



Fulfilling Our Mission:
Teaching in Towson University's
College of Business and Economics

A MANUAL FOR INDIVIDUALS INVITED TO TEACH
IN THE COLLEGE OF BUSINESS AND ECONOMICS

2021-2022

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Section 1: People to Know in CBE

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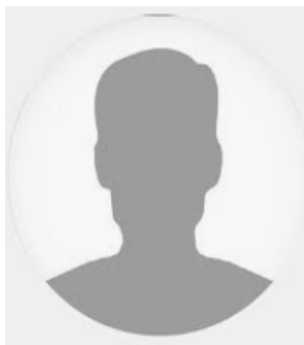
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AACSB Accreditation

AACSB Accreditation Standards

Towson University's College of Business and Economics has the distinct honor of being accredited in both its accounting and its business administration programs by the [Association to Advance Collegiate Schools of Business](#) (AACSB International). AACSB is the gold standard of accreditation in business.



AACSB-International accreditations are voluntary accreditations. CBE decided to commit itself to the vigorous, ongoing process. To understand why CBE would choose to make such a commitment, let's review the role that AACSB-International plays in the world of business education. AACSB- International assures that its member colleges around the world:

- accomplish their stated educational missions
- continuously assess their programs; and
- continuously improve their programs.

As a resource, AACSB International provides conferences, videos, internet information, and other materials to keep its members knowledgeable about impacts and opportunities in the ever-expanding world of business education. Accreditation requires annual updates and documentation so, on an ongoing basis, a business college may verify that its mission meets high standards in its implementation. If the proper documentation is not provided, a business college will lose accreditation.

How Should AACSB International Accreditation Guide Your Instruction? Recognize that you are a member of an elite program. You will probably hear faculty saying that CBE is the state's best-kept secret. As individual employers, state officials, and others have become involved with the College of Business and Economics, they are surprised to learn of all of our accomplishments. As a member of an elite program, carry that pride with you into the community. Help people understand the treasure that they have in Towson's CBE programs.

As a member of an elite program, also carry that pride into the classroom. Our students should be reminded of how strong their business education is nationally. Help instill pride in them through your attitude and the classroom experience that you provide.

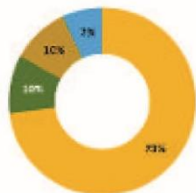
CBE Students' Post Graduation Outcomes



COLLEGE OF BUSINESS AND ECONOMICS – CLASS OF 2019

FIRST DESTINATION OUTCOMES

EMPLOYMENT STATUS



73% Working Full-Time
10% Working Part-Time
10% Continuing Education
7% Seeking
<1% Not Seeking
 (travel, gap year, etc)

95%

had positive outcomes.

90%

are in positions directly related to their long term career goals.

Average full-time starting salary + bonus

\$50,409

86%

of working graduates are employed in Maryland.

7%

employed in DC/Northern VA metro area.

TOP EMPLOYERS OF TU STUDENTS

Aerotek
 Bank of America
 Cohen & Company
 CohnReznick
 Ellin & Tucker
 Enterprise Holdings
 Gross, Mendelsohn & Associates
 Mariner Finance
 McCormick and Company
 Merkle
 Merrill Lynch
 Morgan Stanley
 Mediterranean Shipping Company

NewDay USA
 Northwestern Mutual
 PricewaterhouseCoopers
 PROCAS
 RSM US LLP
 Stanley Black & Decker
 Sylvan Learning
 T. Rowe Price
 TEKsystems
 Tessco Technologies
 U.S. Department of Defense
 Wells Fargo

COMMON JOB TITLES

Account Executive / Manager
 Accountant
 Assistant Manager
 Assurance Associate
 Audit Associate
 Business Analyst
 Business Development Associate
 Client Service Associate
 Consultant
 Digital Marketing Specialist
 Financial Advisor
 Finance Analyst
 Financial Representative

Human Resources Coordinator
 Inside Sales Representative
 Loan Advisor / Specialist
 Logistics Analyst
 Market Research Analyst
 Marketing Coordinator / Specialist
 Member Service Representative
 Operations Analyst
 Project Manager
 Recruiter
 Securities Analyst
 Tax Associate

The TU Career Center surveys the graduating undergraduate class each year to assess post-graduation status regarding employment and continuing education. The data provided are based on accumulated data from 84% of the College of Business class of 2019 graduating class, as of November 2019. Data are aggregated from survey responses, HEPData, Handshake, National Student Clearinghouse, and employer-reported hires.

TU TOWSON UNIVERSITY Career Center

CBE Programs and Students

Undergraduate Programs

CBE offers undergraduate majors in 1) Accounting; 2) Business Systems and Processes; 3) Economics, with an optional track in Financial Economics; and 4) Business Administration, with concentrations or tracks in Economics, Entrepreneurship, Finance, Financial Planning, Human Resource Management, International Business, Investments, Marketing, Management, and Project Management and Business Analysis.

Majors and Concentrations

In CBE, the difference between a major and a concentration is largely semantics. Years ago, a major in business tended to include some general business knowledge courses, but was mainly focused on a particular specialty area (e.g., finance or marketing). A concentration on the other hand, included a broader focus on general business and fewer specialty courses than a major.

Over the years, the name has become a distinction without a difference (with the exception of Economics). Businesses increasingly want graduates with a broad general business courses (especially technology, analytics, communication and professionalism) *and* more specialty knowledge in an area. So both majors and concentrations grew and overlapped. Today, many Universities offer majors and many offer concentrations with largely no difference in the number or type of courses. Tracks are similar to concentrations with one or two fewer specialty courses.

In CBE, we offer the following undergraduate majors, concentrations and tracks:

NAME	DEPARTMENT THAT HOUSES THE COURSE
Accounting	Accounting
Business Systems and Processes	BATM
Economics	Economics
Entrepreneurship	Management
Finance	Finance
Financial Planning	Finance
Human Resource Management	Management
International Business	Management
Investments	Finance
Leadership and Management	Management
Legal Studies	Marketing
Marketing	Marketing
Project Management and Business Analysis	BATM

CBE also offers minors in Accounting, Business, Economics, Entrepreneurship, Finance and Marketing.

Graduate Programs

CBE offers three Master's Degrees in Accounting, Marketing Intelligence and Supply Chain Management, and three Post-Baccalaureate Certificates in Interactive Marketing, Project, Program and Portfolio Management, and Supply Chain Management.

These programs provide graduates who fill workforce needs in marketing and data analysis, project management and supply chain management.

