

Specialist/Moderate/Severe Disabilities; and the state of California's license in Marriage and Family Therapy. The following are among the noteworthy aspects of the Department's special education program: (a) A unique dual credential program in collaboration with the Department of Teacher Education (general and special education); (b) A strong, established, and ongoing relationship with several Bay Area school districts; and (c) A long history of external funding awards and published research, along with active participation in national, state, and local professional organizations.

DUTIES OF THE POSITION:

- (1) Teach courses in the post-graduate credential and Masters degree programs across special education areas;
- (2) Supervise special education credential candidates in fieldwork (student teaching or internship);
- (3) Conduct a program of ongoing research and publications/presentations consistent with Department guidelines for retention, tenure, and promotion;

(4) Supervise graduate students completing research projects in the Masters degree program;

(5) Collaborate with faculty across the College of Education and Allied Studies to ensure all programs are addressing the needs of preK-12 students with special needs;

(6) Participate in all aspects of national and state accreditation processes, including service on the California Commission on Teacher Credentialing (CTC) Board of Institutional Reviewers;

(7) Provide service within the community (e.g., school district committees, parent training, etc.)

(8) Perform administrative duties including: program coordination involving work across areas of study within the college; course scheduling, lecturer and supervisor professional development, Master/cooperating teacher selection/school site development.

Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord and Online campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

(6) Experience working with diverse student populations.

(7) A focused area of specialization in at least one of the following areas: (a) Early childhood special education; (b) K-12 inclusive education with multi-tiered systems of intervention and support, including students with Autism or emotional disturbances, and positive behavior support; or (c) Research-based high school to transition services

(8) Deep knowledge of the elements of research-based pedagogy in the education of students with mild to severe disabilities.

(9) The potential to be a productive scholar; a record of scholarly achievement preferred

grant applications, chapters in edited books, books)

(10) Potential to be the author of successful external funding propostobestr (iiiistcessin t prd6()vbe

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requested documents.

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Note: