

## Chapter 7

### Policies and Procedures for the Classroom

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- Section I. Academic Affairs' Procedures on Instructional Space**  
<https://www.towson.edu/provost/academicresources/instructionalspacefinal52016.pdf>
- Section II. Policy on the Sale to Students of Instructional Materials from Which a Faculty Member May Earn Monetary Gain (TU 03-10.01)**  
<https://www.towson.edu/about/administration/policies/03-10-01-policy-sale-students-instructional-materials-faculty-may-earn-monetary-gain.html>
- Section III. Copyright Resource Center/Cook Library Reserve Guidelines**
- Copyright Resource Center
- The University Store's Copyright Resource Center (CRC) with the TU Printing Center produces customized course packets. Students will have the exact material you want them to use. Students may purchase the course packets in the University Store.
- Please visit this link for additional information:  
<http://towsonustore.com/SiteText.aspx?id=30318>
- Cook Library Course Reserves Guidelines**  
<https://libraries.towson.edu/using-the-libraries/faculty/course-reserves-for-faculty>
- Cook Library is happy to collaborate with faculty to make course material available to their students, either in the library or online, through physical and electronic Course Reserves. Please allow at least two weeks for processing.
- Current information about the appropriate use of copyrighted materials is available at:  
<https://libraries.towson.edu/using-the-libraries/faculty/course-reserves-for-faculty#copyright-and-e-reserves>

#### **Section IV. Towson University Guidelines on Double Sections**

See Office of the Provost website under "Academic Resources:"

[https://www.towson.edu/provost/academicresources/documents/tu\\_guidelines\\_double\\_sections.pdf](https://www.towson.edu/provost/academicresources/documents/tu_guidelines_double_sections.pdf)

#### **Section V. Towson University Guidelines on Team Teaching**

One serious consequence of the ever-increasing specialization in modern higher education has been fragmentation and compartmentalization of learning for students. They acquire facts and skills through individual specialized courses, but they must struggle alone to find coherent patterns for these facts. One innovation in pedagogy serves to diminish the fragmentation and compartmentalization for students - team teaching.

In team teaching, students benefit from a synthesis of breadth and depth of knowledge. As individuals, participating faculty share highly specialized information with the class; at the same time, as a team, they can synthesize details into a comprehensive view.

Many benefits, to students, departments, and the general program, derive, therefore, from the team-teaching approach. The term "team teaching" itself implies cooperation and planning. In the effective team two or more faculty members have united their special strengths to achieve clearly defined objectives through carefully planned pedagogical procedures. While an individual instructor may plan only from day to day, no team could afford such freedom. A careful long-range plan must guide the efforts of each team member of the instructors will find themselves lecturing without relation to each other or without coherence. In team teaching the whole must indeed be more than the sum of its parts.

Because team teaching demands such careful planning and skillful execution, it should result in a highly effective use of resources. Physical facilities, such as classroom space, and instructional technology, such as films and videotapes, can be used to benefit the optimum number of students. Both mass instructional techniques, such as lectures and demonstrations, and individualized techniques, such as discussion groups and conferences, can be employed when they are most appropriate to the materials of the course and the students' needs. Additionally, the special interests, training, and abilities of faculty members, which might have found little application in regular classes, can be used when they are most appropriate to the materials and students' needs. Important to in a time of diminishing resources, if larger numbers of students may be served by team taught courses, greater economies of scale may also be achieved.

Team teaching should demand greater faculty effort than ordinary classes. In a regular class the faculty member's contribution ends when he/she has covered the topic. In the team-taught course, he/she is responsible not only for his/her presentation, but for assisting other team members with their teaching. Not only should he/she attend all classes, whether or not he/she is teaching, but also he/she has a privilege seldom available in regular classes, the opportunity of observing and reacting to the presentation of other faculty members. If instructors act as a team, they should discuss critically with each other after the class each member's presentation. They can observe the responses of students during each presentation and should be able to suggest ways to achieve greater effectiveness. Such participation will have short run benefits in enabling each instructor to conduct better discussions with the students. It will also have long run benefits in encouraging the sharing of pedagogical techniques and broadening experiences in the discipline by sharing different points of view.

If the interaction of personalities and sharing of experiences in the team help each faculty member to develop pedagogical skills, they are of even more benefits to the students in assisting them to acquire good learning habits. Through discussion groups and individual conferences with members of the team, students can appreciate a variety of ways to approach learning. Such variety is seldom available in the regular class. Team teaching should also encourage fairer and more objective evaluation of students. The incompatibility of learning and teaching styles sometimes observed in regular classes will be far less likely in a team situation. The variety of approaches and personalities provided by team teaching should be valuable in meeting the diverse needs of students.

It is important that some understanding be achieved regarding the amount of time and effort each team member is expected to contribute to the class. Team teaching with two or more instructors participating in one sense does reduce the amount of preparation for which each instructor is responsible. If two instructors present the course, each would be directly responsible for one half the materials presented; if three, each would be responsible for one-third. This arrangement should not imply, however, that an instructor would work one half or one third the time normally required, particularly if each instructor is receiving for his/her work in the course a full three credits toward the "normal" teaching load. To the contrary, the team course should require at least as much effort as a regular course for each instructor, if not more.

In addition to time spent before the course to prepare for overall design and individual lessons and the time spent in attending all classes, instructors should regularly meet to discuss among themselves aspects of the course as it proceeds. Instructors, moreover, should be responsible for providing as much individualized learning for each student as possible. This means that the instructors should schedule recitation, discussion, or workshop sessions with smaller groups from the larger lecture class. Each instructor should be responsible for conducting such discussion groups with one third to one half of the students, depending upon the number of instructors participating in the team. Moreover, students should be grouped flexibly for discussion so that each instructor

May contribute to this learning. If this kind of instruction is to be effective, it is important that each instructor implement fully various methods of interacting with students and particularly that the presentation time from which each is released by utilized for the direct benefit of the students in the class taught in this format. To insure that this is done, guidelines have been developed. All faculty are to observe these guidelines in team teaching courses. They are required to specify in advance actions they will take to ensure that these guidelines are implemented.

- A. Learning is a complex process initiated by the learner but facilitated through instruction. The role of the teacher is crucial: he/she functions to speed the process and to evaluate the quality of the results. Activities, therefore, which involve the learner as fully as possible with the teacher should be encouraged.
- B. Team instructors should provide every student with all materials relevant to the organization and process of the course. These will include as a minimum a detailed syllabus describing course activities, objectives and standards, and a list of relevant supplemental material for the student's use.
- C. Provision should be made for continual reinforcement of fundamental skills in quantitative and verbal reasoning and presentation. All students should have mastered these skills to varying degrees, but they will require continual practice and a realization of their applicability to many situations. Students should be given opportunities to write term papers or reports using these skills. Familiarity with library materials and procedures and with information processing procedures (if relevant) should also be encouraged. Instructors should not only provide for written assignments, but should evaluate them in written critiques and in individual conferences.
- D. Faculty members in team taught courses should provide for interaction between themselves and the student in a formal or informal setting. Opportunities for such interaction should exist for more than the days during which the classes are scheduled.

Instructors may schedule formal discussions, workshops, or recitation sessions in which the material presented in lecture format may be re-examined with student input. Alternatively, instructors may provide for informal interaction through individual or small group conferences in their efforts. Office hours should be arranged to encourage student participation. A sufficient number of office hours should be scheduled each week at times convenient for the students. Bearing in mind that the frequency and nature of teaching interaction with students should be determined by the students' individual needs, the instruction should

Demonstrate flexibility, creativity, and sensitivity in working with students.

- E. Team teaching courses must be justified by the size of the enrollment. The number of faculty participating as team members will be determined by the enrollment planned for the course and the number of credits to be earned by students and faculty members. Generally, enrollment per faculty member should be approximate normal enrollment for a single Section of a course regularly offered in the discipline. Thus, if a section of a course normally enrolls 35 students, a team-teaching course with two faculty team members would require a minimum enrollment of 70. Furthermore, a course in which faculty and students will earn three credits for their participation should be limited ordinarily to three faculty team members.
- F. A distinction should be made between a course presented with true "team" teaching and one using a "segmented" approach. In a true team course, all faculty members assume responsibility not only for their particular part of the lecture or class presentation but also for attending all class meetings and for evaluating with other team member or members the strengths and weaknesses of the course. In a "segmented" course, however, faculty members do not cooperate as a team. Each instructor feels responsibility for only his/her own presentation and attends only when he/she will lead the group. He/she does not participate in joint evaluation of the course or students and limits his/her involvement solely to the presentation of his/her special subject. A distinction should be made between the true team and the segmented course because the credit awarded to faculty should be determined based on their participation. A faculty member who participates as a true team member should receive the full number of credits earned by the course. The faculty member who participates in a segmented manner should receive credit commensurate with his/her contribution. If he/she presents one half of the lectures, he/she should receive 1 ½ credits for a three-hour course; If one-third of the lectures, he/she should receive one credit. It is not that segmented participation is less effective than team participation, but it should not be rewarded as full as the more complete effort.
- G. The additional time provided when team instructors are freed from preparation for parts of the course taught by another member or members of the team might be used to enhance students' learning through field experiences or onsite observations. Instructors might find it helpful to plan field trips to museums or other relevant institutions in conjunction with the lecture material presented during class or to plan onsite inspections or observations of facilities or places discussed in class.

Faculty members wishing to participate in a team-teaching situation will be required to specify the steps they will take to meet these guidelines. Each faculty member requesting assignment to a team-taught course should respond in detail to items A-G on the previous pages and return his/her response to his/her department chairperson. After his/her response has been reviewed by the chairperson and the dean of the college, it will be forwarded with their recommendation to the provost for final review and decision. The faculty members will be informed as soon as possible of the action taken by the provost.

Approved by the Council of Deans, December 22, 1975

Revised, July 26, 2005

## **Section VI. Faculty Members Must Meet Classes**

Faculty members must meet classes as scheduled unless illness or absence arranged according to University policies prevent. If a faculty member is absent due to illness, the department chairperson must be notified so that arrangements for class coverage, announcements of assigned work, and dismissal may be made. Students should be told that unless dismissed by the department chairperson they should wait for 20 minutes after the beginning of the class period for an absent faculty member before leaving the classroom.

## **Section VII. Faculty Absences from Class**

Absence for professional purposes and for personal reasons may be allowed at the discretion of the department chairperson. Arrangements for class coverage must be made and such absences may not be for more than five days unless approved by the provost and dean of the college.

Absence for religious holidays and for voting when the faculty member's teaching schedule does not permit voting during the hours the polls are open is allowed, but the department chairperson must be notified in advance and arrangements for class coverage must be made.

## **Section VIII. Towson University Policy on Student Class Attendance/ Absence**

- A. Students are expected to attend all classes. Consistent attendance offers the most effective opportunity for

Students to understand concepts, materials, and expectations of those courses in which they are enrolled. Although some courses do not use attendance as a criterion for grading, there are others where in class participation is an integral part of the course. Examples include, but are not limited to, seminars, practice, and courses that require public speaking, laboratories, language learning, group discussions, or student teaching. Frequent absences from these types of courses, whether excused or unexcused, may affect the final earned grade.

Faculty who uses absences as a grading factor must explain in the course syllabus what effect even an excused absence might have on the evaluation of a student's work.

B. It is policy of the University to excuse the absences of students for the following reasons:

- Illness or injury when the student is unable to attend class;
- Religious observance where the nature of the observance prevents the student from attending class;
- Participation in University activities at the request of University authorities (e.g., Intercollegiate Athletics, Forensics Team, Dance company, etc.);
- Compelling verifiable circumstances beyond the control of the student.

Students requesting an excused absence must provide documentation to the instructor two weeks prior to the scheduled absence when known in advance, and as soon as possible when not known in advance.

C. Absences that do not fall into any of the categories outlined in item Bare unexcused. Faculty may set a limit on the number of unexcused absences.

D. Students who are absent from class are responsible for any missed work, assignments, or assessments (e.g.,

Quizzes, tests, papers, etc.). Faculty members are required to allow students with documented excused absences to make up missed work or assignments when this is feasible. When the nature of the assignment makes this impossible (e.g., science lab), the faculty member should attempt to make a reasonable adjustment of the assignment.

Approved by University Senate, October 6, 1997

## **Section IX. Student Class Attendance (Drop/Add)**

### **Failure to Attend During Drop/Add**

Students who fail to appear for the first two class sessions, or the first session of evening classes, may forfeit their space in class. Instructors have the right to release these spaces to other students wishing to add the class to their schedules. Students who lose their spaces must officially drop the course through their [Towson University Online Services Student Center](#) to avoid earning an FX grade for non-attendance. See the sections on [Changing a Schedule](#) and [Grades/Grading](#) for further information.

<https://catalog.towson.edu/undergraduate/academic-policies/class-attendance-absence-policy/>

## **Section X. Undergraduate Academic Advising**

[New Student Guide 2021-2022 \(towson.edu\)](#)

## **Section XI. Towson University Internship Coordinator Handbook (Faculty/Staff)**

[http://www.towson.edu/careercenter/media/documents/faculty\\_staff\\_towson\\_internship\\_coordinator\\_handbook.pdf](http://www.towson.edu/careercenter/media/documents/faculty_staff_towson_internship_coordinator_handbook.pdf)



## **Section XII. Accommodations for Students with Disabilities**

Disability Support Services (DSS) provides accommodations and services to students with various disabilities and some temporary impairments that substantially limit one or more major life activities. The DSS staff is available to answer questions concerning accommodations and services as well as to provide information about other resources on and off campus.

Faculty Guide for Teaching and Accommodating Students with Disabilities:

<https://www.towson.edu/dss/dss-faculty-guide-2015.pdf>

## **Section XIII. Classroom Discrimination Policies**

- i. **Prohibiting Discrimination on the Basis of Race, Color, Religion, Age, National Origin, Sex and Disability (TU 06-01.00)**

<https://www.towson.edu/about/administration/policies/06-01-00-policy-prohibiting-discrimination.html>

- ii. **Prohibiting Discrimination on the Basis of Sexual Orientation or Gender Identity Expression (TU 06-01.05)**

<https://www.towson.edu/about/administration/policies/06-01-05-prohibiting-discrimination-basis-sexual-orientation-gender-identity-expression.html>

- iii. **Prohibiting Sexual Harassment (TU 06-01.60)**

<https://www.towson.edu/about/administration/policies/06-01-60-policy-sexual-misconduct.html>

### **Student Classroom Expression**

## **Section XIV.**

Classroom expression by students includes responsible use of that right. A description of student rights and responsibilities relating to classroom expression may be found in Appendix F of the undergraduate catalog and Appendix D of the graduate catalog under Section C. Individual Rights and Responsibilities.

<https://catalog.towson.edu/undergraduate/appendices/appendix-e-code-student-conduct/>

<https://catalog.towson.edu/graduate/appendices/appendix-f-student-responsibilities-rights/>

**Section XV. Syllabus Guidelines for Best Practices**

These syllabus guideline best practices are meant to provide faculty with guidelines for syllabi submitted for course approval and for use in the classroom.

[http://www.towson.edu/provost/academicresources/documents/syllabus\\_guidelines\\_best\\_practices\\_4-18-16upload.pdf](http://www.towson.edu/provost/academicresources/documents/syllabus_guidelines_best_practices_4-18-16upload.pdf)

**Section XVI. Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance (USM 111-5.10)**

<http://www.usmd.edu/regents/bylaws/SectionIII/III510.html>

**Section XVII. Towson University: Grades and Grading Policies**

**A. Plus/Minus Grading System**

The Plus/Minus (4.00 scale, semester system) system, implemented in fall 1998, applies to all undergraduate students and cannot be applied retroactively to grades earned or recorded, including incomplete (I) grades or contested grades, before fall 1998. For undergraduate courses where letter grades associated with Quality Points apply, the grading system of the University requires the use of +/- [plus/minus] grading.

Grades	Quality Points Per Credit Hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00

D+	1.33
D	1.00
F	0.00
FX	0.00

B. Quality Point Averages

The semester Quality Point Average (QPA) is computed in a three-part process: first, multiply the credit hours (quality hours) for each course taken in a semester by the quality points assigned to the grade earned in each course (see above); second, total the quality hour and quality points for all courses taken in the semester; third, divide the total number of quality points by the total number of quality hours to find the QPA.

C. The Grades of *S* and *U*

*S* (satisfactory) and *U* (unsatisfactory) are used primarily in those courses offered for development and selected courses that have been recommended by the academic departments and approved by the Academic Standards and University Curriculum committees. The grade of *S* denotes that work of 2.00 level or higher has been completed and that students have attained a level of competence sufficient to advance to the next course. A grade of *U* is given to students whose work is below 2.00 level quality. *S* and *U* grades are not calculated in students' QPA's.

D. The Grade of *PS*

*PS* (Pass) is assigned to a course selected on the Pass grading option when students earn a C grade or higher. Students who elect the Pass grading option and earn a grade of C- or below will have the grade recorded on the permanent record and used in calculation of the QPA.

E. The Grade of *PX*

*PX* is calculated in students' QPAs. A grade of *PX* is given to students who never attend class or who stop attending during the semester without officially withdrawing. (If students have officially withdrawn, a grade of *W* will appear on the final class roster.) A grade of *PX* is given to students who stop attending before they have completed more than half of the course work. Students who attend most classes but miss the final examination without a legitimate excuse, will receive a zero or *P* grade for the final

Examination and have that value or grade calculated with other grades earned during the semester to determine the final grade.

F. The Grade of *W*

The grade was administrative, no punitive, and is not calculated in students' QPAs. A grade of *W* is given to students who officially withdraw from a course by the published withdrawal deadline each term. It is also given to students who obtain authorization, either through Enrollment Services or from the Academic Standards Committee, to withdraw from a course or courses after the deadline. Such withdrawals must be based on documented medical difficulties or verifiable circumstances beyond students' control.

G. The Grade of *I*

*I* (Incomplete) is given to students by their instructors when verifiable circumstances prevent students from completing a course within the term. The *I* grade should be given only in cases where students have completed most of the term and have a reasonable expectation of successfully completing the work required. It should not be given at a point earlier in the term when a withdrawal is appropriate. For more information on the incomplete grade, see the section immediately following.

H. Changing Grades and Incompletes

Incompletes may be granted toward the end of the term and only for verifiable medical reasons or for documented circumstances beyond the control of the students. Earlier in the term, a withdrawal may be more appropriate. The grade of *I* automatically becomes a grade of *F* at the end of the first full semester following the granting of an *I* unless changed to another letter grade.

The grade of *I* may be extended by the instructor for a period not to exceed an additional regular semester if the conditions for granting the original Incomplete still verifiably exist. To grant this extension, the Change of Grade/Incomplete Form must be used.

Although not part of the formal Incomplete grading option, as approved by the Academic Standards Committee, Incomplete Grade Agreement Forms may be used by faculty to establish a specific time by which students must complete the work for a particular course. This form may be used to supplement the issuance of the incomplete grade on the Final Grade Roster. It allows faculty to designate a time prior to the end of the following semester of study for the course work to be completed. These forms are available from each department's secretary and are to be retained by the

Faculty member with a copy being issued to the student. Faculty members using the Incomplete Grade Agreement Form should also note on the Final Grade roster the actual date by which the work is due (e.g., work due on July 1).

It is the student's responsibility to complete the work required by the end of the next regular semester (fall, spring) in order for the Incomplete to be converted to a regular grade. Students do not repeat the course in which the Incomplete was given. Instructors may specify an earlier time by which the work required is due in order to remove the Incomplete. An Incomplete grade that is not resolved by the end of the next full semester of study, excluding summer and Minimester sessions, is converted to an F grade and is calculated in students' quality hours and QPA's.

Grade changes, excluding I grades and repeated courses, must be submitted by the faculty member within one year. After one year, requests for grade changes may be made only for verifiable medical reasons and by petition to the Academic Standards Committee.

Graduating seniors must resolve any outstanding Incomplete grades within the next full semester after their date of graduation. Specific dates for each graduating class are included in the correspondence from the Graduation Office.

#### I. Unsuccessful Semester/Academic Clemency

The following guidelines determine approval of the declaration of an unsuccessful semester:

- Five full academic years must have elapsed since the semester in question.
- Students must have completed at least 24 credit hours of 2.00 level work at Towson University since the semester in question.
- Only one unsuccessful semester can be granted in a student's academic career.

#### J. Disagreement Related to Grading

Students who feel an earned grade is unjust must address their disagreements first to their instructor, who is primarily responsible for assigning grades. If the matter is not satisfactorily resolved through this approach and the issue warrants further consideration, students may then

Direct an appeal through the following channels: department chairperson/program coordinator, college dean, Division of Student Affairs.

K. Graduate Grading

See "Policies on Academic Progress," in the current Graduate Catalog.

L. Policy on Contract Grading

Although the Academic Standards Committee has a carefully articulated grading system based on the quality of work (see Undergraduate Catalog), it is aware that several faculty members employ various forms of contract grading based primarily on the quantity of work. After reviewing syllabi of courses employing contract grading which might inhibit this alternative method of student assessment, the committee would set guidelines and procedures to ensure that all systems are academically sound. It, therefore, proposes the following:

1. An instructor using any form of contract grading must first submit the syllabus and contract to the departmental curriculum committee.
2. The departmental curriculum committee must approve the contract and send a copy with approval to the Academic Standards Committee.
3. The committee's approval shall signify
  - a. contract grading is appropriate for the particular course.
  - b. the proposed system of contract is clear and fair.
  - c. the contract bases at least fifty percent of the grade on the quality of work as opposed to the quantity.
4. The Academic Standards Committee will monitor contract grading by reviewing the college committee's reports.
5. The departmental curriculum committee must approve the contract and send a copy with approval to the Academic Standards Committee.

6. The committee's approval shall signify that
  - a. contract grading is appropriate for the particular course.
  - b. the proposed system of contract is clear and fair.
  - c. the contract bases at least fifty percent of the grade on the quality of work as opposed to the quantity.
7. The Academic Standards Committee will monitor contract grading by reviewing the college committee's reports.

#### M. Posting Grades

Posting grades in any format is not permitted.

Approved by the Academic Standards Committee, October 24, 1989

**TOWSON UNIVERSITY  
CONTRACT GRADING APPROVAL FORM**

**TOWSON UNIVERSITY  
OFFICE OF ENROLLMENT SERVICES  
CONTRACT GRADING APPROVAL**

TO: Chairperson, Academic Standards Committee

FROM:

SUBJECT: Course Approval for Contract Grading

The Curriculum Committee in the College of \_\_\_\_\_  
has approved course and

section numbers \_\_\_\_\_, entitled \_\_\_\_\_

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for contract grading. This approval signifies that the Committee considers contract grading appropriate for this course, that the system of contract grading is clear and fair, and that the contract bases at least fifty percent of the grade on quality as opposed to quantity. A copy of the syllabus and contract is included for review by the Academic Standards Committee.



**Section XVIII. Policy for Review of Alleged Arbitrary and Capricious Grading (USM 111-1.20)**  
<http://www.usmd.edu/regents/bylaws/SectionIII/III120.html>

**Section XIX. Towson University Policy on Final Examinations**

The University shall provide for final examinations at the end of each semester. When giving final examinations faculty members must adhere to the specific days and times published in the Schedule of Courses (online only). In courses that do not lend themselves to final examinations (such as seminars and colloquia) faculty members must meet their classes during the time scheduled for the examination.

Final examinations may or may not be included as part of the course, at the option of the instructor. However, the department and the students have special interests in the instructor's decision which should be considered; therefore, the following qualifications are established:

**A. Multiple Section Courses**

Where a majority of the faculty in a department agree, in multiple section courses the department may establish a standardized final examination. However, the individual instructor retains the right to employ his/her own final examination in lieu of the standardized examination.

Where a majority of the departmental faculty agree, in multiple section courses the department may require that a final examination of some nature be given.

**B. Student Exemptions from Final Examinations**

Faculty may give consideration to exempting specific students from final examinations by providing valid alternatives or by considering the student's prior achievement.

Faculty are urged to involve their classes in making decisions regarding special examination policies and options. Students should be urged to bring recommendations to faculty regarding examination options.

Approved by the Academic Council, October 9, 1978  
Approved by the University Senate, September 7, 1982

**Section XX. Towson University Faculty and Student Procedures Regarding Emergency Absence or Lateness of Faculty During Final Examinations**

**A. Student Procedure When Faculty Member is Late/Absent for the Final Examination.**

If, because of an emergency, the faculty member is late, the absence of the faculty member should be reported to the department chairperson or designate immediately. Unless dismissed by the department chairperson or designate and instructed about makeup examination procedures, students should wait for thirty minutes after the beginning of the examination period. After waiting for this length of time, all students should sign an attendance list and include their telephone numbers. Students should designate two students as class representatives to take the attendance list to the department chairperson/office. If the department office is closed, the class representatives should take the attendance list to the University Police office and ask to have it forwarded to the appropriate department chairperson.

**B. Faculty Member Procedure When Absent from a Final Examination because of Emergency**

1. The faculty member, when possible, must arrange for another day and time to give the final examination.
2. The faculty member may exempt students from taking the final examination if the students agree to receive the grade earned up to that time.

**C. Faculty Member Procedure when Late for a Final Examination because of an Emergency**

1. The faculty member must adjust the grade value for parts of the examination to allow for the time missed as a result of the lateness, or
2. The faculty member must permit the students additional time to complete the examination and make allowances for those students who cannot take advantage of the additional time.

Approved by the University Senate, April 7, 1986

**Section  
XXI. Towson University Policy on the Retention of Final  
Examinations and Grade Books**

Faculty members are required to retain written final examinations for a full calendar year unless the examinations have been returned to the students. In the case of non-written examinations, faculty members also must retain all pertinent evidence (detailed notes of students' performances, recordings, photographs, etc.) for a full calendar year. Faculty members who will be away from the University for any Reason (leave of absence, sabbatical, resignation, etc.) must give the final examinations and grade books to the department chairperson. In either case, during the period of retention, students are permitted to review their final examinations. Faculty members and chairpersons may provide students with a copy of the final examination, but are not obligated to do so.

Approved by the University Senate, April 7, 1986

**Section  
XXII. Policy and Procedures on the Disclosure of Student  
Education Records (TU 03-06.30)**  
<https://www.towson.edu/about/administration/policies/03-06-30-policy-procedures-disclosure-student-education-records.html>

**Section  
XXIII. Policy on Faculty, Student and Institutional Rights and  
Responsibilities for Academic Integrity (USM 111-1.00)**  
<http://www.usmd.edu/regents/bylaws/Section1II/III100.html>

**Section  
XXIV. Student Academic Integrity Policy (TU 03-01.00)**  
<https://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf>

**Section  
XXV. University-Sponsored Field Trips**

A. Definitions of field trips and travel study University-sponsored field trips.

A field trip is defined as a group experience related to:

- A class;
- A University-recognized organization; or

- A department-sponsored activity outside of the university setting under the direct supervision of a University representative.
- Faculty and staff who conduct University-sponsored field trips must follow the guidelines as listed in the Faculty Handbook (page 7-24). This definition of a field trip excludes individual activities such as
- Clinical experiences;
- Internships;
- Student teaching;
- Individual student assignments outside of a classroom setting; and
- Travel study courses.

#### B. Travel Study

Travel study is defined as a group experience involving considerable travel to a location or locations away from the campus either in the United States or abroad.

Such experiences may be whole or in part of pre-established travel study credit courses or they may be strictly non-credit experiences. In any case, travel study is a University-sanctioned activity and requires completion of the TU-approved "Travel Study Forms" as outlined in the TU/CGER "Travel Study Guidelines". Contact CGER for a Travel Study packet. Such trips may be organized or directed by TU faculty, staff, or administrators.

