policies, procedures, and university core values.

Responsibilities include:

- Provide leadership in course and program development and implementation in the Early Childhood emphasis
- Demonstrate a commitment to serving our diverse student population through advising and teaching.
- Teach online afternoon and evening courses, especially in Early Childhood Special Education and Inclusive Education.
- Collaborate with faculty in Inclusive Education, General Education, and Child Development (co-planning and co-teaching courses)
- Supervise Early Childhood Special Education candidates in their fieldwork experiences
- Recruit and advise credential candidates regarding program and course requirements
- Engage in scholarly activities; develop research agenda; publish peer reviewed articles
- Supervise Master's student research
- Provide service to the institution (including serving on programmatic, college-wide, and University-wide committees and with accreditation activities), and provide service to the community

The teaching schedule will include late afternoons and evenings, and may include weekends. Faculty members teaching a full load typically teach 3 courses per semester.

Student Centered Duties and responsibilities include:

- Participate in program applicant interview process.
- Serve as faculty advisor and point of contact for students regarding program policies and procedures.
- Participate in college-related activities such as registration, student retention, and faculty selection.
- Maintain posted office hours, electronic communication, schedule appointments as needed, and respond to inquiries in a timely manner.
- Evaluates student work constructively and provides timely feedback.
- Reviews, evaluates, and recommends student learning materials.
- Reviews, evaluates, and revise teaching methods through a self-valuation/self-reflection process.
- Develop and uses a syllabus and course information material for each course, laboratory, or clinical setting within state, college, and departmental guidelines within University's learning management system (LMS).
- Plans, develops, and uses effective teaching methods and materials which are appropriate for students with diverse educational and experiential backgrounds and engages the students in learning.
- Contribute to advancing the goals of the department and university including focus on student achievement, supporting diversity, and fostering community engagement.
- Maintain high standards of competence in the discipline(s) and teaching methodologies through professional development activities.
- Meets or exceeds professional standards, APA mandated guidelines, and discipline-specific requirements, as appropriate to the discipline.
- Participates in activities required to maintain program accreditation standards as well as professional organizations (as appropriate)
- Contributes to programs and activities that support departmental goals.
- Participate in full regalia in official graduation ceremonies.

Minimum Qualifications

- Earned doctorate in Education with an emphasis on special education/inclusive education in early childhood or related area from an accredited institution. ABD candidates will be considered. If ABD, candidates will be required to complete the doctoral degree by August 2022.
- Ability to work with diverse students and colleagues, success in creating inclusive classrooms and environments, and knowledge/experience with a variety of teaching methods and curricular perspectives.
- Knowledge of theories and experience with inclusive and family-centered practices for supporting families and teaching young children with disabilities.
- Knowledge of and experience with methodologies for collaborating using a strengths-based equity-minded approach with colleagues in the workplace and in early childhood with other educators, families, and care providers of young children with disabilities
- Ability to teach and mentor a diverse student population in face-to-face, online and hybrid formats.
- Ability to develop effective partnerships with community stakeholders and colleagues across various disciplines.

Preferred Qualifications

- Demonstrated evidence of working for social justice and equity for young children with disabilities and their families (especially at the Associate level).
- Knowledge of the legal and historical aspects of public education and services to young children with disabilities.
- Knowledge of linguistically and culturally responsive practices grounded in principles of equity.
- Knowledge of typical and atypical cognitive, social, and emotional development as well as the implications of developmental and neurological disabilities.
- Experience teaching higher education courses or working with adult learners (leadership experience at the Associate level).
- Experience supervising and/or mentoring early childhood educators and/or interacting with various educators in programs serving young children with disabilities (especially at the Associate level).
- Knowledge of and experience with children with extensive support needs.
- Knowledge of and experience with methods for engaging multilingual children and their families.

Procedure for Application

To apply, please visit the University of La Verne Website at <https://laverne.peopleadmin.com/postings/>

The university is an equal opportunity employer and does not discriminate for employment or employees on any basis prohibited by state and federal law. Those applicants requiring reasonable accommodation to complete the application process should contact the Office of Human Resources at 909-448-4076