

Department of Literacy, Elementary and Early Childhood Education

DEPARTMENT BYLAWS – as of January 31, 2022

Mission Statement

To graduate knowledgeable professionals in advanced literacy, elementary and early childhood education through research-based practices and authentic and diverse experiences in school and community settings.

The **Literacy Education** programs prepare educators to become reading specialists, literacy coaches, and professional leaders who are highly knowledgeable in the theoretical and practical foundations of literacy, who recognize access to literacy education as a social justice issue, and who advocate for academic, linguistic, and culturally diverse populations in PK-12 schools and communities. The Literacy programs also prepare pre-service teachers to be knowledgeable and competent in literacy instruction for PK-12 learners.

The teacher preparation program in **Elementary Education** (grades 1 through 6) prepares beginning teachers through authentic and diverse field experience immersion, so that they experience teaching that goes beyond classrooms by forging relationships as leaders with parents and community, and are participating in interdisciplinary collaboration with teachers and administrators. Teacher candidates develop interpersonal and intrapersonal skills as reflective, innovative, and compassionate teacher leaders and are knowledgeable in the following areas: children's creative development and imagination, innovative planning of curriculum and instruction so that all children learn, thrive and succeed; research and technology that informs practice and authentic assessments; culturally responsive teaching embracing diversity within the school and community; and application of authentic strategies for English Language learners.

The **Early Childhood Education** program (birth through age 8) prepares professionals who are reflective practitioners that will be able to provide and design a child-centered developmentally appropriate learning environment, utilizing technology, for children that is safe and nurturing; promotes and stimulates each child's social/emotional, physical, cognitive and aesthetic development; develops high-quality early learning programs that are informed by policy, research, and practice; and prepares teacher candidates to become teacher leaders dedicated to serve as advocates for and work in a trusting, respectful, reciprocal relationship with diverse children, families, and communities.

1.0 Membership

1.1 Faculty Membership in the Department

There shall be four types of faculty members of the Department of Literacy, Elementary and Early Childhood Education: full-time, full-time special appointment, part-time/adjunct, and emeritus/a. In the following sections, "participating rights" are understood to mean that the member may attend and participate in Department meetings.

1.2 Full-time Faculty Members

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A full-time member shall be a faculty member appointed to the Department of Literacy, Elementary, and Early Childhood Education, and will be assigned twelve semester hours of load responsibility, although they may be assigned overloads or underloads, as necessary, in accord with contractual procedures. All full-time members of the department shall have participating rights with voting privileges.

1.3 Full-Time Special Appointment Members

A full-time special appointment member shall be a faculty member appointed to the Department of Literacy, Elementary and Early Childhood Education for a period ranging from one semester to two years. Such special appointment members shall have participating rights with voting privileges.

1.4 Part-Time/Adjunct Members

A part-time member shall be a faculty member appointed to and granted part-time teaching responsibilities in the Department of Literacy, Elementary and Early Childhood Education. Such part-time members shall have participating rights at meetings (e.g., Departmental meetings) without voting privileges.

1.5 Emeriti Members

The Department of Literacy, Elementary and Early Childhood Education shall recommend emeritus status for retiring members of the Department in accord with the procedures contained in the current AAUP-Board of Regents collective bargaining agreement. Emeriti members shall have participating rights without voting privileges.

1.6 Members on Leave

The current AAUP-Board of Regents collective bargaining agreement recognizes several different kinds of leave. For purposes of the Department of Literacy, Elementary and Early Childhood Education individuals on all types of leave shall have participating rights and voting privileges. This does not apply to members of the Department who have been reassigned to administrative positions in the CSU system.

2.0 Meetings

2.1. Department Meetings

Department meetings are the principal manner in which much departmental business is conducted, and they also provide a setting in which Department members can share ideas and information about issues impacting the Department, School and University. In addition, there is much departmental business that can only be conducted in the context of a Department meeting. Departmental meetings shall operate in the spirit of Robert's Rules of Order (Revised).

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2.2 Scheduling of Department Meetings

The Department of Literacy, Elementary and Early Childhood Education shall meet, at an absolute minimum, at the beginning and the end of each academic year, and at other times as appropriate. The Department will meet at the call of the chairperson. During the first meeting each semester the chairperson will inform the department members of dates and time of future meetings. At the Chairperson's discretion, additional meetings may be called. Further, should a scheduled meeting be cancelled, it should be rescheduled for later that month. Emergency meetings and departmental retreats can be called at the discretion of the Chair. The chairperson of the Department shall be responsible for notifying members of the date, time, place and agenda of the meetings.