#### C. Other

Trips organized by TU faculty, staff or administrators that do not meet either definition above are not TU-sponsored events, and:

- Must NOT imply, in any way, a TU affiliation;
- Must NOT indicate the individual's title or association with TU
- Must NOT use a TU phone number in any announcement;
- Must NOT involve the expenditure of any TU general or special funds;
- Must NOT involve the use of any TU facilities or vehicles.

D. Towson University Guidelines for Faculty/Staff Who Conduct University-Sponsored Field Trips

A field trip is defined as "a group experience related to a class, a University-recognized organization, or a department-sponsored activity outside of the university setting under the direct supervision of a University representative." This definition of a field trip excludes: 1) individual activities such as clinical experiences, internships, student teaching, and individual student assignments outside of a classroom setting; and 2) travel/study courses.

The guidelines for field trips are:

1. Academic Issues

The academic content of a field trip required as a part of or offered in association with a credit-bearing course shall be the responsibility of the sponsoring department.

Faculty members whose courses require participation in field trips must state this requirement at the beginning of the semester (preferably in the course syllabus). Faculty members should attempt to schedule required field trips so that they impact on attendance in classes as little as possible. If a planned field trip causes a student to miss classes other than in the course in which the field trip occurs, the faculty member cannot require the student(s) to attend the field trip and miss the other classes or the field trip must be the decision of the student. The faculty member in the course in which the field trip occurs can require an alternative activity, such as a project or paper, involving approximately the same time commitment.

2. Liability Issues

- a. The State Self Insurance Trust Fund provides insurance coverage for faculty/staff who are acting in the scope of their employment (in the State of Maryland) who may be sued for injuries that occur on field trips. The obligation of faculty/staff who supervise field trips is to exercise reasonable care in light of foreseeable risks to students. Faculty/staff have no duty to insure the "health, safety, and welfare" of students. Faculty/staff, however, are obligated to disclose risks to students prior to a field trip, and to exercise reasonable care during a field trip.
- b. Faculty/staff are only legally responsible for risks for which they have knowledge or direct control. The State Torts Claim Act covers faculty/staff in instances where there is no malice or gross negligence. Willful acts are not covered by this Act.

- c. There is no "insurance," per se, on state vehicles. Fleet coverage on state vehicles is provided by the State Self Insurance Trust Fund. The State Treasurer has purchased insurance to cover university employees who operate state vehicles out of state. The state requires that faculty/staff who rent cars or vans for field trips must purchase the insurance provided by the vehicle rental company.
- d. All students who participate in a field trip should sign a liability waiver ("release") prior to the field trip. The liability waiver must be signed by the parent or guardian of any student who is under 18 years of age. A liability waiver and health statement has been prepared by the General Counsel and is included in this section. Neither of these documents needs to be notarized.

### 3. Transportation Issues

- a. The University vehicles are available for field trip use on a first-come, first-served basis. Vehicles must be reserved in advance by contacting, Vehicle Reservations and by completing a Transportation Request Form. The form should be submitted (in duplicate) to the Transportation Department at least 10 days prior to the field trip.
- b. University vehicles are for use within a 175-mile radius of the campus. Beyond that distance, commercial transportation must be used. It is recommended that faculty/staff who wish to rent vehicles do so through the Transportation Department. The Transportation Request Form now requires that faculty/staff indicate their interest in renting vehicles if University vehicles are not available.
- c. University vehicles may not be used for personal business during the course of the field trip.
- d. Everyone who signs out a University vehicle must be "cleared." Clearance forms are provided to each department through the Transportation Department. The clearance forms cannot be requested or submitted by an individual. The form requesting clearance should be approved and submitted by the individual's department chairperson (or other faculty/staff member who is authorized to "sign" for the department). Students (other than the president of Student Government Association) are not permitted to sign out a vehicle.
- e. Although the University does not have a minimum age requirement for use of university vehicles, it does require that all drivers be state employees. Students must be employed by the department and must be on the payroll at the time of the trip. That is, they must be paid

to drive. It is recommended that the job descriptions of student employee drivers state that they may be required to drive University vehicles on occasion. Student employees are ineligible to drive University vehicles for class-related field trips if they are enrolled in the class. NOTE: The University's current contract with a local vehicle rental company requires that drivers be a minimum of 21 years of age.

- f. In the event of a vehicular accident, faculty/staff should follow the procedure outlined in the forms provided in the "folder" with the vehicle. If the forms are missing, or rented vehicles are being used, the faculty/staff member should: 1) contact the local police; 2) seek assistance for any passenger who may require medical treatment; 3) get the name of the police officer who responds to the accident, as well as the "blotter number" assigned to the accident; and 4) complete the two accident report forms immediately upon return to the University. Faculty/staff may also call the University Police for assistance.
- g. In the event of a mechanical problem with a University vehicle, faculty/staff have the authority to spend up to \$100 using the credit cards provided in the folder with the vehicle. If repair costs are estimated to be over \$100, faculty/staff should contact the University Police. The police will contact the Transportation Manager, who must approve the repair. Faculty/staff who encounter mechanical problems with a rented vehicle should follow the instructions provided by the vehicle rental company.
- h. Faculty/staff who use University vehicles for field trips should remove all personal articles and trash from the vehicles before returning them to the Transportation Department. The Transportation Department also requests that faculty/staff return University vehicles to the Transportation Department with a full tank of gas. NOTE: It is more economical to return a rented vehicle with a full tank of gas than to have the vehicle rental company fill up the tank.
- 1. Faculty/staff who wish to use their own vehicle for a field trip need to contact the Transportation Office for a "blue slip" (the faculty/staff member cannot be reimbursed without this form). If University transportation is available and the faculty/staff member still chooses to use his/her vehicle for a field trip, reimbursement will be made at one-half the current mileage rate. Full reimbursement of the current mileage rate will be made to the faculty/staff member when University transportation is not available.

