

# **Inclusive Education Department Kennesaw State University BYLAWS**

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## **PREAMBLE**

### **Overview of the Inclusive Education Department**

The Inclusive Education Department is a unit of the Bagwell College of Education at Kennesaw State University. In our pursuit to provide leadership in building the capacity of all schools and to promote the educational success of every learner, the Inclusive Education Department is committed to the collaborative development of expertise in teaching, learning and leadership through student-centered learning that is integrative and intentional. In cooperation with families, school systems, and community agencies, the department prepares teacher leaders who demonstrate the knowledge, skills, and dispositions to facilitate high levels of learning through inclusive practices. Through an integrated research-based approach, courses are systematically created and implemented to transform candidates' worldviews, enabling them to become teacher leaders who are life-long learners. These teacher leaders shall become educational experts prepared for the complexities of a global society.

### **Core Values**

The Inclusive Education Department is a group of educational professionals united in our mission to support and honor diverse learners and families. Our emphasis is on diverse learners who have historically been marginalized within educational settings and who experience poor academic outcomes and often-hostile educational environments. This includes students whose first language is not English, as well as, students identified with or at-risk of identification for disabilities.

We accomplish this by:

- Developing teachers who can effectively teach students who are diverse linguistically, culturally, and in their abilities;
  
- Collaborating with other departments to expand their candidates' abilities to offer effective instruction to all students;
  
- Sharing expertise, individually and collectively, in effective inclusion of ALL students;
  
- Advocating the development of inclusive practices across all levels - BCOE, schools, GA, US and internationally;
  
- Establishing global/local connections and relationships around issues of inclusion, language development, social justice, and diversity;
  
- Advocating for children and families; and
  
- Utilizing an asset-based, critical pedagogical framework that emphasizes inclusive practices.

In holding others accountable for achieving these goals, we are also accountable to each other. These bylaws provide a plan for governance, and procedures for operation, of the Inclusive Education Department. The faculty of the Inclusive Education Department first adopted these bylaws on September 14, 2014. Revision date is located in the header.

## **Article 1. Administration**

### **Section 1. Department Chair**

#### **Department Chair Qualifications**

- a) The Chair shall be appointed by and serves at the pleasure of the Dean of the Bagwell College of Education.
- b) The Chair shall hold a twelve-month administrative appointment and negotiate his/her teaching load with the Dean of Bagwell College of Education.
- c) The Chair shall be a tenured Associate and/or Full Professor.

#### **Selection and Evaluation of the Chair**

- a) The selection of the Chair shall follow the established national search process and procedures.
- b) The Chair will be evaluated by the Dean of the Bagwell College of Education with input from all full-time department faculty and staff as part of the KSU Faculty and *Staff Evaluation of the Managerial Effectiveness of Academic Administrators (FSE)*.

#### **Duties of the Department Chair**

- a) The Department Chair is the chief academic and administrative officer for the academic department and is accountable directly to the Dean of the Bagwell College of Education for all aspects of the operation and development of that department. She/he is the spokesperson of the department in all official transactions with department members, as well as with other units of the university, and is responsible for the proper functioning of the department as an instructional, research, and public-service unit. The Chair is responsible, in consultation with appropriate departmental faculty committees, for developing and administering operating policies and practices for the department which are effective and consistent with college and university provisions for
  - i. Making budget, curricular, and personnel recommendations (in accordance with applicable university bylaws);
  - ii. Managing all the resources assigned to the department;
  - iii. Defining the department's scope, mission, and objectives within institutional guidelines, and within the resources available; and
  - iv. Assuring and, whenever possible, improving the department's capacity to carry out its mission and accomplish its objectives with distinction.
- b) The Department Chair presides over department meetings, represents the department in college and university affairs, informs faculty of events affecting the department or welfare of the faculty, and performs such duties as assigned by the university or the Dean.
  - i. The Chair shall be an *ex officio*, non-voting, non-representing member of the Department Faculty Council (DFC).
  - ii. After serving, the Chair shall become a faculty member with a nine-month contract, unless offered a different administrative post.
  - iii. Acting/Interim Chair will assume all duties and responsibilities of the Chair.
  - iv. The Chair shall select a designated acting chair when she/he will be off campus for an extended period of time to ensure smooth operation of the

department.