2.3 Quorum

A quorum for Department meetings, program meetings, and for all Department committee meetings, shall consist of one more than fifty percent of the full-time members of the Department, the program, and the Department committee, respectively.

2.4 Voting in Department Meetings

Program decisions will be voted upon at the program level. Such decisions will go forward for Departmental approval as a consent agenda. If Departmental members decide the item merits further discussion it may be pulled from the consent agenda.

Even though management by consensus is the goal of the Department, any member or group may request a formal vote on any issue brought to the Department, or any member may request the chairperson to prepare a particular agenda item for a vote by the members of the Department.

In all Departmental votes, except where specifically indicated otherwise in these bylaws, matters are determined by majority vote, which is 50%+ 1 in favor of the motion of those members of the Department present. Thus, a tie vote is a defeat for a motion.

Absentee, proxy or electronic voting is not generally allowed in meetings of the Department of Literacy, Elementary and Early Childhood Education unless there has been a vote to suspend the Departmental bylaws to allow this at a prior Department meeting.

2.5 Duration of Meetings

Department meetings shall not exceed two hours in duration unless a majority of those present vote to suspend the bylaws and extend the departmental business meeting.

2.6 Agenda of Meetings

The agenda for each Department meeting shall be prepared by the chairperson and distributed to faculty members no later than three working days prior to the meeting date by e-mail or hardcopy. Faculty

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members are free to forward agenda suggestions to the chairperson for inclusion on the agenda. Items suggested to the chairperson for the agenda should be submitted before the distribution of the agenda.

2.7 Minutes

The Department secretary shall record and maintain all Department meeting minutes. Minutes of all Department meetings shall be distributed to all members of the Department of Literacy, Elementary and Early Childhood Education, including adjunct members. Minutes will be distributed to the department faculty three days prior to the department meeting by email or hard copy. An accepted copy of the minutes shall be provided to the Dean of SEPS and maintained in electronic format.

3.0 Professional Rights and Responsibilities

3.1 Academic Freedom

The department shall abide by article 4.2-4.2.3 in the BOR-CSU AAUP contract

3.2 Mentoring

The Department of Literacy, Elementary and Early Childhood Education is committed to the overall success of its faculty, both full time and part time, particularly the success, retention and promotion of its junior faculty. The Department shall implement a collegial mentorship that advocate a combination of formal and informal mentoring, or mentoring teams, aimed at inspiring, developing, promoting, strengthening and deepening faculty scholarship, teaching, and service in order for all faculty to excel in various academic, research, scholarly and professional communities. The Department shall ensure that mentoring relationships remain productive and satisfactory to all parties involved. Oversight of this activity will remain in the hands of the Department Chair.

4.0 Chairperson

The chairperson shall serve as the representative of the faculty of the Department of Literacy, Elementary, and Early Childhood Education. Although many of the responsibilities and duties of the chairperson are administrative in nature, and while the chairperson will necessarily have extensive contacts with the Dean of the School of Education and Professional Studies and other university administrators, she or he is understood to be first and foremost a faculty member in the Department and is expected to function in the best interests of the faculty and students of the Department as the representative of the Department.

4.1. Election

The chairperson shall be elected every three years following the guidelines established in section 5.24 of the BOR-CSU AAUP contract.

4.2. Responsibilities and duties of the Chairperson

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The chairperson is responsible for the administration of the general affairs of the Department of Literacy, Elementary, and Early Childhood Education. The responsibilities of the department chair are identified in section 5.23 of the BOR-CSU AAUP Contract and include but are not limited to:

