

# Appendices

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## APPENDIX A

Students may locate the following policies in their respective publications by referring to the table of contents/index.

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### Policy that Appears in *Code of Maryland Regulations*:

Maryland Higher Education Commission Student Transfer Policy

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### Policies that Are Published and Distributed Electronically in Compliance with the Drug-Free Campus, Drug-Free Workplace Legislation:

([www.salisbury.edu/police/clery\\_compliance/substance\\_abuse.asp](http://www.salisbury.edu/police/clery_compliance/substance_abuse.asp))

Substance Abuse Policies and Sanctions for Students  
Alcohol Abuse Policy  
Drug Abuse Policy  
Drug-Free Workplace Police

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### Policies that Appear in the *Faculty Handbook*:

Academic Advising  
Academic Clemency  
Academic Integrity  
Affirmative Action and Equal Opportunity  
AIDS  
Alleged Arbitrary and Capricious Grading  
Classification of Undergraduate Students  
Classroom and Related Responsibilities of Faculty  
Combined Bachelor's/Master's Programs  
Community Service  
Confidentiality and Disclosure of Student Records  
Continuing Education  
Degree and Curricular Requirements  
Eligibility to Register  
Evaluation of Performance of Faculty  
Examination and Portfolio Assessment  
Misconduct/Scholarly Work  
Scheduling Academic Assignments on Religious Observances  
Sexual Harassment  
Student Request for Waivers of Academic Policies  
Summer and Special Sessions  
Undergraduate Student Concurrent Inter-Institutional Registration  
Use of Facilities for Public Meetings  
Violence and Extremism

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### Policies that Appear in the *Student Handbook*:

Academic Integrity  
Academic Policies and Procedures  
Alcohol and Other Drug Policy  
Becoming a Recognized Club or Organization  
Building Access Control  
Campus Security  
Closing Due to Inclement Weather  
Code of Conduct  
Drug and Alcohol  
Electronic Mail Services  
Equal Opportunity Policy  
Events Open to the University Community  
Family Educational Rights and Privacy Act  
Grievance Policy  
Judicial System Policies and Procedures  
Living on Campus Policies and Guidelines  
Military Call-up  
Off-Campus Behavior

Personal Safety Tips  
Prohibiting Sexual Harassment  
Random Room Selection Process  
Reporting Crimes and Emergencies  
Reporting Sexual Offenses  
Smoking Policy  
Student Riots  
Threats of Violence  
University Police Services  
Use of Facilities/Grounds for Meetings, Assemblies, Rallies, etc.

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### Policies that Appear in the *Residence Hall Information Booklet*:

(The booklet is found at [www.salisbury.edu/housing](http://www.salisbury.edu/housing).)

Access to Residence Halls  
Access to Rooms  
Accommodations for Students with Disabilities  
Assignment Policies and Procedures  
Breach of Contract  
Condition/Disability Influencing Assignment  
Conditions of Residency  
Contract Addendum for Chesapeake Hall and St. Martin Hall  
Contract Addendum for Dogwood Village  
Contract Termination by University  
Damage Assessment  
Drugs  
Duration of the Contract  
Effective Dates  
Eligibility for Residency  
First-Time Residents  
Gambling  
Housing/Residence Life Office  
Instructions for Applying  
Living Options  
Loss of Property  
Noise Policy Violation  
Personal Property Insurance  
Petition for Release from Contract for Spring Semester  
Provisions of Contract  
Rates and Refunds  
Refund Policy  
Reservation Procedures for Returning Residents  
Residence Hall Philosophy  
Returning Students Seeking to Terminate Contracts  
Room Changes  
Search of Rooms  
Staff  
University Responsibilities  
Waitlisted Students  
Winter Term and Summer Session Housing

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### Policies that Appear in the *Residence Halls Contract*:

(The contract is found at [www.salisbury.edu/housing](http://www.salisbury.edu/housing).)

Abbreviations for Residence Halls  
Access to Residence Halls  
Alcohol  
Computer Access  
Damage  
Early Arrivals  
Electrical Appliances  
Escort Policy  
Escort Service  
Facility Policies  
Facility Repair Services  
Fire Information  
Fire, Security and Personal Safety  
Fire Drills  
Upon Discovering a Fire  
When the Fire Alarm Sounds  
General Facility Policies and Information  
Hall Design and Lifestyle  
Handicap Accommodations

Housing/Residence Life Office Staff  
 Housing/Residence Life Philosophy  
 Identification Card  
 Instructions for Applying  
 Involvement and Activities  
 Living Options  
 Lost and Found  
 Maintenance Concerns  
 Noise  
 Parking/Driving On Campus  
 Personal Safety Tips  
 Refrigerators 0  
 Residence Hall Accommodations  
 Residence Keys and ID Cards  
 Resident Students' Rights and Responsibilities  
 Residents' Policies and Information  
 Returning Student Housing Options  
 Room Check In  
 Room Check Out  
 Room Furnishings  
 Room Inspections  
 Room Reapplication Process  
 Safety  
 Security  
 Smoking Policy  
 Spring Check Out  
 Tack Strips  
 Telephones  
 Toilet Stoppages  
 Use of Residence Halls by GUESTS  
 Vacations  
 Window and Door Displays

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## **Policies that Appear in the *Student-Athlete Handbook*:**

Athlete Eligibility  
 Athletics Equipment  
 Class Attendance  
 Code of Conduct  
 Dress Code  
 Drug and Alcohol Policy  
 Medical Procedures  
 Transfer Policy

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## **Policies that Appear in the *University Catalog*:**

Academic Clemency Policy  
 Admission Procedures  
     For High School Graduates  
     For Early Admissions  
     For Non-High School Graduates  
     For International Students  
     For Immigrant Students  
     For Veterans  
     For Transfer Students  
     For Former SU Students  
 Class Attendance  
 Equal Opportunity Policy  
 Family Educational Rights and Privacy Act  
 Graduation Requirements  
 Non-Traditional Credit Policies  
 Readmission  
 Student Residency Classification for Admission, Tuition  
     and Charge Differential Purposes  
 Transfer of Credit from Other Institutions  
 Transfer Policies  
 Waivers of Academic Policies and Procedures  
 Withdrawal from the University

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## **Policies that Appear in the *University System of Maryland Policies*:**

Academic Advising  
 Academic Calendar  
 Academic Clemency  
 Academic Transcripts and Financial Aid Records  
 Acts of Violence and Extremism  
 Admissions  
 Affirmative Action and Equal Opportunity  
 AIDS  
 Classification of Undergraduate Students  
 Combined Bachelor's and Master's Programs  
 Community Service  
 Confidentiality and Disclosure of Student Records  
 Constitution of the University System Student Council  
 Continuing Education  
 Copyrights  
 Credit by Examination and Portfolio Assessment  
 Curricular and Degree Requirements  
 Eligibility to Register  
 Emergency Conditions—Cancellation of Classes  
     and Release of Employees  
 Enrollment  
 Establishment of Institutional Traffic Regulations  
 Faculty, Student and Institutional Rights and Responsibilities  
     for Academic Integrity  
 Misconduct in Scholarly Work  
 Payment of Tuition and Fees  
 Reporting of Campus Crime Statistics  
 Reports of Intercollegiate Athletics  
 Review of Alleged Arbitrary and Capricious Grading  
 Scheduling of Academic Assignments on Dates  
     of Religious Observance  
 Sexual Harassment—Interim Policy  
 Sexual Harassment—University System of Maryland Policy  
 Student Affairs  
 Student Athletics  
 Student Employment  
 Student Financial Aid  
 Student Housing  
 Student Publications  
 Student Residency Classification for Admission, Tuition  
     and Charge Differential Purposes  
 Summer and Special Sessions  
 Tuition, Fees and Charges  
 Tuition Remission for Spouses and Dependent Children  
     of Faculty and Staff  
 Undergraduate Student Concurrent Inter-Institutional Registration  
 University System Student Council Policy  
 Use of Alcohol Beverages at University System Institutions  
     and Facilities  
 Waiver of Application Fees  
 Waiver of Tuition and Granting of Other Privileges for  
     Senior Citizens of the State of Maryland  
 Waiver of Tuition for Meritorious Undergraduate  
     Students