- v. If the Chair is an associate professor, she/he may review the promotion and tenure portfolio of any faculty member for third year review, promotion or tenure regardless of rank.

### **Concerns Related to the Effectiveness of the Chair**

- a) Faculty may register their dissatisfaction on leadership issues as follows:
  - i. First, address the issues involved directly with the Chair;
  - ii. Second, if issues remain unresolved the faculty involved may seek the intervention of the Dean or her/his representative.
- b) For the purposes of considering the effectiveness of the Department Chair and conveying any collective concerns to the Dean, the voting body shall consist only of permanent full-time faculty of the department.
- c) If the issues remain unresolved a vote of no confidence may be taken by the voting body and if approved taken to the next administrative level (i.e., the Dean of the Bagwell College of Education).
- d) A no confidence vote will require 70% majority of the voting body.

## **Section 2. Assistant Department Chair**

This position exists when funding and context permit.

- a) The Assistant Department Chair is appointed by the Department Chair with input from faculty.
- b) Roles and responsibilities for the Assistant Department Chair will be determined by the Department Chair.
- c) The assistant chair will stand in for the Chair when needed, and perform other roles as designated by the Chair.
- d) Course reassignment for the Assistant Department Chair will be determined by the Chair based on the scope of work to be performed by the Assistant Department Chair and budget considerations.

## **Section 3. Interim Department Chair**

- a) The Interim Chair serves as Chair of the department until a national search has been conducted following the established university search process and procedures.
- b) Eligibility for serving as an Interim Chair is limited to tenured professors and tenured associate professors
- c) For all interim positions at the rank of Department Chair/Director or above, the Dean, in consultation with the Provost will examine the department/college/university faculty for a qualified or interested candidate. If a qualified or interested faculty member is not found internally, the Dean or Provost, as appropriate, may elect to conduct a national search
- d) The Interim Chair will assume all duties and responsibilities of the Department Chair, except as modified by the Dean.

**Section 4. Program & Support Course Coordinator** (see next section for Individual Course Coordinator)

Program/Support Course Coordinators are appointed by the Department Chair with input from faculty.

**Duties of Program & Support Course Sequence Coordinator**

***Accreditation/Program Assessment***

- a) Ensure alignment of program content with state and Specific Program Area (SPA) standards;
- b) Responsible for development of CAEP (Council for the Accreditation of Educator Preparation), GaPSC (Georgia Professional Standards Commission) and other program accreditation reports;
- c) Maintain and coordinate candidate data tracking systems;
- d) Report and provide timely updates on all programmatic and assessment issues to faculty and Chair.

***Curriculum Development***

- a) Coordinate or complete program/course revisions and new program/course development;
- b) Maintain master online course learning platforms (e.g., Softchalk, D2L), including updating course content, links, course materials, ADA compliance, etc.;
- c) Develop course Worksheet that provides course instructors list of responsibilities;
- d) Ensure that course objectives continue to be met

***Marketing & Program Admissions***

- a) Coordinate and facilitate student recruitment;
- b) Coordinate and manage candidate admission process

***Supervision/Advisement/Field Experiences***

- a) Supervise part-time faculty
- b) Coordinate and facilitate student advisement
- c) Coordinate placements and supervision of field experiences

**Section 5. Course Coordinator**

Course Coordinators are appointed by the Department Chair with input from faculty.

**Duties of Course Coordinator**

***Accreditation/Program Assessment***

- a) Ensure alignment with state and Specific Program Area (SPA) standards, as appropriate;
- b) Maintain and coordinate candidate data tracking systems, as appropriate;

- c) Report and provide timely updates on all programmatic and assessment issues to faculty and Chair.