- endeavor to create and maintain a healthy, positive and collaborative working atmosphere which will facilitate the professional growth and development of the faculty and students of the department;
- call and chair Department faculty meetings
- may serve as an ex officio member on all Department Standing Committees
- if not an elected member already, may serve as an ex officio non-voting member on the Department Evaluation Committee (DEC) except where prohibited from so doing by a University or contractual regulations or by § 6.9.3.
- maintain in good order the records of the Department of Literacy, Elementary and Early Childhood Education;
- schedule, in consultation with the appropriate Program Coordinators, the Director of the Office of Field Experiences, other chairpersons or coordinators, and all involved faculty, all Department course offerings and faculty teaching assignments;
- identify, in consultation with the appropriate Program Coordinators and the faculty of the Department of Literacy, Elementary, and Early Childhood Education, Department needs, both in terms of resources and new faculty members, and to take appropriate action to meet these needs;
- oversee the Department budget; the chairperson will provide and present a financial report of monies available and used by faculty once a semester to ensure transparency in allotment of resources.
- serve as the representative of the Department of Literacy, Elementary, and Early Childhood Education to the other Departments of the School of Education and Professional Studies, and to the University community as a whole;
- take seriously and seek to address all student complaints in a respectful manner that does not cause harm to the professor or the student; and
- inform new faculty members, in conjunction with the appropriate Program Coordinators, of the duties they are expected to perform, and of the Department and University criteria that will be employed in the evaluation of their work.

4.3 Election of the Chairperson

The chairperson of the Department of Literacy, Elementary and Early Childhood Education, in accordance with University procedures, will be elected by the end of the Spring semester of the current chairperson's second year, in order to allow for a transitional year from one chairperson to the next. All

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candidates must be tenured members of the Department. The election shall be by secret ballot and shall follow both University procedures and Roberts Rules of Order.

The Governance Committee will collect nominations for the election of the chairperson of the Department in advance of the departmental meeting, although additional nominations may be made from the floor. For election of the Department Chair, all faculty members must be allowed to cast ballots, either in advance of the election or in person.

To elect a candidate, an outright majority of the membership of the Department of Literacy, Elementary, and Early Childhood Education (50% +1) is required. If such an outright majority is not achieved, the results of the election will be sent to the Dean of the School of Education and Professional Studies with an indication of a divided ballot.

The term of service of the Chairperson shall be 3 years.

4.4 Acting Chairperson

Should it be necessary, the chairperson of the Department of Literacy, Elementary and Early Childhood Education may, on a temporary basis (not to exceed one semester), and with the concurrence of the Dean of the School of Education and Professional Studies, appoint an Acting Chairperson.

4.5 Co-Chair

The chairperson of the Department of Literacy, Elementary, and Early Childhood Education, after consultation with the Dean of the School of Education and Professional Studies, may appoint a Co-Chair to assist with the responsibilities and duties of the chairperson, as described in section 4.2 of these bylaws. The chairperson will announce to the Department the specific responsibilities and duties of the co-chair. Any reassigned time given to the co-chair will be taken from the reassigned time of the chairperson so that the co-chair position does not cost the Department or the School of Education and Professional Studies additional reassigned time.

5.0 The Coordinators

Each of the programs in the Department of Literacy, Elementary and Early Childhood Education, shall be represented by a program Coordinator.

5.1 The Role of Coordinators

The coordinator of each program is understood to be the formal representative of the program both to the chairperson and to the other programs of the Department. The coordinator is expected to facilitate communications and administrative matters, in consultation with both the chairperson and the faculty members of the program.

5.2 The Responsibilities and Duties of Coordinators

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Each coordinator shall be responsible for the administration of their program. The responsibilities and duties of the coordinator of a Program shall include, but not necessarily be limited to, the following:

- to endeavor to create and maintain a healthy and positive working atmosphere that will facilitate the professional growth and development of the faculty and students of the Program;
- to call and chair Program faculty meetings as necessary, but never less frequently than once a semester.
- to take seriously and seek to address all student complaints in a respectful manner that does not cause harm to the professor or the student, and to refer such matters to the Department Chair expeditiously;
- to maintain in good order the records of the Program including assessment reports
- to propose to the chairperson, after consultation with faculty members in the Program, schedules of course offerings and faculty teaching assignments;
- to identify, in consultation with faculty members in the Program, needs, both in terms of resources and new faculty members, and to convey those needs to the chairperson;
- to make known to the chairperson the budgetary needs and requirements of the Program;
- to meet regularly with adjuncts in the Program;
- to organize, and involve faculty members of the Program, in administration and evaluation of admission interviews/exams, comprehensive examinations and other capstone requirements;
- to meet regularly with the other Program Coordinators;
- to serve as the formal representative of the Program to the chairperson and to the Department; and
- other duties as assigned by the chairperson of the Department.