## APPENDIX B

### Maryland Admissions Requirements

1. The Maryland Higher Education Commission set as a minimum admission standard for all full-time and part-time entering freshmen who have graduated from high school within five years of admission a high school average of C (2.0) or better. Each institution, however, is encouraged to adopt standards above the minimum level.
  2. Each institution will develop predictive measures of probable academic success and identify any additional admissions criteria.
  3. Students who have earned fewer than 24 credit hours and desire to transfer to state universities and colleges will be admitted under the conditions set down in accordance with the Maryland Student Transfer Policies, which require equal treatment of native and transfer students.
  4. In order to attain junior status (60 credit hours), a student must have earned a grade point average of C (2.0) or better.
  - a. In order to ensure equal treatment of the native and transfer student, a transfer student who has earned 60 or more credits at prior institutions must have attained a C (2.0) cumulative average to be accepted at any state university/college.
  5. Admission to some designated programs may require higher standards to be limited by the opportunities available to complete a clinical or other requirement of the major program
    - a. The institutional standards shall be approved by the Maryland Higher Education Commission and shall be reviewed by the commission on an annual basis.
    - b. Such standards shall be published in the institution's catalog.
3. Maintains within Maryland substantially all personal property; and,
  4. Pays Maryland income tax on all earned taxable income including all taxable income earned outside the State; and,
  5. Registers all owned motor vehicles in Maryland in accordance with Maryland law; and,
  6. Possesses a valid Maryland driver's license, if licensed, in accordance with Maryland law; and,
  7. Is registered in Maryland, if registered to vote; and,
  8. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland; and,
  9. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- B. In addition, persons with the following status shall be accorded the benefits of In-State Status for the period in which they hold such status:
1. A full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland.
  2. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of the USM.
  3. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person.
  4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.
  5. A graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

### Policy on Student Residency Classification for Admission, Tuition and Charge Differential Purposes

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003)

#### I. POLICY

It is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of In-State and Out-of-State students for the purpose of admission, tuition, and charge differentials at those institutions where such differentiation has been established.

- A. An In-State student is a student whom the University determines to be a permanent resident of the State of Maryland. For the purposes of this Policy, "permanent resident" is defined as a person who satisfies all the following conditions and has done so for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the person seeks In-State Status:
1. Is not residing in the State of Maryland primarily to attend an educational institution; and,
  2. Owns and continuously occupies or rents and continuously occupies living quarters in Maryland. There must exist a genuine deed or lease in the individual's name
- reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse; and,
- C. Students not entitled to In-State Status under the preceding paragraphs shall be assigned Out-of-State Status for admission, tuition and charge-differential purposes.
- D. Assignment of In-State or Out-of-State classification will be made by the University upon an assessment of the totality of facts known or presented to it. The person seeking In-State Status shall have the burden of proving that he or she satisfies all requirements.
- E. Either of the following circumstances raise a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution,
1. The student was attending high school or residing outside Maryland at the time of application for admission to a USM institution
- or
2. The student is both (a) not financially independent and (b) is financially dependent upon a person not a resident of Maryland.

The burden shall be on the student to rebut the presumption.

## II. PROCEDURES

- A. An initial determination of In-State Status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
  - B. A change in status must be requested by submitting a USM "Petition for Change in Classification for Admission, Tuition and Charge Differential." A student applying for a change to In-State Status must furnish all required documentation with the Petition by the last published date to register for the forthcoming semester/term for which the change in classification is sought.
  - C. The student shall notify the institution in writing within 15 days of any change in circumstances which may alter In-State Status.
  - D. In the event incomplete, false or misleading information is presented, the institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If In-State Status is gained due to false or misleading information, the University reserves the right to retroactively assess all Out-of-State charges for each semester/term affected.
  - E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the President or designee has the authority to waive any residency criterion set forth in Section I. if it is determined that the student is indeed a permanent resident and the application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.
- C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
  - D. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.
  - E. Spouse: A spouse is a partner in a legally contracted marriage.
  - F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.
  - G. Self-Generated: Self-generated describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy, grants, stipends, awards, benefits, loans and gifts (including federal and State aid, grants, and loans) may not be used as self-generated income.
  - H. Regular Employee: A regular employee is a person employed by USM who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

## III. DEFINITIONS

- A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes or who receives more than one-half of his or her support from another person during the 12-month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from more than one person, the student shall be considered financially dependent on the person providing the greater amount of support.
- B. Financially Independent: A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a dependent on the Federal or State income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-generated support one-half or more of his or her total expenses.

## IV. IMPLEMENTATION

This policy as amended by the Board of Regents on November 27, 2000, shall be applied to all student residency classification decisions made on or after this date.