***Curriculum Development***

- a) Complete course development;
- b) Report and provide timely updates to faculty and Chair;
- c) Maintain master online course learning platforms (e.g., Softchalk, D2L), including updating course content, links, course materials, ADA compliance, etc.;
- d) Develop course Worksheet that provides course instructors list of responsibilities;
- e) Ensure that course objectives continue to be met

***Supervision/Advisement/Field Experiences***

- a) Supervise part-time faculty
- b) Facilitate student advisement
- c) Coordinate placements and supervision of field experiences

**Section 6. Part-time Faculty**

Part-time faculty typically spend most of their time with students, and they must be flexible to fulfill several responsibilities. Under the direction of the Department Chair and/or Program Coordinator typical duties of part-time faculty include but are not limited to:

**Duties**

- a) Teaching graduate and undergraduate preservice teacher education candidates and teachers in a specific field of expertise (based upon SACS qualification);
- b) Staying updated on innovations and changes within their course field.
- c) Providing candidates an approved ADA syllabus that includes course objectives and learning outcomes as designated by the Inclusive Education Discipline Specific Area Team responsible for the course;
- d) Teaching, at a minimum, utilizing the assigned materials in the master syllabus;
- e) Planning and creating lectures, in-class discussions and assignments that utilize current teaching methodologies;
- f) Selecting and compiling tests, assignments, and/or online discussion exercises that permit measurement of performance relative to standardized learning objectives;
- g) Following attendance policies in line with those of the department;
- h) Reviewing all online materials, links, and documents prior to the start of class;
- i) Grading assigned papers, quizzes, and exams in a timely manner.
- j) Assessing grades based upon participation, performance in class, assignments and

examinations, including posting grades on the course learning platform (e.g., D2L);

- k) Collaborating with colleagues on course curriculum;
- l) Advising candidates on how to be successful in class;
- m) Inputting Key Assessments/Assignments, dispositions, field experiences, and/or other documents into Chalk and Wire in a timely manner;
- n) Encouraging students to submit course evaluations, review course evaluations when available, and use feedback to improve course delivery;
- o) Inputting final grades into Owl Express; and
- p) Meeting with the Program Coordinator and/or Course Coordinator, as needed, to discuss all aspects of the course including student progress and curriculum development.

**Skills and Knowledge Required**

- a) Current knowledge of the relevant discipline;
- b) Demonstrated effectiveness in teaching adult learners
- c) Commitment to excellence in teaching and mentoring students;
- d) Ability to respond to the needs of learners from a variety of educational backgrounds in a multicultural environment
- e) Ability to deliver course outcomes and content through a variety of methodologies;
- f) Ability to use technology effectively in teaching and assessing;
- g) Respect for candidates and a genuine interest in their learning;
- h) Ability to act as role model by effectively communicating both orally and in writing;
- i) Good organizational skills and timeliness in responding to student inquiries; and
- j) Ability to establish and maintain effective interpersonal relationships with candidates and colleagues,

**ARTICLE II. Committees**

**Section 1. Standing Committees**

Standing committees shall be composed of full-time faculty and, in some cases, full-time staff. Lecturers may serve on some committees but are not obligated to do so. Standing committees shall meet at least once each semester, except summer. If appropriate and practical, the Committee Chair may conduct a meeting electronically. Committee members will be selected via an election held in the Spring (April meeting) Semester of each year for the next academic year's committees. Each representative will be elected by the permanent, full-time faculty of the department. Each committee

shall elect its Chair annually, effective Fall Semester of the academic year. The Chair of the previous year's committee shall convene the first fall semester meeting.

### **Department Faculty Council (DFC)**

The DFC is advisory to the Department Chair, who holds decision-making authority at the department level. The DFC shall promote collegiality and effective shared governance of the department by increasing the transparency and two-way communication between faculty and the Department Chair.