In AY 2020-2021:

- 19 students were enrolled in the MS program in Accounting;
- 37 students were enrolled in the MS program in Marketing Intelligence;
- 36 Students were enrolled in the MS program in Supply Chain Management;
- Both the MS in Marketing Intelligence and MS in Supply Chain Management are STEM programs;
- The MSMI was shown to attract Women (60%) and Minority (30%) students, who are particularly underrepresented in STEM fields¹

Fast Facts

In academic year 2020-2021:

- 3,155 students were enrolled in Business Administration or pre-Business Administration;
- 1,418 students were enrolled in one of CBE's six minors (Accounting, Business, Economics, Entrepreneurship, Finance and Marketing);
- 492 students completed at least one professional internship and 43 students completed an independent study;
- Students earned over 2,843 professional certifications, including Bloomberg, Microsoft Excel, and Hubspot social media certifications;
- 1,086 students participated in a CBE sponsored academic competition;
- 423 students participated in a series of co-curricular workshops focused on enhancing emotional intelligence;
- 55 students attended Business Analytics and Technology Management related co-curricular workshops;
- 722 undergraduate and 70 graduate students graduated from CBE;
- CBE awarded 86 scholarships, totaling \$140,846.53
- 102 full time faculty, 44 part time faculty and 17 staff members.

¹ Zheng, X., Stapleton, L. M., Henneberger, A. K., & Woolley, M. E. (2016). Assessing the Workforce Outcomes of Maryland Science, Technology, Engineering, and Math (STEM) Postsecondary Graduates. Baltimore, MD: Maryland Longitudinal Data System Center.

CBE Code of Conduct

The College adopted a Code of Conduct to inform all members of the College of Business and Economics (i.e., students, faculty, administrators, and staff) of the expectations regarding behavior towards one another. We hold all members to a high standard of academic and personal integrity, conduct and trust with the intent of promoting and building a reputation for fair and ethical business practices, for tolerance of others' opinions and ideas, and for being life-long contributors to society.

Members of the CBE community are expected to display behavior consistent with the values of a Positive Attitude, Honesty, Integrity, Diversity, Support of the Learning Process, Community Responsibility, and Professionalism.

The following is a definition of each value:

- I. A Positive Attitude – Face every task with passion and purpose.
- II. Honesty – Represent oneself honestly in all communications, oral and written, including interviews, research proposals, manuscripts, student assignments, papers, exams, and other correspondence.
- III. Integrity – Execute assignments honestly and fairly, avoiding any actions that might be construed as having the potential for one to gain an unfair advantage. Respect the integrity and confidentiality of ideas, materials, data, and the real and intellectual property of others gathered during conversations, class projects or research studies, making sure that any such materials or property are not used for commercial or personal gain without prior permission of the owners.
- IV. Diversity – Foster a positive learning environment for all individuals by not tolerating disparaging comments or harassment of any individual or group based on gender, race, ethnicity, religion, or sexual orientation. Discourage bigotry, always striving to learn from the differences in the cultures, ideas, experiences, and opinions of others. Respect the dignity of all others.
- V. Support the Learning Environment – Recognize learning as a lifelong process, accept responsibility for one's own learning, encourage the learning of others, and avoid any action that might impede the learning of others.
- VI. Community Responsibility – Contribute to the learning environment by participating and/or leading in informal and formal sessions including classroom and extracurricular activities in the College, sharing experiences with peers, holding classroom discussions, and contributing one's views while respecting the views of others.
- VII. Professionalism – Maintain an attitude of leadership, respect, responsibility and accountability.

Administration of the Code

This Code of Conduct is a serious statement that represents the culture of the College of Business and Economics. It is incumbent on every CBE member to assure that it is upheld with pride and reinforced on a daily basis. While each and every member of the CBE community is responsible for his or her own conduct, there is a collective responsibility to ensure that the standards in this Code are respected.

Should a member of the CBE community discover a breach of these principles, that member is responsible for alerting the Department Chair or Associate Dean of the College. In the event of any accusation of a breach of this code, there will be an investigation of the facts by the appropriate Department Chair or Associate Dean, who will determine the action to be taken using the relevant enforcement means available.

How the Vision, Mission and Goals of CBE Should Guide Your Instruction

CBE Vision Statement

*To be **recognized** as the business **college of choice** for students, faculty and organizations in our region.*

How Should The CBE Vision Statement Guide Your Instruction?

Let's look at the key words in this vision statement.

Recognized

CBE wants to maintain a superior reputation in a limited regional area. Most of our students and employers will remain in the mid-Atlantic region. When our employers experience our students in internships, we strive for them to be impressed and want to hire them.

The learning opportunities you provide become part of the fabric that supports our reputation. You should strive to have students feel competent and capable and be able to act that way, so that past graduates and other employers are eager to work with our future graduates.

College of Choice

CBE currently specializes in transforming a student into an entry-level employee. Although most of our students work while attending college, most do not hold professional jobs.

You should strive to help students be successful as they enter their professions.

CBE has pledged to our students and their employers that our students can use the knowledge and skills within the subject areas and will have positive attitudes toward further learning.

You should strive to have students feel that they can do things because they took a class with you. It is not enough to simply cover the facts in the subject area.

CBE wants our CBE graduates to be preferred by employers over other business school graduates as a **direct result** of the student learning that has taken place. The quality of our graduates is directly affected by the quality of the instructional experiences.

You should strive to provide outstanding educational experiences in your classroom.

CBE Mission

*The College of Business and Economics **develops** high quality, innovative and inclusive programs and resources, **connects** individuals to opportunities by applying theory to practice in curricular, co-curricular and scholarship activities, and **transforms** students into professionals who will have a positive societal impact within Maryland and beyond.*

How Should The CBE Mission Statement Guide Your Instruction?

Let's look at some key words in this mission statement.

Develop and transform

The CBE does expect students to be pushed to excel, but CBE also expects its teachers to aid students in that process.

You should challenge your students but also be available to give guidance to them as a class, in teams, and as individuals so that they can meet the challenges. Let them know that you do care if they succeed and that you will help them if they ask.

The CBE strives to develop the whole student in Knowledge, Skills, and Attitudes (KSAs) to produce an energetic, problem-solving, flexible, confident employee.

You should strive to motivate students and have them feel competent and self-confident in your subject matter.

Connect

The CBE is integrated into this region's growth and movement. The CBE defines itself as part of the real world and is not, and does not want to be, an ivory tower.

You should bring real-world experiences into your classroom. Through them, students discover the intricacies and difficulties that sometimes exist between theory and practice.

CBE Profile of a Graduate

CBE strives to ensure that graduates will leave the College able to perform the Knowledge, Skills, and Attitudes (KSAs) specified in the 'Profile of a CBE Graduate.' These KSAs were developed through discussions with employers, faculty, and students.

As a premier school of applied business learning, the College of Business and Economics prepares its graduates to

Graduates of Towson University's College of Business and Economics will:

Apply Business Knowledge in the Context of Professional Employment

- Demonstrate knowledge of business concepts and theories
- Successfully complete a quality, mentored, reflective professional experience in preparation for future employment

Communicate Properly and Effectively

- Write professional documents that provide audience-centric content, rhetorically appropriate organization, and follow accepted conventions of design, style, grammar, punctuation and mechanics
- Make articulate and persuasive oral presentations

Apply Critical Thinking and Problem-Solving Skills to Organizational Decision Making

- Conduct internal and external analysis of domestic and global organizations, formulate strategies, and identify issues with implementing these strategies
- Practice creative ideation
- Develop comprehensive, justified conclusions that result from systematic application of relevant information and decision criteria to decision alternatives within a realistic organizational decision context

Use Technology Effectively in Business Settings

- Demonstrate capability in the use of analytical software
- Utilize state-of-the-practice software for business applications

Work Effectively Toward Achieving Common Goals within Diverse Teams

- Guide teams, as leaders and followers, to achieve team goals while maintaining group cohesion, follower satisfaction, and efficient operations
- Treat others with respect and show sensitivity to their views, values, cultures, and customs

Distinguish Between Ethical and Unethical Conduct in their Professional Lives

- Explain how ethical conduct of managers affects individuals' motivation and organizations' performance
- Apply ethics in business decision-making, considering the impact of ethical conduct on multiple stakeholders

CBE can deliver our goal as stated in the 'Profile of a CBE Graduate' only if each course covers and reinforces the KSAs. When all courses in the curriculum cover the KSAs, together they produce the 'Profile of a CBE Graduate.' It is vital that we deliver what we promise.

You will contribute to the students' attainment of some of the KSAs, if you teach one of these courses:

ACCT 201	EBTM 250	EBTM 350	LEGL 225
ACCT 202	EBTM 251	ECON 201	MKTG 341
BUSX 301	EBTM 337	ECON 202	MNGT 361
BUSX 460	EBTM 365	FIN 331	MNGT 481

If you are teaching one of these courses, you will be expected to collect specified student data during each spring semester and fall semester at the TUNE campus. Talk with your department chair for more information on this KSA assessment.



Before the Semester: Planning and Prioritizing Before Entering the Classroom

Levels of Importance in Course Goals

Not all course goals are created equal! It is difficult for a student to know which course learning outcomes are fundamental, which ones are important, and which ones are supporting.

Most textbooks present most of the course concepts as equal. The concepts are clustered together into chapters according to their relatedness and concept terms are (usually) presented in bold print of equal size. Taking this into consideration, think about the student who does not know about the subject and may not know which concepts or terms to emphasize.

For example, in the Principles of Marketing course, the concepts of meeting customer needs and wants, push strategy versus pull strategy, and consumer product classes are all concepts presented in a Principles of Marketing textbook. All of these concepts are printed in bold, which indicates to students that they are important concepts. However, if students successfully completed a Principles of Marketing course without a thorough grasp of the critical importance to a company of meeting customer needs and wants, they have not embraced a fundamental concept - one that is part of the very definition of marketing and one that is vital to the success of an organization.

How Do Levels of Importance Guide Your Instruction?

You are the expert. Decide what five (or other number) learning outcomes are fundamental to your course - ones that you would be chagrined if the students did not grasp. Then determine the teaching methods you will use to assure that the learning outcomes are achieved. You may have several different opportunities for students to learn and reinforce these concepts. The course is more than these few concepts. What other concepts are important? Which ones are supporting? Determining levels of importance will impact how you delegate time in your course and focus of your learning activities.

Objectives and Assessments

If you think about what you want to accomplish, how you will achieve accomplishment, and how you will determine if students learned, before you teach the course, you will find that the course will flow through the semester to the satisfaction of both you and your students.

Whenever you are asking something of students, ask yourself what you are trying to accomplish and if there are more effective methods. For example, ask why are you giving a mid-term exam - what learning outcomes will be demonstrated by it. Again, remember in an applied school of business, reproducing subject matter facts is not enough and subsequently shortchanges both you and your students.

A way of developing the pathway between the learning objective and the assessment process is to ask yourself the following:

1. What do you want them to learn? (the learning objective)
2. What do you want the student to be able to do? (the observable behavior, which will be assessed)
3. What level of observable behavior will be determined to be acceptable? (the criteria for the assessment)
4. At what time in the semester must this learning be achieved? (the due date)

In your syllabus, it would look like this example:

1. The learning objective is to identify the differences among the four stages of the Product Life Cycle (PLC).
2. The student will type a two-page single-spaced paper, which contrasts the ads of consumer products in each of the four stages. (The ads will be attached.)

3. Assessment criteria are: number of contrasts identified among the products, identification of contrasts with criteria within the PLC stages, writing clarity, business formatting, and freedom of writing errors.
4. This assignment is due April 10th and represents 5% of the final grade.

LEARNING OBJECTIVE	OBSERVABLE BEHAVIOR	ASSESSMENT VEHICLE	CRITERIA FOR ACCEPTABIL- ITY	DUE DATE
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Course Structure

If you have not taught before, you will probably structure your semester on what you think is expected, such as a mid-term exam, final exam, and perhaps, a class project. The traditional structure of a mid-term and a final exam was established in a different era, one that focused on lecturing and on the student reproduction of content. Before automatically adopting that structure, consider if such a structure will best serve the learning objectives that you have outlined for your students.

There are many ways to structure a course so it is an exciting time and place for you and your students and meets the course's learning objectives. You can arrange a series of activities, each with a number of points. You can break long, ongoing class projects into different segments that are due at different times. These variations in structure are driven by their worth in accomplishing the course's learning objectives.

Traditionally, courses were based on the layout of a textbook, augmented with supplemental materials such as videos, contemporary articles from business newspapers or magazines, speakers, trade books, internet sites, or other items. If you have sound reasons, you can teach the textbook in a different order than it was written. Again, let the selection and sequencing of materials be determined by the learning objectives.

At Towson University, you must meet with students during your final exam time. At this time, you can schedule the final exam or other learning activity that is justified by the course's learning objectives. The goal of your course is to get the students to learn in meaningful ways. The course structure is limited by your imagination.

Teaching Methods

The reason that your teaching methods is included in this 'Before the Semester' section of this manual, is so your methodology may make it desirable for you to seek out resources, technological help, or individuals before entering the classroom, which may have an effect on the course structure, assessments, and other parts of course planning.

Your teaching methods reflect your attitudes about the teacher-student relationship. You enjoy working with students or you would not have chosen to teach college courses. How will your teaching methods convey your enthusiasm and interest in the subject to the students?

Are you aware of the research that reports that a student's series of heartbeats slow down to almost somnambulant levels after listening to 20 minutes of lecturing? Taking this into consideration, try breaking up your class time with something different about every 20 minutes in order to maintain a high level of energy and excitement in your classroom. Even providing a forced question-and-answer period can perk up a class. (By "forced" we mean that you utilize a method that insures that you are asking comprehensive questions and not spending time simply asking, "Are there any questions?") Breaking up a class take only a minute or two and can reward you and the students with a feeling of renewed energy.