# APPENDIX C

## Return of Title IV Funds Worksheet

The federal government's policy states that if Title IV aid recipient withdraws from the institution, either officially by withdrawing through the Registrar's Office or unofficially by dropping out, during a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. Once 60 percent of the enrollment period has elapsed, 100 percent of the aid is determined to be earned and no calculation is required.

### Step I: Basic Information

Title IV Funds	Disbursed	Could Have Been Disbursed
Direct Unsubsidized Loan		
Direct Subsidized Loan		
Carl Perkins Loan		
Direct PLUS Loan		
Pell Grant		
SEOG		
A. Title IV aid disbursed (NOT aid that could have been disbursed) for the enrollment period.		A. \$
B. Total Title IV aid disbursed, or that could have been disbursed, for the enrollment period.		B. \$
C. Percentage of enrollment period completed.		
Withdrawal date . Enrollment period start date and end date .		
Calendar days completed in the enrollment period divided by the total calendar days in the enrollment period.		
	=	/ C. %
D. Institutional charges for the enrollment period.		D. \$
E. Percentage of Title IV aid earned (equal to line C up to 60 percent, otherwise 100 percent)		E. %
F. Percentage of Title IV aid unearned (100 percent minus line E)		F. %

### Step II: Amount of Title IV Aid Earned by Student

G. Percentage of Title IV aid earned (line E) multiplied by Title IV aid disbursed or that could have been disbursed for the enrollment period (line B)  
 $X = G. \$$   
 (line E) (line B)

### Step III: Amount of Title IV Aid Unearned by Student

H. The amount of Title IV aid unearned (line F) multiplied by Title IV aid disbursed or that could have been disbursed for the enrollment period (line B)  
 $X = H. \$$   
 (line F) (line B)

### Step IV: Total Title IV Aid to be Disbursed

I. If the amount of Title IV aid earned (line G) is greater than the amount of Title IV aid disbursed for the enrollment period (line A), subtract the Title IV aid disbursed for the enrollment period (line A) from the amount of Title IV aid earned (line G). This is the amount of disbursement due.  
 $- = I. \$$   
 (line G) (line A)

**Step V: Amount of Unearned Title IV Aid to be Returned**

J. If the amount of Title IV aid earned (line G) is less than the amount of Title IV aid disbursed for the enrollment period (line A), subtract the amount of Title IV aid earned (line G) from Title IV aid disbursed for the enrollment period (line A). This is the amount of Title IV aid that must be returned.  
 - = J. \$  
 (line A) (line G)

**Step VI: Amount of Unearned Title IV Aid Due from Salisbury University**

K. Institutional charges for the enrollment period (line D) are multiplied by the percentage of Title IV aid unearned (line F).  
 X = K. \$ (line D) (line F)

L. Compare the amount of Title IV aid unearned (line H) to line K and enter the lesser amount. L. \$

**Step VII: Funds to be Returned by Salisbury University**

Salisbury University must return the unearned aid for which we are responsible (line L) by repaying funds to the following sources, in the following order, up to the total received from each source until the amount in line L is reached.

**Amount for Student to Return    Amount Remaining for the Program**

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Carl Perkins Loan
- Direct PLUS Loan
- Pell Grant
- SEOG

**Step VIII: Amount of Unearned Title IV Aid Due from the Student**

M. The amount of Title IV aid unearned to be returned (line J) minus the amount of Title IV aid due from the school (line L).  
 X = M. \$ (line J) (line L)

**Step IX: Funds to be Returned by the Student**

The student (or parent for a PLUS Loan) must return unearned aid for which the student (or parent) is responsible (line M) in the following order:

	<b>Initial Amount To Return</b>	<b>Amount for Student To Return</b>	<b>Amount Remaining For the Program</b>
*Direct Unsubsidized Loan			
*Direct Subsidized Loan			
*Carl Perkins Loan			
*Direct PLUS Loan			
Pell Grant		X 50% =	
SEOG		X 50% =	

\*Loan amounts are returned/repaid according to the terms of the loan.

NOTE: Maryland State Scholarship(s) will be adjusted according to the Maryland State Scholarship Administration's regulations. Call 1-800-974-1024 for further guidance. Exception: Maryland part-time grant may be cancelled entirely when a withdraw occurs.

Salisbury University's academic scholarships will be adjusted according to refund policy found in the University expenses section of the catalogue.

## APPENDIX D

### Salisbury University Title II Report • 2003-2004 Teacher Education Graduates

#### Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

Pass rates are reported for assessments with 10 or more test takers.