5.3 Term of Service of Coordinators

The term of service for each coordinator shall be three-years.

5.4 Selection of Coordinators

Each coordinator shall be appointed by the Chair in consultation with program members and approval of the department.

5.5 Acting Coordinator

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Should it be necessary, the chairperson of the Department may, on a temporary basis (not to exceed one semester), appoint a member from the Department to serve as Acting Coordinator in place of the Program Coordinator.

6.0 The Programs

The Department of Literacy, Elementary, and Early Childhood Education shall be composed of three Programs: Literacy Education, Elementary Education, and Early Childhood Education

6.1 Definition of Programs

The Programs of the Department of Literacy, Elementary and Early Childhood Education are semi-autonomous units within the Department, each of which has a distinctive and unique contribution to make to the overall mission of the Department.

6.2 Responsibilities and Functions of Programs

Each of the Programs shall be responsible for the following:

- teaching those courses that are the responsibility of the Program, and which may, at the Program's discretion, be indicated by specific Program designators (EDEL, LLA, EDEC).
- contributing to the making of decisions about the admission of both undergraduate and graduate students to the Program's programs as appropriate;
- supervising students in field experiences, student teaching placements and clinical/practicums that are the responsibility of the Program;
- advising and counseling students specializing in the program(s) offered by the Program;
- providing representatives to serve on Department and University committees;
- collecting and reporting on the program's data and assessment.

6.3 Faculty Membership in Programs

All full-time faculty members in the Department of Literacy, Elementary and Early Childhood Education will be housed for administrative purposes in one of the three Programs. However, faculty members may, with the approval of the receiving Program, teach courses in Programs other than their own. In unusual cases, an individual with special expertise may move from one Program to another with the approval of impacted Programs.

7.0 Department Committees

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The Department shall have responsibility for the curricula, research activities and service obligations as cited in 5.17 of the BOR-CSU AAUP contract. In order to carry out these responsibilities, departmental committees will be established as needed.

There are four types of Departmental committees: Standing Committees, Ad Hoc Committees, Search Committees, and the Department Evaluation Committee.

Members for each type of committee will be elected at the last meeting of the preceding Spring semester, except where noted below. All members of the Department of Literacy, Elementary Education and Early Childhood Education are permitted to serve on all types of committees except where there are specific limitations to the contrary (e.g. the DEC and Search Committees).

7.1 Commitment to the Principle of Program Representation

The Department of Literacy, Elementary and Early Childhood Education is committed to ensuring that committee assignments shall reflect program representation to as great an extent as possible. It should be noted that such representation is mandatory for certain committees.

7.2 Department Standing Committees

There are two Department Standing Committees: the Governance Committee and the Assessment Committee. All Department Standing Committees shall elect their chairpersons from their elected membership at their first meeting. The chairperson of the Department of Literacy, Elementary and Early Childhood Education serves as an ex-officio member of all Department Standing Committees.

7.2.1 The Governance Committee

The Governance Committee shall review, revise and maintain the Department bylaws in compliance with the current AAUP-Board of Regents collective bargaining agreement, and shall make recommendations to the Department with respect to needed changes to the bylaws. The Governance Committee will also be responsible for conducting department elections. The Committee shall consist of at least three elected members, no more than two of whom shall be members of any single Program of the Department.

7.2.2 The Assessment Committee

The Assessment Committee shall maintain a record of each program's key assessments and data collection cycle; facilitate review of data collection process and analysis; and support and help inform the author of the annual assessment report/summary. The Assessment Committee shall meet at least once a semester and shall report to the Department of Literacy, Elementary, and Early Childhood Education at least once a year.

7.3 Department Search Committees

The Faculty of the Department of Literacy, Elementary and Early Childhood Education recognizes that one of our most important responsibilities is in the selection of new colleagues, and we have a deep

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commitment to conducting fair and effective searches for candidates for new positions in the Department.

All faculty appointments in the Department of Literacy, Elementary and Early Childhood Education, with the exception of part-time/adjunct appointments and special appointments, which are made by the chairperson of the Department, and emeriti appointments, which are made by a vote of the Department at a Departmental meeting, must be approved by the Department Search Committee.