- J. Use of student vehicles for field trips is not recommended. Students cannot be reimbursed for mileage associated with a field trip.
- 4. Other Issues
  - a. Faculty/staff who conduct overnight field trips should notify students of where they will be staying (including a telephone number). Although faculty/staff are not required to prepare an itinerary for a field trip, per se, it is recommended that they leave information with either their department and/or the University Police for emergency notification purposes.
  - b. Faculty/staff who depart for a field trip from a University parking lot should be sure that all vehicles parked on the lot have an appropriate parking sticker or make special arrangements with either Parking Services and/or the University Policy for unauthorized vehicles. It is also a good idea to notify the University Police if a group of vehicles are to be left in a parking lot overnight (particularly during the weekend nights).
  - c. It is recommended that students provide either proof of accident/health insurance or purchase insurance through a university group plan. For information regarding the university group insurance plan, contact the Student Affairs office (x 42055).
  - d. The University has entered into an agreement with the Diner's Club International to provide employees who travel frequently with a Diner's Club card. The sole purpose of the credit card is to charge University-related business travel expenses. For information regarding this program, contact the Financial Services.

Approved by the Council of Deans, July 2, 1991

Approved by the President's Staff, July 8, 1991

Approved by the Council of Deans, March 15, 1994

## **Section XXVI. Towson University Policy on the Care and Use of Vertebrate Animals**

### **A. Introduction**

The care and use of all vertebrate animals for research, testing and education at Towson University is governed by the regulations set forth in the Animal Welfare Act (P.L. 89-544, as amended by P.L. 91-579 and P.L. 94-279), the Guide for Care and use of Laboratory Animals, DHHS, NIH Pub. No. 85-23, 1985 or succeeding revised editions (hereafter



referred to as the "Guide") and state and local regulations where they apply. The procedures used at TU to ensure that this policy is followed are based on those specified by the **PHS** Policy on Humane Care and Use of Laboratory Animals by Awardee Institutions, 1985, (Revised 1986), as published in the NIH Guide for Grants and Contracts and Chapter 1-43 of the DHHS Grants Administration Manual.

B. The Institutional Animal Care and Use Program

1. All vertebrate animals used for research, testing, and education at TU will be housed in facilities that are under the supervision of the dean of the College of Science and Mathematics (CMS) and the dean of the College of Liberal Arts (CLA) with the assistance of a consulting veterinarian. All animal holding facilities will meet the standards set forth in the Animal Welfare Act and the "Guide." The housing, feeding and other non-medical care of the animals will be directed by a veterinarian or scientist with experience in the proper care of each species. Medical care for the animals will be available and provided by a qualified veterinarian.
2. The consulting veterinarian will be a doctor of veterinary medicine with experience in the care of laboratory animals. The veterinarian will report to the dean of CSM and will keep and forward all relevant communications to the dean of CLA. The TU Institutional Animal Care and Use Committee (IACUC) will advise the veterinarian on matters related to the use of the animal care facilities.
3. All protocols for research, testing, and education that involve the use of vertebrate animals will be reviewed by IACUC to be certain that the care and use of animals is in compliance with the Animal Welfare Act, the Guide, and state and local regulations.
  - a. All grant and contract proposals that involve the use of vertebrate animals for research or testing will be reviewed by the IACUC to be certain that the care and use of animals is in compliance with the Animal Welfare Act, the Guide, and state and local regulations.
  - b. The use of vertebrate animals for education will be approved by the IACUC. The use of animals for education will be subject to the same standards as applied to the use of animals for research and testing.
4. Significant changes in protocols for ongoing use of vertebrate animals in research, testing, and education will be submitted to the

IACUC for approval before they are implemented. Revised protocols must also meet the standards of the Animal Welfare Act, the Guide, and state and local regulations.

5. TU will have a health program for personnel who work in the Animal Care Facilities or who have frequent contact with vertebrate animals.
6. Instruction in the proper care and use of animals for research, testing and education will be provided to all animal care personnel. Consultation, instruction, and assistance are available on request through the veterinarian.

C. The TU Institutional Animal Care and Use Committee

The members of TU Institutional Animal Care and Use Committee will be appointed by the president of the University, with recommendations from the dean of CSM and the IACUC chairperson, to three-year staggered terms. The president will also appoint two alternates. Members may serve two terms. This committee will have at least five members and shall include a doctor of veterinary medicine, a practicing scientist, individual whose primary concerns are in a non-scientific area, and an individual who is not affiliated with TU. The committee members will be appointed to reflect the use of vertebrate animals by members of relevant academic departments. The chairperson of the IACUC will be elected by the members of the IACUC.

The charges of the IACUC are

- To assist in the development of long-range plans for animal care.
- To advise the veterinarian and the Dean of CSM as to operations and utilization in the Animal Care facilities.
- To assist in the evaluation of and mechanisms for space assignments and utilization in the Animal Care facilities.
- To assure compliance with federal guidelines for use of laboratory animals.

Additional duties and responsibilities of the IACUC are:

- The committee will review at least every six months the University's program for humane care and use of vertebrate animals.