Academic Year: 2003-2004 • Testing Period: 10/03-9/04 • Number of Program Completers: 243<sup>1</sup> • Number Found and Matched: 243

November 9, 2004

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
Elem. Ed. Content Area Exercises	012	111	110	99%	635	621	98%
Social Studies Pedagogy	084	10	10	100%	114	113	99%
Professional Knowledge	520	46	45	98%	580	572	99%
<b>Academic Content Areas</b>							
Education in the Elementary School	010	54	53	98%	402	401	100%
Elementary Ed. Content Knowledge	014	104	104	100%	608	606	100%
Social Studies: Content Knowledge	081	10	10	100%	113	112	99%
Physical Ed. Content Knowledge	091	23	21	91%	82	77	94%
Physical Ed. Video Evaluation	093	23	23	100%	81	79	98%

#### Aggregate and Summary Institution-Level Pass Rate Data: Regular Teacher Preparation Program

Pass rates are reported for assessments with 10 or more test takers.

Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Statewide		
				Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Statewide Pass Rate
Aggregate—Basic Skills	238	238	100%	2060	1958	95%
Aggregate—Professional Knowledge	189	184	97%	1525	1487	98%
Aggregate—Academic Content Areas (Math, English, Biology, etc.)	222	216	97%	1876	1835	98%
<b>Summary Totals and Pass Rates<sup>5</sup></b>	243	234	96%	2111	1949	92%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## APPENDIX E

### Maryland Praxis I & II Testing Requirements for Initial Teacher Licensure Programs

Source: Educational Testing Service (03/23/2005) • For the most up-to-date testing requirements, visit [www.ets.org/praxis/prxmd.html](http://www.ets.org/praxis/prxmd.html)

<b>Praxis I: Academic Skills Assessments</b>			
Licensure Area	Test Code	Test Name	Qualifying Score
ALL AREAS	10710	PPST Reading	(177)*
	20720	PPST Writing	(173)*
	10730	PPST Mathematics (calculators prohibited)	(177)*
		or	
	5710	Computerized PPST Reading	(177)*
	5720	Computerized PPST Writing	(173)*
	5730	Computerized PPST Mathematics (calculators prohibited)	(177)*
		<b>Composite score</b>	<b>527</b>
		<b>NOTE:</b> Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
<b>Praxis II: Subject Assessments</b>			
Biology 7-12	20235	Biology: Content Knowledge (calculators prohibited)	150
	30234	Life Science: Pedagogy (calculators prohibited)	144
Chemistry	20245	Chemistry: Content Knowledge (calculators prohibited)	153
	30483	Physical Science: Pedagogy (calculators prohibited)	151
Early Childhood Education	10014	Elementary Education: Content Knowledge (calculator allowed)	142
	10020	Early Childhood Education	600
Elementary Education	20012	Elementary Education: Content Area Exercises (calculators prohibited)	150
	10014	Elementary Education: Content Knowledge (calculator allowed)	142
		<b>Individuals who are certified in Elementary Education and wish to add a Middle School Level Endorsement may take one of the following tests.</b>	
Middle School English Endorsement	10049	Middle School English Language Arts	160
Middle School Mathematics Endorsement	20069	Middle School Mathematics (calculator allowed)	152
Middle School Science Endorsement	10439	Middle School Science (calculators prohibited)	145
Middle School Social Studies Endorsement	20089	Middle School Social Studies	154
English	10041	English Language, Literature & Composition: Content Knowledge	164
	30043	English Language, Literature & Composition: Pedagogy	155
English to Speakers of Other Languages	20360	English to Speakers of Other Languages (contains listening section)	570
French	20173	French: Content Knowledge (contains listening section)	(161)*
	10171	French: Productive Language Skills (contains speaking section)	(170)*
		<b>Composite score</b>	<b>331</b>
		<b>NOTE:</b> Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
German	30524	Principles of Learning & Teaching: 7-12	162
	20181	German: Content Knowledge (contains listening section)	(153)*
	30182	German: Productive Language Skills (contains speaking section)	(164)*
		<b>Composite score</b>	<b>317</b>
		<b>NOTE:</b> Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
	30524	Principles of Learning & Teaching: 7-12	162
Health	20550	Health Education	630
History	10081	Social Studies: Content Knowledge	154
	30084	Social Studies: Pedagogy	164
Mathematics	10061	Mathematics: Content Knowledge (graphing calculator required)	141
	30065	Mathematics: Pedagogy (calculators prohibited)	145
Music	10113	Music: Content Knowledge (contains listening section)	(154)*
	20112	Music: Analysis (contains listening section)	(147)*
		<b>Composite score</b>	<b>301</b>
		<b>NOTE:</b> Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
Physical Education	10091	Physical Education: Content Knowledge	153
	20093	Physical Education: Movement Forms - Video Evaluation (contains video section)	155
Physics	10265	Physics: Content Knowledge (calculators prohibited)	143
	30483	Physical Science: Pedagogy (calculators prohibited)	151
Social Studies	10081	Social Studies: Content Knowledge	154
	30084	Social Studies: Pedagogy	164
Spanish	10191	Spanish: Content Knowledge (contains listening section)	(162)*
	20192	Spanish: Productive Language Skills (contains speaking section)	(168)*
		<b>Composite score</b>	<b>330</b>
		<b>NOTE:</b> Applicants may meet the testing requirement by submitting either individual qualifying scores or a composite score that is at or above the state qualifying score.	
	30524	Principles of Learning and Teaching: Grades 7-12	162