7.3.1 Tenure-Track position(s)

When a tenure-track position(s) becomes available, the Department shall form a Search Committee and follow guidelines provided by Human Resources.

The Search Committee must adhere to all relevant University policies and procedures throughout the search process. The Search Committee shall advise, receive and review credentials, and make decisions about which candidates to bring to campus for interviews. In some instances, the Search Committee may decide to conduct telephone interviews prior to making final interview decisions. When candidates are brought to campus for an interview, time will be set aside for members of the Department to meet with them.

Finally, the list, in unranked order but with narrative comments, will be submitted to the Dean of the School of Education and Professional Studies.

7.3.2. Internal Transfers

If a faculty member in another department in either the School of Education and Professional Studies or elsewhere in the University wishes to transfer his or her departmental membership into the Department of Literacy, Elementary and Early Childhood Education, and has the necessary administrative approval to do so, this may be approved by a majority vote of the Department as a whole at a departmental meeting.

7.4 Department Ad Hoc Committees

Ad hoc Committees shall be appointed by the chairperson of the Department of Literacy, Elementary and Early Childhood Education when a special issue or concern must be considered, as determined by the chairperson or requested by Department members. The chairperson of the Department of Literacy, Elementary and Early Childhood Education shall appoint an individual to serve as Convener of each ad hoc committee. Ad Hoc committees expire when they have finished their task.

7.5 Department Evaluation Committee (DEC)

The Department Evaluation Committee is a unique, contractually mandated committee that must follow both the current AAUP-Board of Regents collective bargaining agreement and all University rules and procedures and Faculty Senate guidelines for the implementation of the collective bargaining agreement with respect to matters of faculty evaluation for tenure, promotion, contract renewal, professional assessment, and sabbatical requests.

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The members of the DEC shall serve as the Sabbatical Committee. The committee shall follow the guidelines and procedures cited in 13.7 of the BOR-CSUAAUP Contract.

7.5.1 Members

The Department Evaluation Committee shall consist of only tenured faculty. The committee shall have a minimum of 3 members and shall not exceed 5 members with at least one from each program. Each member of the DEC shall serve for a one-year term, and all members shall have equal voting privileges. Committee membership will be determined at last meeting of Spring semester. If not an elected member already, the chairperson may also serve on the DEC as a non-voting, ex officio member, except in the case of the exemption clause 7.5.3

7.5.2 Restrictions on DEC Service

No person shall serve on the DEC during a year in which she or he is to be evaluated for promotion or tenure. Any DEC member who is subject to professional assessment or submission of a sabbatical request, shall recuse themselves from consideration of all sabbatical requests or professional assessments.

7.5.3 Exemption Clause

When, in the judgment of the Department Governance Committee, a serious injustice would occur should 7.5.2 be enforced, the Governance Committee may, by a majority vote, exempt an individual from 7.5.2 for a single instance, providing all conditions of the current AAUP-Board of Regents collective bargaining agreement are adhered to strictly.

7.5.4 Organization

Elections of the DEC chairperson will take place in the Spring. The DEC may have its first meeting no later than the 2nd week of the Fall semester. The chairperson will, in accordance with the BOR-CSU AAUP contract, notify eligible candidates, collect materials from those seeking renewal, tenure and/or promotion and call meetings as necessary.

7.5.5 Evaluation/Professional Assessment/Recommendation Form

The form entitled "Evaluation and Recommendations for Renewal, Tenure, Promotion or Professional Assessment" will be used as the one form for department evaluations, assessments, and recommendations. (Amendment of Bill FS 07-08, passed September 22, 2009). The DEC will follow guidelines and procedures described in the department DEC guidelines and articles and sections 4.11, 4.12, 5.3 and 5.4 of the BOR-CSUAAUP Contract.

7.5.6 Evaluation of Emeritus Faculty by the DEC

Emeritus faculty from the Department of Literacy, Elementary and Early Childhood Education who continue to be active in their teaching and service will follow an assessment procedure consistent with

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the expectations of full-time faculty. Hence, active emeritus faculty will participate in a professional assessment every (6) six years.

7.5.7 Evaluations of Part Time Faculty by the DEC

Part-time faculty will be evaluated by the Department Evaluation Committee each semester. The faculty will submit course syllabi and will make certain that the university student opinion survey instrument is administered every semester. The review may also include an observation guided by the department policy on peer observation. The DEC will forward recommendations to the Department Chair who has the responsibility of hiring part-time faculty.