You may see your role as a facilitator (a person who guides the learner by means of active learning approaches), which may include: role playing, simulations, out-of-class activities that are already part of the students' lives or activities that you can craft. In addition, you may want to include peer teaching, fieldwork, independent research, and problem solving exercises, etc. Notice that these types of activities lead students to accept responsibility in their own learning, which may lead to a learn-how-to-learn independence that will extend beyond the classroom.

You may be intrigued and want to try some new ways of stimulating student learning, but you may not know a variety of teaching methods and learning activities. The Center for Instructional Advancement and Technology (CIAT), located on the third floor of Cook Library, is a wonderful resource at your disposal.

Your Syllabus

Although we like to feel that our students will freely discuss any possible course ambiguities with us, often students do not. Therefore, the predominant written explanation, the syllabus, will serve as the main guide to the course for your students. Rarely, there is a formal disagreement with a student. But when there is a formal disagreement the first question that is asked is, "How is it explained in the syllabus?" Therefore, your syllabus is an important document.

You have probably received a course consistency syllabus from your department. These templates have been developed so that different sections of the same course cover the same fundamental material. This course consistency is important so concepts discussed in higher level courses are already understood by the student who has already taken a lower level course. This template also contains other materials including the policy on a third-attempt of the course, which protects you and the students from miscommunication or misunderstanding.

A course consistency syllabus is focused on learning objectives, course content, and course KSAs. Although you are expected to accomplish these learning objectives, cover the course content, and expose students to the stated KSAs, how you do it and how you assess it are yours to decide.

The following pages outline expected syllabus elements. You may add more information to the syllabus as you wish. Many professors have a detailed calendar as part of the syllabus so students can dovetail course work and due dates into their schedules.

The assessment should be clearly stated. From the beginning of a course, students should know specifically how final grades will be determined. Also, they should know that the course is graded on a plus-minus grading system. Most professors use a percentage system (i.e., the term paper = 25%) or a point system (i.e., the term paper = 150 points). Once the assessment structure is set in the syllabus, it should not be changed during the semester.

Submit your syllabus to your department 2 to 3 weeks in advance for copying. A copy of your syllabus must be kept on file in the department.

CBE Syllabus Required Elements

See: https://www.towson.edu/provost/academicresources/documents/syllabus_guidelines_best_practices_4-18-16upload.pdf for a TU guide to best practices.

1. Course catalog description, including prerequisites
2. Learning Goals
 - a. Program:
 - i. Undergraduate: Department-Determined KSAs (if assigned)
 - ii. Graduate: Master's Program Learning Goals (if assigned)
 - b. Course: Instructor-Determined
 - i. For multi-section courses: Department-Determined

-
3. Course Content
 - a. For example, a schedule of topics/assignments
 4. Statement of Requirements
 - a. For example, readings/assignments/tests/finals
 5. Instructor's Grading Scheme or Policy
 - a. For example, (a) work/assignments required, (b) percentage/numeric value for each assignment, (c) range of values that forms the course's plus/minus grading policy (*Note: There is no "A+ or C-" grade at TU*) and (d) policies and/or penalties regarding late assignments
 6. Course Policies
 - a. Attendance/absence policy as it relates to grades in this course, consistent with TU Class Attendance/Absence Policy
 - b. Late work policy, including penalties for late work (if any) and procedures for making up work in the case of absence (if allowed)
 - c. Academic integrity policy as it relates to grades for this course, consistent with TU Academic Integrity Policy
 - d. Course repeat policy: "Students may not repeat a course more than once without prior permission of the Academic Standards Committee." For admission into the accounting, business or business systems and processes major, only two courses may be repeated, only one of which may be repeated twice.
 - e. Students with disabilities policy -- "This course is in compliance with Towson University policies for students with disabilities. Students with disabilities are encouraged to register with Accessibility and Disability Support Services, 7720 York Road, Suite 232, 410-704-2638 (Voice) or 410-704- 4423 (TDD). Students who suspect that they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. A memo from DSS authorizing your accommodation is needed before any accommodation can be made."
 7. Statement of additional work (amount and type) required of graduate students (if course is offered for graduate as well as undergraduate credit)
 8. Bibliography (for upper-level undergraduate and graduate courses).
 9. University policies on writing skills, repeated course, students with disabilities, and course withdrawal
For example:
 - a. Writing Skills: Students are expected to display college-level writing skills. Students who lack writing proficiency will be required to visit the university's writing lab for supplemental instruction.
 - b. Course Withdrawal: Please note that the last day to drop the class is noted in the online academic calendar. Students dropping on or before this date will receive a W on their official transcript. Withdrawal after that date will require an assignment of a letter grade for the course.

For those creating a syllabus for the first time, please remember:

1. Number and Name of the Course,
2. Instructor's Name, and
3. Instructor's contact Information (office location, office hours, phone number(s), e-mail address).

Do not think a syllabus cannot be changed. Communicate all changes via e-mail and Blackboard.

During the Semester: The Classroom Experience

Establishing the Classroom Atmosphere

You never get a second chance to make a first impression. Many professors miss a golden opportunity by taking the beginning of the first class to read through the syllabus, describe the textbook, and take roll. You may be thinking that these items must be done right away, to which the question is, “Why?” Students are eager and curious on the first day of class. How can you begin to capture that eagerness and curiosity and signal that your class will be a class that is fascinating and valuable? For example: If you begin the first day of class standing behind the lectern. What does that signal about your desire to relate to the students?

You have control of the class atmosphere and be aware of the signals that you are sending. Consider how you want to be viewed as well as the course.

Do you want students to:

- ☐ see that they are expected to participate actively during class time?
- ☐ feel that they have something to contribute to the subject matter?
- ☐ understand that you want to know them as individuals?
- ☐ take risks in their responses? or
- ☐ understand that other students can contribute to their learning?

Consider what dimensions you wish to emphasize in your classroom atmosphere. Decide what teaching methods will enhance those dimensions. Then, start your semester with those methods on the first day.

Student Learning

The “sage on the stage” teaching mentality does not serve students well in today’s world. Current students will be bombarded with new knowledge, new ways of doing things, new technology, and new career paths that don’t exist today. You will not be there with them, throughout their lifetimes, to tell them about the latest and greatest things in your field.

However, many students would prefer to have you lecture them and tell them exactly what they need to learn. For many of them, their vision only sees as far as completing your class successfully - if you let it be that way.

Since CBE is an outstanding applied school of business, student learning is expected to transfer to the workplace and remain useful as that workplace evolves. How are you teaching in order to have students feel confident that they can find the answers on their own and gain new skills effectively as they move through their careers? How are you helping them accept responsibility and build desire for lifelong learning in your subject matter?

The classroom is not about your teaching. It is about their learning.