#### ***Duties***

- a) The DFC is responsible for providing input to the Department Chair about department issues, and writing guidelines/policies dealing with, workload, teaching load, hiring strategies, overall goals, ideas about new programs, etc.
- b) The DFC shall facilitate the annual department, college and university committee membership nomination/election process for by maintaining an up-to-date list committees and INED faculty representation. At the March department meeting, the DFC Chair shall announce open committee positions for the next academic year and facilitate the voting on or identification of representatives for open positions.
- c) The DFC shall collaborate with the Dean and/or the Ombuds office to address problems arising in its work that may require external assistance.

#### ***Membership***

- a) The DFC shall be composed of at least three full-time permanent faculty members with at least one member tenured. The Chair of the DFC will be a tenured faculty member elected by members of the committee.
- b) The Department Chair is an *ex-officio* non-voting member of the DFC, and will respect the DFC's desire, as necessary, to meet without the Chair present.

#### ***Leadership***

The DFC may have a Chair or Co-Chairs, as deemed appropriate by the DFC membership and the Department Chair. The Chair/Co-Chairs shall be tenured faculty member(s), selected by vote of the elected members of the DFC. If no tenured faculty members are available to serve, the DFC may be chaired or co-chaired by senior ranking tenure-track faculty members at the rank of associate professor or higher.

#### ***Election/Term***

- a) A secret ballot shall contain a slate of all willing tenured and tenure-track faculty at any rank. The ballot will be designed to ensure election of at least one tenured faculty member.
- b) DFC members shall serve for a term of 2 years on a staggered schedule with no more than one faculty member completing his/her term each academic year. The Department should replace a member who does not complete his/her term with a timely election.

#### ***Meetings***

The DFC shall meet **a minimum of two meetings per semester**, or as needed. Each meeting shall be called by the Chair of the DFC. The Department Chair or any other member of the DFC may request a meeting by contacting the Chair of the DFC.

Meetings are open to all departmental faculty and staff.

***Minutes***

Minutes of the DFC meetings shall be placed in the shared department folder on D2L for access by all faculty/staff. Completed products may be substitute for formal minutes.

**Discipline Specific Area Teams (TESOL, SPED)**

The discipline specific area teams provide opportunities for all discipline specific faculty to have input into all aspects of program management, development, and revision.

***Duties***

- a) The discipline specific area teams are the first step in seeking approval for new courses, programs, program changes, changes in prerequisites, catalog descriptions, etc.
- b) All programmatic decisions (course/program revisions, textbooks, etc.) shall be determined by each discipline specific area team.

***Membership***

Discipline specific faculty members are to attend all area team meetings. These meetings are also open to faculty from other disciplines in the department, and the Department Chair.

***Leadership***

Leadership within meeting and projects shall be determined by the team.

***Meetings***

Meetings are normally scheduled monthly, but timing shall be determined by the individual teams.

***Minutes***

The minutes of the team meetings will be placed in the shared department folder on D2L for the access of all faculty/staff.

**Inclusive Education (INED) Curriculum and Assessment Committee**

***Duties***

The INED Curriculum and Assessment Committee represents the second step in seeking approval for new courses/programs, course/program changes, changes in prerequisites, catalog descriptions, etc. (after the Discipline Specific Area Teams). The INED Curriculum and Assessment Committee shall

- a) Periodically review the departmental curriculum and make recommendations about modifications of the curriculum
- b) Provide oversight for Special Topics courses
- c) Be responsible for approving content of proposals generated through Curriculog to the Education Programs Curriculum Committee (EPCC), Graduate Programs Curriculum Committee (GPCC), and Undergraduate Programs Curriculum Committee (UPCC)
- d) Represent the department at EPCC and GPCC/UPCC meetings to present proposals (Committee Chair or designated representative).