## APPENDIX F

### General Education: Student Learning Principles and Goals

#### PURPOSE

The General Education program at Salisbury University promotes intellectual development and the search for truth, cultivates an appreciation for learning, and provides opportunities for students to construct a coherent framework for lifelong learning in a diverse and ever changing world.

#### PROGRAM PRINCIPLES

The General Education Program:

- seeks to advance the University's mission.
- provides a coherent integrated curriculum. Coherence is the inter-connectedness of the curriculum within courses, across disciplines and throughout the undergraduate experience. The connections can be made through content, process, ways of knowing, learning goals or connections to the major.
- encourages the developmental progression of student knowledge, skills and dispositions throughout the undergraduate experience.
- provides learning experiences both in and out of the classroom. A broad range of learning opportunities are provided in courses, in co-curricular activities and in settings outside the university.
- strives to foster an academic community. Student-to-student, faculty-to-student and faculty-to-faculty collaborative opportunities are encouraged. The collaboration may occur in linked courses, interdisciplinary courses, learning communities and community projects.
- incorporates ongoing review and assessment. Progress in achieving the program's purpose will be monitored. Student progress toward the learning goals will be monitored.

#### STUDENT LEARNING GOALS

The principles and goals, which follow, represent the concepts embedded in the Mission Statement and the Attributes Document accepted by the faculty. These principles and goals will help guide the development of the General Education program at Salisbury University.

#### Learning Principles

The General Education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles. The liberally educated person:

- communicates effectively in diverse situations,
- uses multiple strategies, resources and technologies for inquiry and problem solving,
- demonstrates qualities related to personal, social and professional integrity,
- integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,
- reasons quantitatively and qualitatively,

- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed by the following set of student learning goals.

#### Student Learning Goals

**Skills:** Acquire the personal and intellectual skills necessary for productive membership in contemporary society.

- 1) Critical Thinking - Acquire abilities to engage in independent and creative thinking and solve problems effectively.
- 2) Command of Language - Acquire abilities to communicate effectively—including reading, writing, listening and speaking.
- 3) Quantitative Literacy - Acquire abilities to reason mathematically.
- 4) Information Literacy - Acquire abilities to use libraries, computer applications and emerging technologies.
- 5) Interpersonal Communication - Acquire abilities to relate to and work effectively with diverse groups of people.

**Knowledge:** Possess knowledge and understanding commensurate with that of a well educated person.

- 1) Breadth of Knowledge - Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
  - a) Visual and performing arts (art, music, dance, theater)
  - b) Literature (English, foreign language-based)
  - c) Civilization: cultural and historical perspectives
  - d) Contemporary global issues (peoples, cultures, institutions)
  - e) Second language or culture
  - f) Mathematics
  - g) Social and behavioral sciences
  - h) Biological and Physical Sciences
- 2) Interdependence among Disciplines - Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.

**Dispositions:** Examine qualities that contribute to personal well-being and social and professional integrity.

- 1) Social responsibility - Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
- 2) Humane values - An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
- 3) Intellectual Curiosity - A propensity for reflection and life-long learning.
- 4) Aesthetic Values - An awareness of and appreciation for aesthetics.
- 5) Wellness - Issues of personal well-being.