Learning Styles

Individuals learn differently from each other. Each of us has a predominant method that we use to take in information.

Some of us learn best by:

- ☐ hearing (auditory learner)
- ☐ seeing (visual learner)
- ☐ being involved through note taking, role playing, and discussing (tactile/kinesthetic learner)

(Note: Seven types of learners have been identified, but these three are the most frequent types.)

Why a certain sensory intake pathway works better for a specific individual is not well understood, but it has nothing to do with an individual's intelligence. Therefore, if you use only the lecture method, you are stimulating only the auditory pathway and giving an undue advantage to the auditory learners in your classroom and a disadvantage to visual and tactile learners. (This would be akin to using essay exams as the only method of assessment throughout the course, which would give an unfair advantage to those who are comfortable and able to write good essays.)

Additionally, more areas of the brain are stimulated if the learner takes in new information through several sensory intake pathways, including secondary pathways. For example, if PowerPoint slides were used to demonstrate a concept, visual learners would learn the concept better than auditory and tactile learners. If visual learners had other parts of their brains stimulated through discussion and through an out-of-class participation activity, then they would learn it better. Coincidentally, all learning types in the classroom would learn the material better as each type of learner would have had the concept flow through their predominant sensory intake path and reinforced through secondary sensory input paths.

In the last section of this manual, there is a questionnaire to help an individual determine his or her learning style. Be aware that many students are unaware of how they learn best. As the teacher, it is your responsibility to teach all the students in meaningful ways, especially in terms of fundamental concepts in your field, to the best of your ability.

Attitudes Towards College by Today's Student

The attitude of today's college student is probably different than what it used to be. Three main differences are:

- ❑ **Job Requirement:** Jobs in the United States leap from requiring no high school degree (working the counter at McDonald's) to positions that require a college degree (entry business positions). There are very few jobs that allow advancement if a person has only a high school diploma. Therefore, today's college student approaches an undergraduate college course more as a requirement than as an enriching experience.
- ❑ **Time Crunch:** As a very time-conscious nation, Americans are aware of how they use their time and do not want to waste it. To demonstrate this typical American attitude, think about the amount of people you have seen walk into McDonald's, notice lines of 6 or 7 people, turn on their heels and walk out. On the other hand, Americans do not want to miss out on things that are worthwhile and will alter their plans to fit in those activities (hopefully, your classroom activities).
- ❑ **Juggling Multiple Priorities:** Students do not want to focus on their career in the beginning of their adulthood, then focus on their family and social life, and then focus on their recreation. This generation does not want to miss out on raising their babies or wait until retirement to travel. They want to have all areas in their life all the time. Career is only an aspect of that life.

Because of these attitudinal differences, you will need to help students recognize the benefits of learning the concepts in your class for a lifetime, not just for the exam. They will be making judgments about whether or not attending your class is the best use of their time. Accept the challenge of having your class being one that they do not want to miss because of the excitement and the learning that will take place. Help students manage their time by making class requirements, due dates, and penalties very clear in the syllabus. Make it clear if you allow make-ups and late assignments (and under what circumstances).

Challenging Students Cognitively

Cognitive development has many levels. A well-known theoretical model is Bloom's Taxonomy. Bloom identified 6 levels that form a hierarchy of cognitive challenges. These are (from lowest to highest) with outcome-illustrating verbs:

Bloom's Taxonomy

Bloom also made it relatively easy for teachers to decide what level in the cognition hierarchy they want students to master for a particular concept. Teachers simply have to select a relevant verb.

Of course, selecting the verb is just the beginning. The verb says what the students will be asked to do. The teacher then needs to add the rest of the objective. For example, if a professor wants to focus on Application of a certain concept, he or she may choose to have students “illustrate.” Then the question is “illustrate what and how?” A complete learning objective might be to have the student “illustrate the four stages of the product life cycle by attaching and labeling ads that demonstrate a product in each of the four stages.” Developing relevant learning goals takes understanding and practice.

Sometimes professors misinterpret the cognitive hierarchy and assume that all learning objectives at the college level should be at the highest level. Of course, the level that is appropriate depends on the familiarity of the material, among other things.

Most of your learning objectives will already be established in your course-consistency syllabus. Being aware of the cognitive hierarchy allows you, as the professor, to understand what can be accomplished and challenge your students appropriately.

Course Corrections through Mid-Semester Student Feedback

Each classroom of students has its own “personality.” A technique that works with one class falls flat with another. Many professors find that it is worthwhile to ask students for feedback while the course is ongoing, so that slight adjustments can be made. They use a feedback form that they create, to get general feedback on the course and/or specific feedback on a specific aspect of the course.

This type of feedback feels risky to some professors. Realize that the students already have made certain judgments. You just don't know what these judgments are unless you ask.

Students have said that they appreciate a professor who takes their needs and comments into account. Some professors discuss the feedback with the class, and some don't. Some discuss the changes that they are making, some simply self-correct. Some discuss why certain changes are not possible, and some don't. The point is that you use the feedback in the ways that best fit your style and the students' learning needs.

BLOOM'S TAXONOMY		
Level	Description	Verbs
Knowledge	specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures). Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.	defines, describes, enumerates, identifies, labels, lists, matches, names, reads, records, reproduces, selects, states, views.
Comprehension	Grasping (understanding) the meaning of informational materials.	classifies, cites, converts, describes, discusses, estimates, explains, generalizes, gives examples, makes sense out of, paraphrases, restates (in own words), summarizes, traces, understands.
Analysis	The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.	breaks down, correlates, diagrams, differentiates, discriminates, distinguishes, focuses, illustrates, infers, limits, outlines, points out, prioritizes, recognizes, separates, subdivides.
Application	The use of previously learned information in new and concrete situations to solve problems that have single or best answers.	acts, administers, articulates, assesses, charts, collects, computes, constructs, contributes, controls, determines, develops, discovers, establishes, extends, implements, includes, informs, instructs, operationalizes, participates, predicts, prepares, preserves, produces, projects, provides, relates, reports, shows, solves, teaches, transfers, uses, utilizes.
Synthesis	Creatively or divergently applying prior knowledge and skills to produce a new or original whole.	adapts, anticipates, categorizes, collaborates, combines, communicates, compares, compiles, composes, contrasts, creates, designs, devises, expresses, facilitates, formulates, generates, incorporates, individualizes, initiates, integrates, intervenes, models, modifies, negotiates, plans, progresses, rearranges, reconstructs, reinforces, reorganizes, revises, structures, substitutes, validates.
Evaluation	Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.	appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

Resources

Resources within Your Department

Your department's administrative assistant offers a wealth of information and knows where to direct you in order to have your questions answered. Ask the administrative assistant for contact information for your textbook representative. Contact your representative in order to insure that you have all the supplemental materials that are provided with the textbook. Often there are various materials provided, such as an extensive Instructor's Manual, online Web sites and study guides, pre-made PowerPoint slides, and videos. If there is a particular supplement that you would like, mention it to the textbook representative. They can often provide you with sound advice as they most likely talk with many professors at many schools.