***Procedures***

- a) All curricular proposals must be approved by the appropriate Discipline Specific Area Team prior to submission to the INED Curriculum and Assessment Committee.
- b) A Discipline Specific Area Team member initiates all appropriate proposals through Curriculog and electronically submits them to the INED Curriculum and Assessment Committee for approval.
- c) All proposals must be approved by the INED Curriculum and Assessment Committee and the Department Chair at least two weeks prior to the next meeting of the EPCC. It is the responsibility of the Discipline Specific Area Teams to submit forms to the INED Curriculum and Assessment Committee in a timely manor so that committee has sufficient time so that:
  - i. Individual committee members may review and comment on proposals;
  - ii. The Committee Chair may return proposals for revision and resubmission, if needed;
  - iii. Revisions may be approved, and forwarded to the Department Chair for approval;
  - iv. A two-third majority of eligible voting members of the committee is required to approve curricular proposals.

***Membership***

All full-time permanent faculty are eligible for membership on the INED Curriculum and Assessment Committee. Typically two faculty from each discipline (TESOL & SPED) serve on the committee. A minimum of three faculty members are required to serve on the committee. If more than four faculty members wish to serve, all names will be placed on a ballot and voted on by all full-time permanent faculty.

***Leadership***

The Chair of the INED Curriculum and Assessment Committee shall be selected by vote of the elected members of the committee.

***Term of Office***

INED Curriculum and Assessment Committee members shall serve for a term of 2-years on a staggering schedule.

***Meetings***

Meeting shall be scheduled as needed.

***Minutes***

Meeting minutes shall be placed in the shared folder on D2L for access by all faculty/staff.

**Department Promotion & Tenure (P&T) Committee**

***Membership***

- a) There is a single department committee with a minimum of 3 voting members at appropriate rank for each portfolio (committees can borrow faculty from other departments if needed).

- b) Full professors are expected to serve on the Department P&T committee, as required.
- c) Only full professors can vote on a candidate's promotion to full professor.
- d) Both associates and full professors can vote on a candidate's promotion to associate professor.
- e) Associate professors are to recuse themselves from all discussions and voting on a candidate's promotion to full.

***Procedures***

The vote tally for and against recommending promotion and/or tenure is to be recorded on the coversheet (but not names of individuals casting those votes).

***Meetings***

The Department P&T Committee meets several times per year; intensive effort in early to mid-fall semester.

**Section 2. Ad Hoc Committees**

*Ad hoc* committees shall be established by the Department Chair for a specific term. The Department Chair shall notify the departmental faculty of the existence of any *ad hoc* Committees. Membership will be determined by the Department Chair.

**ARTICLE III. -- Department Meetings**

- a) Regularly scheduled department meetings shall be held at least twice each semester, with one meeting scheduled at the beginning and one at the end of Fall and Spring Semesters.
- b) The Department Chair shall call such additional meetings as deemed necessary.
- c) All full-time faculty and staff are required to attend department meetings. For excused absences, notification must be given to the Department Chair prior to meeting.
- d) Minutes of each department meeting will be taken, reviewed by the Department Chair and distributed to all faculty and staff for review and then placed in the shared folder on D2L for access by all faculty/staff.

**ARTICLE IV. Voting**

Voting on matters of departmental policy and procedures, degree program changes, academic standards and integrity, academic honors, committee membership, departmental representation, nominations for college and university positions, and revision of departmental bylaws shall be determined as follow:

**Section 1. Eligibility**

All full-time permanent faculty are eligible to vote. Staff members vote regarding departmental policy

that directly impacts them.

### **Section 2. Quorum**

- a) A quorum shall consist of two-thirds of those eligible to vote.
- b) Proxies shall not count toward a quorum.

### **Section 3. Passage of a Motion**

- a) A simple majority of those voting shall be required to pass a motion.
- b) A two-thirds majority of those voting shall be required to pass an amendment to the departmental bylaws.

### **Section 4. Ballots**

- a) Voting may be done electronically if approved by a simple majority of the members of a committee or the department.
- b) Secret ballots (written or electronic) shall be used for all votes, unless two-thirds majority agree to a voice/hand vote.

## **ARTICLE V. Changes in the Curriculum**

### **Section I. Inclusive Education Department Programs/Courses**

For new course offerings, course deletions, changes in requirements for any of the degrees, certifications, or endorsements offered in the Inclusive Education Department:

- a) The Department Chair or any tenured or tenure-track faculty may propose curriculum changes.
- b) Written proposals to modify curricula shall be reviewed by the Inclusive Education Curriculum and Assessment Committee after all forms have been successfully submitted through Curriculog.