7.5.8 Meeting with DEC

The DEC shall evaluate the faculty based on the AAUP guidelines (Articles 4.11.5-4.11.11). The faculty member being evaluated for renewal, tenure, promotion or professional assessment will be notified in writing of the evaluation by the appropriate date and will be invited to submit their material to the DEC. The DEC will consider all the submitted materials when making the evaluation. The DEC may ask for additional information related to the areas of evaluation. After the DEC evaluation has been completed, the faculty member being evaluated has “the opportunity to appear personally before the DEC prior to the DEC’s recommendation” (AAUP article 4.11.5)

8.0 Department Course Evaluation

As a professional Department focusing on teaching as a profession and given our shared commitment to the on-going improvement of our own teaching, the members of the Department of Literacy, Elementary and Early Childhood Education actively seek feedback from both peers and students.

8.1 Peer Evaluation of Course Instruction

The DEC, in consultation with the faculty member who is in a year of mandated evaluation, will schedule one or more peer observations of his/her teaching. The Department Peer Observation Protocol, approved by the Department, will be used during the peer observations. Peer observations, in written form, may also be included in materials submitted for any DEC process.

8.2 Student Course Evaluations

An online evaluation of all courses taught is offered to students using a Department approved Course Information Survey. Faculty may also use their own supplemental course evaluations in addition to the Course Information Survey.

Although the members of the Department recognize that student evaluations of courses are not necessarily the most reliable instrument for assessing the quality of teaching, we do believe that they have positive value for us and are committed to their use. A tenured member of the Department is required to have the standard Course Evaluation Form administered to one of their classes every

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semester each academic year. A non-tenured member is required to have the standard Course Evaluation Form administered to all of their classes.

8.3 Department Chairperson Review

After ensuring that full-time and part-time faculty members in the Department of Literacy, Elementary and Early Childhood Education have access to their online student course evaluations from the previous semester, and that they have had a week within the semester to review them, the Department chair will review such course evaluations at their discretion and will offer feedback. The process shall be confidential, respectful, and secure.

9.0 University-Wide Committees

Service to the University community is an important aspect of University citizenship, and it is one that the members of the Department deeply value. When considering departmental representation on University-wide committees, we believe that the principle of Program representation should be adhered to as closely as possible.

9.1 Faculty Senate

The Department of Literacy, Elementary and Early Childhood Education shall elect one representative and one alternate to the Faculty Senate for a two-year term, in accordance with University procedures. The Department's Senator is responsible for reporting back to the Department on all Faculty Senate business in a timely and accurate fashion. The Department's Senator is also expected to ask for the Department's input and vote on issues that influence the Department and/or its Programs.

9.2 Curriculum Committee

The Department of Literacy, Elementary and Early Childhood Education shall elect one representative and one alternate to the Curriculum Committee for a two-year term. The Department's representative on the Curriculum Committee is responsible for reporting back to the Department on all Curriculum Committee business in a timely and accurate fashion.

9.3 Graduate Studies Committee

The Department of Literacy, Elementary and Early Childhood Education shall elect a representative and one alternate to the Graduate Studies Committee for two-year terms of service. The Department's representative on the Graduate Studies Committee is responsible for reporting back to the Department on all Graduate Studies Committee business in a timely and accurate fashion.

9.4 Other University-Wide Committees

Faculty members in the Department of Literacy, Elementary and Early Childhood Education are strongly encouraged to serve on other University-wide committees. When they do so, they are also expected to provide brief reports at Department meetings

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10.0 Department Policies

10.1 Academic

10.1.1 Exams

Examinations and/or alternative forms of assessment, if provided for in the course syllabi, are expected at the undergraduate and graduate level as part of a comprehensive evaluation system in any course.

10.1.2 Writing

Writing policies are described in each course syllabus.

10.1.3 Grading

Grading policies are described in each course syllabus.

10.1.4 Attendance

The department recognizes the attendance policies as established in the Student Handbook university policy. Ordinarily, the Department of Literacy, Elementary and Early Childhood Education permits absences over a semester up to the number of times a class meets weekly (3 for a MWF class; 2 for a TR class and 1 for a class meeting once a week).