You will probably have a classroom visitation by one of the department's faculty members during the semester. During that discussion, you may find this faculty member a useful resource.

If something is broken in your classroom (i.e., the doorknob comes off), leave a note for your department's administrative assistant so that the item that is broken can get fixed. The heat and air conditioning in Stephens Hall work well if the windows are kept closed.

Resources within CBE

CBE Faculty Resources Website

<http://www.towson.edu/cbe/facultystaff/resources.html>

The web page hosts important college and department documents related to advising, faculty qualifications, assessment, PTRM and more.

CBE SharePoint

<https://tu.sharepoint.com/sites/cbe/SitePages/Home.aspx>

The CBE SharePoint site is a secure site for sharing and collaborating on documents. It is mainly used by CBE committees, but you can contact Technology Coordinator, Jeremy Farkas, about setting up folder and access.

Technology Support

Ask our Technology Coordinator, Jeremy Farkas, for instructions on how to work the classroom equipment. Jeremy also has the code for the teacher station in classrooms located in Stephens Hall. His office is located in ST 212 and his phone number is 410-704-4151.

Student Academic and Career Services (SACS)

<http://www.towson.edu/cbe/resources/academic/index.html>

The College of Business and Economics (CBE) Student Academic and Career Services, located in ST 301 is the first place a student contacts for information concerning a major or minor program in the College of Business and Economics. The team of professional staff and student consultants provide information and assistance to both current and prospective CBE students. The department handles admission into our screened majors, advising of pre-majors and special population students, and internships. The department hosts events for students to enhance their undergraduate experience as well as creates partnerships with the business community for internships and careers. The department also represents the college at perspective student events hosted by the University. Contact: 410-704-3496

Resources within the University

Faculty Academic Center of Excellence at Towson (FACET)

<https://www.towson.edu/provost/initiatives/faculty-center/>

FACET is an excellent resource for assistant and training, particularly training with instructional technology.

FACET Priorities

- supporting research, scholarship, creative activity, and grant writing
- promoting effective pedagogical approaches to enrich student learning
- partnering with faculty experts to develop campus-wide programming and communities of practice
- strengthening and supporting interdisciplinary partnerships
- promoting the use of cutting-edge technologies in service of teaching and scholarship
- assessing center activities for ongoing improvement

Office of Technology Services (OTS)

Help Center

Cook Library—Bottom Floor

Phone: 4-5151 E-mail: helpcenter@towson.edu

Library Liaison

Shana Gass can present an orientation of library facilities and databases. Her telephone number is x4- 2395 or e-mail at sgass@towson.edu. Towson University sponsors many lectures that are focused on the learner.

Campus Police

The Towson University Police Department has won many awards for their crime prevention efforts. There is no need for you (man or woman) to ever feel nervous walking to your car after a class. The campus police invite you to use their escort service. It is fast and courteous and available to all faculty, students and staff. To utilize the escort service, please call 4-7233.

Digital Measures Guide

What is Digital Measures?

Digital Measures is CBE's web-based database program that allows faculty to easily track and manage their teaching, scholarship and service. CBE uses this system to create reports as needed for our accrediting body, AACSB International.

Why and how do I use Digital Measures?

Whether you are full-time or part-time faculty member, your information must be included in Digital Measures.

Use your TU NetID and password for logging in to Digital Measures at www.towson.edu/digitalmeasures.

When do I use digital Measures?

When you are first hired. (One-time data upload)

1. **Test your login:** Click the link on the right hand side bottom of the CBE web page for "CBE Digital Measures Login". Your username and password will be the same as the one you use to log on to your computer. On the left, notice a list of your options, including the default option, "Maintain Your Activities," and another option called "Run Reports."
2. **Fill out your personal information:** Under "Maintain Your Activities," click on "Personal and Contact Information" and make sure it is accurately filled out. Generally this information will not change unless you move your office.
3. **Other one-time data should also be filled out:** Employment history, needed for college accreditation reports, should be updated on the "Academic, Military and Professional Positions" page. The "Awards and Honors," "Education," "Licensures and Certifications," and "Professional Memberships" pages should be completed. Anything that does not apply to you can be left blank.

At the beginning of each year.

1. **Administrative Data:** It is crucial to verify your Administrative Data, both permanent and yearly. Your department chair has access to update these data. The Permanent Data page should maintain an accurate record of your date of hire, starting rank, and all promotion dates. On the Yearly Data page, there should be one record for each year of your employment in the CBE. Each record should accurately reflect your faculty attributes for that year. Please consult with your department chair or the associate dean if there are any discrepancies.

At the beginning of each semester.

1. **Teaching:** At the beginning of each semester, complete both the Advising and Scheduled Teaching sections. At the end of the semester, complete the grade distribution for each course that you've listed in the Scheduled Teaching section. Both of these sections are important since this information will be used in your Faculty Annual Review form each year.
2. **Service:** If you have service commitments for the year, be sure to enter those on the pages listed under Service.

Ongoing, as you have additional Intellectual Contributions and other accomplishments

1. **Intellectual Contributions (including Presentations):** Intellectual Contributions (ICs) are among the most important information stored in Digital Measures. Please be very careful to keep these accurate and current.

NOTE: Although Presentations are entered on a separate page from Intellectual Contributions, they are considered to be valid Intellectual Contributions.

Citing Intellectual Contributions on Digital Measures

The Intellectual Contributions list page

From this page, you can edit intellectual contributions that have already been input by you (or a co-author) or you can click “Add a New Item” to create a new intellectual contribution.

The Intellectual Contributions data entry page

Please note that all of the input fields are “optional” on this page, only in the sense that you can save even a totally blank entry. However, for your work to show up in CBE reports, there are certain required fields.

Required Fields

- ❓ Contribution Type: Select from the drop-down menu. If you choose Other, be sure to fill in the adjacent field, “Explanation of ‘Other’”.
- ❓ Was this peer-reviewed/refereed? This needs to be set to “Yes” for all peer-reviewed or refereed publications. This is very important for CBE reports.
- ❓ AACSB Classification: Select from the drop-down menu. If you are unsure, click on the blue question mark icon to the right of the field to read the description of the classifications. If you are still unsure, verify with your department chair.
- ❓ Current Status: Select from the drop-down menu. Only papers that are “Accepted” or “Published” will show up in CBE reports. Be sure to keep this attribute current.
- ❓ Title of Contribution: Include title of: Articles, Chapters in Books, Books, Proceedings of Meetings, Paper presentations, etc. Capitalize only the 1st word of the title and of the subtitle, if any, and any proper nouns. Do not italicize the title or place quotation marks around it.
- ❓ IC points: Choose the points associated with the contribution. The Australian Deans’ Journal Rankings are used to determine journal category at <http://www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html>
- ❓ Authors: You will not need to add yourself to the list of authors. That is done automatically. If you are the only author of the IC, you can leave this section alone. If you have co-authors, click the “Add Another Author” button to add another author line. You will need a separate line for each author. Under no circumstances can two authors be placed on the same line. If a co-author is also a CBE faculty member, you must select their name from the alphabetical list in the drop-down menu. If a co-author is not a CBE faculty member, you must type his/ her name in the boxes provided to the right of the drop-down menu. To delete an author, click on the trash can icon to the right of that person’s name. To adjust the order of authors for an intellectual contribution, use the arrows at the extreme right to move any author up or down in the list, one name at a time.