## **ARTICLE VI. Guidelines for Tenure-track Faculty Searches**

### **Section 1. Search Committee Designation**

- a) After discussion with the department faculty and Dean about which discipline to stipulate in the advertisement, a search committee that includes at least three tenured or tenure-track faculty shall be appointed by the Department Chair.
- b) The Department Chair/Dean shall appoint a Chair of the search committee. The search committee will follow procedures found on the Faculty Affairs website. The Department Chair shall provide the committee with specific guidelines about conducting searches.

### **Section 2. Potential Conflicts of Interest**

Following the closing date, and after initial review of the files of all qualified applicants, if an appointed

committee member discovers that one or more applicants is a person or persons with whom the member has had a prior close personal relationship, she/he should make this known to the committee and the Department Chair to determine if there is a conflict of interest.

## **ARTICLE VII. Summer Session Teaching**

The following guidelines shall be used to determine priority for teaching during summer sessions.

### **Section 1 Criteria for Assignments**

The following ranked criteria shall be considered when making teaching assignments during summer sessions.

- a) Course demand and faculty specialization (SACS criteria);
- b) Budget conditions;
- c) Preference will be given to full-time, tenure-track faculty
- d) When additional course sections are available after each faculty member who desires to teach has received one section, additional assignments shall be made using the criteria listed above.

## **ARTICLE VIII. Amendments to Bylaws**

Amendments to these Bylaws shall be submitted in writing to the Department Chair and shall be approved by two-thirds majority vote at a faculty meeting at which a quorum of voting faculty are present.

## **ARTICLE IX. Relationship to Other Governing Rules and Regulations**

Nothing in these bylaws should be construed to supersede provisions of the statutes of Kennesaw State University as described in the Faculty Handbook and other materials provided by the Office of the Provost and Vice President for Academic Affairs, the Bagwell College of Education and the Board of Regents of the University System of Georgia.

## **ARTICLE X. Code of Ethical Conduct**

The Department Chair and faculty shall assume accountability, integrity, and responsibility for professional behaviors and interactions by engaging in ethical conduct towards students, practices and performance, colleagues, and community partners. This Code of Ethical Conduct is not intended to address every situation, but to make each faculty member aware of the general scope of ethics expected from him or her as a member of the Inclusive Education Department.

### **Section I. Behaviors**

Department faculty and staff will:

- a) Engage in verbal and nonverbal communication that is professional, effective, and relevant;
- b) Maintain confidentiality;
- c) Ensure mature and appropriate conflict resolution;
- d) Share information with one another so that each individual can perform at an optimal level;
- e) Work collaboratively with students, staff, and other faculty members;
- f) Utilize personal and written interactions that reflect reasonable efforts to display specialized understanding of cultural, linguistic, and social tone of the professional venue;
- g) Reject gossip as a source of (mis)information by not repeating it or giving it tacit approval;
- h) Refrain from bullying; and
- i) Adhere to student interaction policies as delineated in the university faculty handbook.

## **Section 2. Grievances**

### **Student Complaints**

All grievances related to professional behaviors and interactions with students are to follow procedures as delineated in the Kennesaw State University (KSU) Faculty Handbook (Section 4.4.2 Procedures for Handling Student Complaints Against Faculty Members):

It is the responsibility of the student to bring his/her concerns or complaints for resolution. Complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, s/he should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution. For example, the President, Provost, or dean will refer grievants to the faculty member or to the department chair/school director as the first level of resolution.

See Section 4.4.2 of the KSU University Faculty Handbook for details regarding Informal and Formal procedures (step).

### **Faculty Grievances**

Grievances amongst faculty should be resolved at the lowest possible level. If informal resolution is not possible, grievances should be directed to the Department Chair or Department Faculty Council, as appropriate.

Revised 2/6/17