- A student is responsible for class attendance, although each instructor should establish his/her policy and inform the class.
- Students are expected to notify instructors in advance for absences related to official University trips, conferences, intercollegiate athletic events, musical performances, and other events.
- Make-up work is the responsibility of the student.

10.2 Faculty

10.2.1 Attendance

Except for sick leave, personal leave and professional leave, the expectation for faculty is full attendance in their courses. A faculty member is expected to report any classroom location changes and absences on teaching days to the Department Chair as soon as the decision is made by the faculty and before students are expected to show up for class. The faculty member should also make every effort to inform students of any classroom location change or class cancellation and suggest alternatives for canceled class, as appropriate.

10.2.2 Summer School

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Summer classes are offered based upon demonstrated need. A rotational plan may be developed as needed. Those who do not teach in one year will be the first to be assigned the following year, if interested.

10.2.3 Teaching Schedules

During preparation of the semester schedules, the faculty member will have the opportunity to examine and discuss individual schedules with the chairperson before submission to the enrollment center for the spring, summer or fall semesters. Faculty schedules (course selection and day/time allocations) will be shaped based on expertise, seniority and institutional needs. Ordinarily, faculty will have a schedule which reflects no more than three (3) preparations. In accordance with BOR-CSUAAUP 10.7.1 no member with a class assignment after 6pm on one day shall be given any assignment prior to 9:00 a.m. on the next day unless pre-approved by the faculty.

10.2.4 Obligations and Expectations of Faculty

All faculty members are expected to exhibit appropriate professional behavior in the performance of their duties. This includes remaining current and up-to-date in the scholarly literature of the fields in which they teach, thorough preparation for the classes that they teach, punctuality and consistency in meeting their classes, maintaining appropriate records of student achievement, employing appropriate methods in evaluating student achievement and performance, and maintaining office hours in which to meet with students in accord with the current AAUP-Board of Regents contractual bargaining agreement.

Faculty members are also expected to participate in Departmental, School and University governance activities, including but not limited to participation in accreditation activities. Outreach, both to the surrounding community and to appropriate professional organizations, is also strongly encouraged for all faculty members.

Faculty members in the Department of Literacy, Elementary and Early Childhood Education are expected to maintain scholarly agendas that are embedded in their own research and teaching areas. Toward this end, they are strongly encouraged to attend appropriate scholarly meetings and professional development activities.

10.2.5 Responsibilities for Grades

The determination of student grades is the responsibility of the course instructor. A corollary of this responsibility is the duty of the course instructor to submit grades to the University Registrar within the prescribed time limits.

10.2.6 Grade Changes

A grade shall be changed only with the consent of the instructor and with the approval of chairperson of the Department of Literacy, Elementary and Early Childhood Education and the Dean of the School of Education and Professional Studies. In case of absence of the instructor or of a palpable injustice, the prescribed method of adjusting grades established by the Faculty Senate, in agreement with the

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President, shall be followed. If a grade is changed, the instructor shall be notified whenever possible. The Chair of the Department must co-sign the grade change as required by University Policy.

10.2.7 Office Hours

Faculty members of the Department are expected to be available to meet their obligations to both the University and to their students, and shall, therefore, be required to hold office hours appropriate to the needs of their students and their academic discipline. Each member of the Department shall hold at least five (5) office hours per week, three days a week. Individual faculty members shall notify the chairperson of the Department and their Program Coordinator of their office hours, and these shall be posted at the beginning of the academic semester.

11.0 Review of the Department Bylaws

The Department shall review the department bylaws on a three-year cycle or, if needed, earlier than that. The Governance Committee shall make recommendations in order that the bylaws be consistent with the BOR-CSUAAUP Contract and /or the bylaws reflecting the governance needs of the Department.

11.1 Amending the Bylaws

Proposed amendments to the Department bylaws shall be submitted in writing to the Governance Committee for review. The Governance Committee will then report out, within a period of one month, to the Department with a positive or negative recommendation. All faculty members in the Department will be provided with the written text of the proposed amendment, as well as any supplementary documentation from the Governance Committee, either electronically or in hard copy, no later than five working days prior to the date of the next scheduled Department Meeting.

11.2 Adoption of Amendments

A majority vote of the Department faculty present, as long as there is a quorum (50% + 1), shall be required for the adoption of any amendments to the bylaws.