TIP: At the bottom of the “Personal and Contact Information” screen, there is an area in which you can keep a brief updated bio of yourself, as well as a list of “Areas of Expertise” phrases.

TIP: At the bottom of most data input screens, there are at least two buttons, including a Save button and a Cancel button. After making changes to your information anywhere in the system, be sure to press Save. Otherwise your edits will be lost.

SAVE

RETURN (CANCEL)

TIP: If you create an intellectual contribution record with a co-authorship with a CBE faculty member, either you or that person can access and edit the record. If a large number of faculty collaborate on an IC, only one faculty member needs to add the record. It will show up in the IC list for all appropriate faculty.

Journal/Publisher/Proceedings Publisher

- ❓ Date Accepted and Date Published: At least one of these dates must be filled out for the intellectual contribution to show up on CBE reports. Under Dates Published, use the noted months from the drop-down menu to indicate quarters or seasons.
- ❓ Other fields are optional. You are encouraged to be as complete as possible in filling out an intellectual contribution record. If any non-required field is not applicable, just leave it blank.

Presentations

As with the Intellectual Contributions link, Presentations have a list page and a data entry page. Presentations are separated from the other ICs only because different data is gathered about them. Like the other ICs, the entry will save with limited or no information, but it will not be picked up by the reports unless it has certain required fields completed

Required Fields:

- ❓ Presentation Title:
- ❓ Presenters/Authors: As with ICs, you will automatically be included. Add other presenters/ authors, using the “Add Another Presenter” button. Again, CBE faculty MUST be selected from the drop-down menu, and non-CBE co-presenters must be typed into the spaces provided. Optionally, you can choose roles from the drop-down menu under “Presenter/ Author.” You can also rearrange the order and delete individuals.
- ❓ AACSB Classification: Select form the drop-down menu. If you are unsure, click on the blue question mark icon to the right of the field to read the description of the classifications. If you are still unsure, verify with your department chair.
- ❓ Date: Date of Presentation

If you have any questions, don’t hesitate to speak to your department chair or the associate dean.

Type of Intellectual Contribution	Points
Article published in a Category 3 or 4 [A/A+] peer-reviewed journal	13
Article published in a Category 2 [B] peer-reviewed journal	9
Principal Investigator or Co-PI on a research grant from external agencies with an award totaling at least \$50,000	9
Published book (first edition of textbook, edited volume, academic or practitioner)	9
Article published in a Category 1 [C] peer-reviewed journal	5
Peer-reviewed book chapter	5
Publication of a professional book	3
Peer-reviewed paper presentation/proceeding at academic or professional conferences	3
Peer-reviewed published case study with instructional materials	3
Article published in trade journal or magazine	3
Development of first-edition, peer-reviewed, publicly available software with instructional materials	3
Significant annual editorial responsibilities for a quality peer reviewed journal	3
Principal Investigator or Co-PI on research grant from external agencies with an award totaling less than \$50,000	3
Revisions of a published textbook	2
Article on a business related topic published in an unranked peer-reviewed outlet (not on the CBE list of journals)	2

Quick Reference Guide

Academic Calendar	http://www.towson.edu/registrar/calendars/
Blackboard	Information and assistance with Blackboard can be accessed at: http://blackboardsupport.towson.edu or call toll free: 1-844-613-0155.
Course Evaluations	<p>CBE is committed to continuous improvement. Course evaluations serve as part of this process. CBE expects you to review your course evaluations, consider the student responses, and look for ways that you can improve the classroom experience and student learning.</p> <p>Students enrolled in courses for each semester will receive e-mails inviting them to complete the course evaluation instrument using the Campus Labs server. Faculty and students will receive e-mails about the process in the Towson e-mail account.</p> <p>When you review the completed course evaluations, look at the scatter for each answer (i.e., did most of the students answer the same way) and for patterns in the written comments.</p>
Class Roster	<p>To access your class roster, go to http://inside.towson.edu. Under Top Links, select Towson Online Services/PeopleSoft. Log in using your Towson University NetID and password. Navigate as follows</p> <p>Self Service > Faculty Center > Change Term— select desired term > Continue > Class Roster</p> <p>To print your roster from there:</p> <p>Select Scroll Bar > Printer Friendly Version > File > Print</p> <p>Rosters can also be downloaded into spreadsheet files. It is helpful to have a student contact and interest sheet.</p>
Classroom Equipment	Instructions are also located in every room. All rooms in Stephens Hall have the same teacher station technology. Or ask the CBE tech support coordinator, Jeremy Farkas (jfarkas@towson.edu , 410-704-4151, ST 212), for instructions on how to work the classroom equipment. If you have problems with the equipment, call 1-877-353-8585. This number is also located under the Help button on the Crestron display.
Copying	<p>10 copies or less: Use the copiers in the hallways on the first and third floors of Stephens Hall. The copier code may be obtained from the department's administrative assistant. If the copier runs out of paper, please see your department's administrative assistant.</p> <p>More than 10 copies: Quick Copy prints up to 300 copies on 8.5" x 11" white paper. Send an electronic copy of what you would like copied to copiesplus@towson.edu. In your email, include the following:</p> <ul style="list-style-type: none"> • Budget code: • Date of request: • Date Required: • Job Name: • Requestor's Name: • Instructor's Name: • Your department: • Number of originals: • Number of copies: • Copy one side or both sides, collate, staple? <p>It is preferable to give yourself a one-week margin from date of request to date needed. All copies are delivered to the department administrative assistant when completed.</p>