- The committee will inspect at least every six months all of the Institution's animal facilities.
  - The committee will report to the dean of CSM (copy to dean of CLA) all of its findings with regard to the University's program for animal use and animal holding facilities and make recommendations for any changes. The committee and the dean of CSM will assist the director of University Research Services in preparing the annual letter of assurance to the Office for Protection from Research Risks.
  - The committee will review for approval those sections of all research and testing protocols related to the care and use of vertebrate animals at TU. The committee will also review for approval any significant changes related to the care and use of animals in all ongoing activities. The standards for approval are based on the Guide as outlined in Section IV.
  - The committee will review for approval the use of vertebrate animals in the education of undergraduate and graduate students.
  - The committee will review all ongoing research, testing and educational activities at least once a year to ensure adherence to the principles in the Guide as outlined in Section E below.
  - The committee will have the authority to suspend at any time, any activity that is not being carried out within the principles of the Guide. Any deviation from the Guide requires the approval of the committee. The procedure for appeal of a Committee decision is outlined in Section F.
- D. Review of Applications and Proposals Using Vertebrate Animals for Research, Testing, and Education
1. It is the responsibility of the individual investigators and teachers to be familiar with all of the policies in the Guide; to design the use of animals for research, testing, and education, in as far as possible, in accordance with these Guidelines; and to include all pertinent details in their applications and proposals. Copies of pertinent sections of the new edition of the Guide, the **PHS** Policy statement and the TU Policy and Procedures will be provided to all new members of the faculty at the time of the appointment. Any subsequent revised editions of these documents will be provided to all members of the faculty. Copies of these documents will be provided and any subsequent revisions will be given to all members of the IACUC. Copies of other pertinent documents (e.g., the recommendations of the American Veterinary

Medical Association Panel on Euthanasia, *J. Amer. Vet. Med. Assoc.*, 173: 59-72, 1978) will be available through the Office of Research Administration.

2. The IACUC will provide an Animal Care and Use Form to be completed by all investigators and instructors at the time of submission of proposals for research, testing, or educational activities involving the use of vertebrate animals. This form will provide the TU Institutional Animal Care and Use Committee with a summary of the proposed uses of vertebrate animals, procedures and techniques to be followed, methods of euthanasia, and other pertinent information. This form (available from the Office of Research Services) will also provide the supervisor of Animal Care facilities with an indication of projected animal care needs, including both routine and special requirements.
3. The IACUC will review all of the animal care and use sections of all applications and proposals for research, testing and educational activities (e.g., the Methods and Vertebrate Animals sections of NIH grant proposals) to be certain that all of the required details (**PHS** Policy, IV, D.1. & 2.) On animal use are present. The failure by an investigator to provide all pertinent details about animal care and use in the appropriate sections of applications, proposals and on the Animal Care and Use Approval Form will result in withholding of approval by the IACUC until the required details are included in a revised proposal or approval form.
4. The IACUC can disapprove any proposal for research, testing, or education if it feels the proposed use of vertebrate animals does not meet the requirements of the Animal Welfare Act or the Guide. If a full committee review has been requested, such decisions will be made by a majority vote of the quorum present. Investigators and instructors who are members of the IACUC must be absent during consideration of their own protocols.
5. The IACUC will provide written notification of its action to investigators and instructors. The committee will also provide written notification of approval, or of modifications required to obtain approval of a proposal, to all granting agencies requiring such notification.
6. Disapproval of a proposed research, testing, or educational activity by the IACUC can be appealed by the investigator or instructor. The appeal procedure is outlined in Section F of this section.

7. Protocols that have been approved by the IACUC may be subject to further appropriate review and approval by officials of TU. However, these officials may not approve those sections of protocols related to the care and use of vertebrate animals if they have not been approved by the IACUC.

E. Periodic Review of Ongoing Animal Use

1. The use of vertebrate animals in ongoing research and testing activities will be formally reviewed once a year. Animal care and use material will be submitted to the IACUC for review using the same procedures as for initial submission of the proposal. The IACUC will have the authority to suspend ongoing activities if the procedures are found to be in violation of the various requirements. A decision by the IACUC to suspend an activity may be appealed as specified in Section F of this section.
2. The use of vertebrate animals in teaching and training will be formally reviewed once a year. The review will be accomplished by requiring the instructor(s) for any course using animals to submit a new animal care and use statement for approval by the IACUC.

F. Appeals Procedure

1. Failure to obtain approval of a proposal on procedural grounds can be corrected by submitting a revised proposal of the Animal care and use Approval Form.
2. If approval of a proposal is denied because there are serious questions about the care and use of animals, the principal investigator or course instructor can request an appearance before the IACUC to answer the questions raised by the committee.
3. If the first appeal to the IACUC does not resolve matters to everyone's satisfaction, the investigator or instructor may, after consultation with the dean of CSM, request a second meeting with the IACUC. All appeals must be copied to the dean of CSM and the dean of CLA. At this meeting the investigator or instructor may present expert witnesses from TU or elsewhere to testify to the adequacy of necessity of the animal care and use outlined in the proposal. The decision of the IACUC following this meeting will be final.

Approved by the President's Staff, July 9, 1991

**Section XXVII. Towson University Policy on Notice to Students on Use of Animals in Instruction**

In accordance with federal laws and regulations, Towson University, through its Institutional Animal Care and Use Committee, reviews the use of animals in teaching to assure compliance with the standards established by the United States Department of Agriculture and the National Institutes of Health for the humane treatment of animals. The University makes every effort to minimize the use of animals and seeks alternatives whenever appropriate. While Towson University recognizes that some students may believe that use of animals as teaching tools is inhumane, certain curricula require the use of animals as a necessary part of instruction. Accordingly, where the use of animals in class demonstration or experiments is a requirement for successful completion of any course, as determined by the department, the student will be obliged to comply with those Requirements as set forth by the instructor in the course syllabus. The University shall not provide optional procedures for students who do not comply with course requirements.

If a course requires the use of animals in class demonstrations or experiments, the syllabus shall specifically state that animals will be used in class demonstrations or experiments and that such use is a requirement for successful completion of the course. Notice of this requirement shall be made a part of the course description and shall be placed in the University Catalog.

**Section XVIII. Academic Affairs Guidelines to Address Student Complaints**

<http://www.towson.edu/provost/academicresources/documents/appendix 4-11 aa guidelines to address student complaints.pdf>