Dropping/Adding a Class	<p>The drop/add period occurs during the first week of classes. Students are able to drop/add classes during this time on Online Services. Direct the students with any other issues to the department administrative assistant.</p>
Emergency Closing Policy	<p>In the event that weather or other emergency conditions warrant the early closing, all-day closing or delayed opening of Towson University, an announcement will be made through the following communication channels:</p> <ul style="list-style-type: none"> • Campus-wide email • TU Emergency Text Message Alert (register here) • University Facebook page • University Twitter feed • Local radio and television stations • Towson University homepage <p>Such schedule adjustments will also be available on the Towson University Information Line: 410-704-2000. Please DO NOT call the University Police Department with university closing-related questions. The university will not post an announcement that the university is open. No announcement means “business as usual.”</p> <p>When the main campus is closed, all events (including those sponsored by off-campus organizations) are canceled. Communications and Media Relations will not make announcements about individual department or program activities.</p> <p>Off-campus programs and courses (at TU in Northeastern Maryland (TUNE), for example) adhere to the announcement of the off-campus facility. Towson University announcements of delayed opening or closure apply to the main campus, as well as Towson City Center, 7400 York Road and Terracedale.</p> <p>For more information visit http://www.towson.edu/news/emergency.html</p>
Events	<p>For CBE Events: http://www.towson.edu/cbe/ TU Events: http://events.towson.edu/</p> <p>If you are planning an event you’d like to include on the Master Events Calendar, go to http://events.towson.edu/event/create</p> <p>If you need help planning or promoting an event, contact CBE Communications Specialist, Laura Braddick at lbraddick@towson.edu, 410-704-5035</p>
Final Exams	<p>The day and time of final exams are listed on the academic calendar at http:// www.towson.edu/registrar/calendars/exams.html</p> <p>Your class’ exam must be given at the time listed. <u>ANY EXCEPTIONS REQUIRES PERMISSION FROM THE DEAN.</u></p> <p>Note: Final exams are to be kept for one year.</p>

Faculty Conference Travel	<p>The College’s Faculty Research & Development Committee solicits applications from full-time faculty for travel to conferences to present papers three times a year – September, February and April. You will receive a notice in your mailbox. Once an award is made, you must complete a Travel Authorization Form on Tiger Travel no later than 20 days prior to your travel departure date. The form can be found at http://inside.towson.edu and then click on Tiger Travel. Make sure that you attach the conference announcement or agenda to the online form .</p> <p>Once you return from your travel (no more than five days), submit the Travel Expense form on Tiger Travel including scanned copies of all original bills and receipts (boarding passes, lodging, registration). Refer to the meal reimbursement rate for all meal charges.</p> <p>Any future funding hinges on your submission of the paper for journal consideration no later than the same semester of the following academic year. Future travel funding requests should have evidence attached that the paper from the previously funded travel has been submitted for consideration.</p>												
Grade Appeal	<p>Students who feel that an earned grade is unjust must address their disagreement first to the instructor, who is primarily responsible for assigning the grade. If the matter is not satisfactorily resolved through this approach and the issue warrants further consideration, students may direct an appeal through the following channels: department chair/program coordinator, college dean, the TU Division for Student Affairs.</p>												
Grade Structure (Undergraduate)	<p>The Plus/Minus Grading System (4.0 scale) applies to all undergraduate students at TU. The grades are listed with their quality point equivalents. Students must earn a C or better for a course in order to count the course toward their major.</p> <table><tr><td>A = 4.00</td><td>B- = 2.67</td><td>D+ = 1.33</td></tr><tr><td>A- = 3.67</td><td>C+ = 2.33</td><td>D = 1.00</td></tr><tr><td>B+ = 3.33</td><td>C = 2.00</td><td>F = 0.00</td></tr><tr><td>B = 3.00</td><td></td><td>FX = 0.00</td></tr></table> <p>A grade of “FX” is given to students who never attended class or who stop attending class during the semester without officially withdrawing.</p> <p>The instructor gives the grade of I to students when verifiable circumstances prevent students from completing a course within the term.</p>	A = 4.00	B- = 2.67	D+ = 1.33	A- = 3.67	C+ = 2.33	D = 1.00	B+ = 3.33	C = 2.00	F = 0.00	B = 3.00		FX = 0.00
A = 4.00	B- = 2.67	D+ = 1.33											
A- = 3.67	C+ = 2.33	D = 1.00											
B+ = 3.33	C = 2.00	F = 0.00											
B = 3.00		FX = 0.00											
Grade Posting	<p>Grades must be posted 48 hours from the time the final is given.</p> <p>For helpful guides and videos on posting grades, accessing class rosters, and more through Towson Online Services, visit https://www.towson.edu/registrar/online-services/guides.html</p>												
Illness or Absences	<p>All absences must be recorded on your timesheet. In addition, you need to inform the department chair and department administrative assistant. Please notify your students beforehand or through e-mail. You should make every attempt to find a replacement so that your class is still conducted.</p>												
Librarian	<p>Shana Gass can provide an orientation of library facilities and databases. You can reach her at 410-704-2395 or e-mail her at sgass@towson.edu.</p>												

Mail	Each faculty member has an office mailbox in a designated area of the department. Please check your mailbox periodically.
Office Supplies	See your department administrative assistant.
Ordering Books	Ask the administrative assistant how to contact the textbook representative. Contact this person to insure that you have all the supplemental materials that are provided with the text- book. The administrative assistant will also have information for the Online Textbook Order Form.
Parking	<p>For faculty, students and staff, a virtual parking permit is required to park anywhere on campus — 24 hours a day starting at 6 a.m. on Monday to 3 p.m. on Friday. Your license plate will be used to verify that you have purchased a permit and are parked in the appropri- ate area for your permit type. Be sure to register your vehicle(s) license plates. Fore more information, visit http://www.towson.edu/parking/facultystaff/index.html.</p> <p>For guest parking, see the administrative assistant in your specific department to acquire a one-day pass for your guest. Please allow a few days notice for this pass.</p>
Peer Evaluation of Teaching	<p>All CBE faculty have other faculty make peer faculty classroom visitations, which provide collegial evaluation and discussion. The full-time CBE faculty in your department conduct these visits. You will be contacted in advance and know which class your faculty colleague will be attending. The observation relates to the classroom experience as a whole, including the teaching methodologies used, the appropriateness and accuracy of the presented materi- al, and the classroom atmosphere. You will be asked to sign the written visitation report.</p> <p>Your signature signifies only that you have read the statement. If you are confused or concerned about a statement in the report, contact the faculty observer in order to receive further explanation.</p> <p>Peer faculty visitations also provide you with an informal feedback mechanism in terms of a discussion with the observer, if you wish. Please feel free to ask both specific and general questions. Please keep in mind that our full-time faculty members are glad that you are teaching at CBE and want to help you become an even better instructor.</p>
Research Help For Students	For research assistance on any project, students can contact the reference librarian in person at the Cook Library Reference Desk at 410-704-2462, or via e-mail at https://libraries.towson.edu/
Student Organizations	We encourage faculty to get engaged with student organizations as advisors, guest speakers, mentors and more. Visit https://www.towson.edu/cbe/resources/student-organizations.html to see a list of all CBE student organizations. You can contact the current group advisers to get more information.
Testing Services Center	Accommodations for administering tests to students who are registered with TU's Disability Support Services Office can be arranged through the TU Testing Services Center. Visit http://www.towson.edu/dss/testing.html to learn more.