

## SECTION I

### OVERVIEW OF THE INSTITUTION

Salisbury University (SU) is the largest four year institution on Maryland's Eastern Shore, and is a regional comprehensive university serving not only the citizens of the largely rural Eastern Shore but of the entire state. Salisbury University is the state's third largest producers of teachers. SU's 6942 students are divided between 6366 undergraduates (91.7 %) and 576 graduate students (8.3%). Salisbury University's mission, vision, and core value statements reveal the university's commitments to the population it serves.

#### SU MISSION

Salisbury University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.

#### SU VISION

Salisbury University will continue as a premier regional university that is recognized nationally for excellence by its peers and regionally for its commitment to model programs in civic engagement. Undergraduate research, service learning, international experiences, and co-curricular activities will continue to enrich the traditional academic curriculum and enable students to connect research to practice. The University will provide graduates who will be recruited by the best employers and graduate schools, and who will contribute to the economic vitality of the State and the Nation. The University will continue to enhance the quality of life for its students, the State, and the region, and will explore opportunities to provide doctoral programs in areas of need.

#### VALUES

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

- **Excellence:** Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.
- **Student-Centeredness:** Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.
- **Learning:** We believe that learning is fundamental to living a life with purpose in an increasingly inter-related world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

- **Community:** Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.
- **Civic Engagement:** The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.
- **Diversity:** Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

## HISTORY

In 1922, the Maryland Legislature established a commission to determine a location for a two-year college on the state's Eastern Shore. A site at Salisbury was selected and the institution was opened in September 1925. The college's two-year course of study was increased to three years in 1931 and to four years in 1934. Following this, and by action of the Legislature of 1935, the College was authorized to grant the Bachelor of Science, and then later the Bachelor of Arts degree. The University continues to meet the increasing demands of society for quality education and today offers a variety of undergraduate programs in liberal arts, sciences and in the professional fields of business administration, education, medical technology, nursing, respiratory therapy and social work. In 1962, the state board of trustees approved a graduate program leading to the Master of Education, followed by several other master's degree programs in the succeeding years. In 1988, the state Legislature approved the name change from College to University. Today, Salisbury University is a nationally accredited, four-year comprehensive university offering 35 distinct undergraduate and graduate degree programs in a friendly atmosphere that encourages close relationships between faculty and students.

## QUALITY

In the past fifteen years, Salisbury University has advanced its academic standards and reputation, attaining levels of eminence that readily identifies SU as one of the premier public institutions in the Northeast. Achievements include: nationwide, the 7th highest average 6-year graduation rate among comprehensive public master's universities; average 6-yr graduation rates that are higher than institutional performance and aspirational peers; the highest 4- and 6-year graduation rates in the University System of Maryland for 17 and 9 consecutive years, respectively; and, for seven years, regional and national recognition by numerous publications including America's Best Colleges (*U.S. News and World Report*) and The Best 351 Colleges (*The Princeton Review*). Additionally, in the 2003 and 2004 editions of America's Best Colleges, SU was ranked as a "top tier" institution for both public and private universities in the North Region.

## ACCREDITATIONS

Salisbury University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Eight academic programs are accredited with specialized agencies, including Business, Nursing, Clinical Laboratory Science, Athletic Training, Social Work, Chemistry, Respiratory Therapy, and Teacher Education.

## **DESCRIPTION OF THE UNIT**

The Professional Education Unit at Salisbury University is the overall structure responsible for educator preparation. The Unit is composed of all faculty and departments who have a hand in the preparation of educators, as well as P-12 schools. The P-16 Council serves to coordinate the activities of the unit, and the Teacher Education Council serves as the governing body of the unit. Currently there are 40 full-time faculty members in the unit and 52 part-time faculty members (Snapshot as of Fall 2004) who either teach or supervise, three graduate assistants are employed by the unit, primarily serving in technical or support positions; there are no education courses taught by graduate assistants.

A complete listing of all programs offered by the Unit is found at the end of this section in Table A. Only one program is offered at an off-campus location—the Master of Education degree program is offered at Chesapeake College for a cohort of students who began the program in 2003 and who are completing requirements during 2005-2006. No decision has been made as to whether to offer the program again at that location. The unit offers no full programs via distance learning technologies and a limited number of courses are offered as either total online courses or as hybrid on-line/face to face courses (courses offered totally online include: *EDUC 210 – Schools in a Diverse Society*, *EDUC 500 – Historical, Philosophical and Social Foundations*, *EDUC 502 – Introduction to Research*; courses offered as hybrid online/face-to-face include *EDUC 545 – Learning and Instruction in Schools*).

## **CHANGES SINCE LAST VISIT**

Since the 1999 visit several major changes have occurred in the unit at Salisbury University. The elementary and secondary education programs were both revised. Four new programs have been added: baccalaureate programs in Early Childhood Education, ESOL and Secondary Physics, and a Master's program in Reading. No candidates have completed these new programs as of this writing. The unit has made significant progress in the implementation of Professional Development Schools; the number of PDSs is currently 32. Four additional faculty lines have been added. Technology resources have increased greatly. Great strides have been made in the university's goal of a more diverse student population, with last year's achievement of reaching 14 per cent of the student populations representing minority groups.

## **STATE CONTEXT**

Maryland has been a leader in the reform of teacher education. Through the Maryland Redesign of Teacher Education, teacher education in Maryland has undergone major reforms, most notably in the initial preparation of teachers through extended internships in state approved Professional Development Schools. The Maryland Redesign has shaped curriculum and has assisted in the reform of both teacher preparation as well as P-12 schools. In addition, educators from community colleges and four year public and private institutions across the state have collaborated to design student learning outcomes for the first two years of teacher education, culminating in the Associate of Arts in Teaching (AAT) degree, now available widely in Elementary Education and to a lesser extent in Secondary Mathematics, Chemistry, Physics and Spanish. Students completing AAT degrees can transfer without further transcript review to any of Maryland's four year institutions, thus easing the transition from one institution to another.

<b>Table A. Programs offered by the Unit</b>					
<b>Program Name</b>	<b>Award Level</b>	<b>Program Level</b>	<b>Current Enrollment F04 - S05</b>	<b>Agency or Association Reviewing Program</b>	<b>Status Of Review</b>
Early Childhood Education	Bachelor	ITP	85	NAEYC	Delayed*
Elementary Education	Bachelor	ITP	512	ACEI	Nationally Recognized
Secondary History	Bachelor/ MAT	ITP	142/8	NCSS	Resubmitting 9/15/05
Secondary English	Bachelor/ MAT	ITP	58/5	NCTE	Nationally Recognized
Secondary Biology	Bachelor/ MAT	ITP	23/3	NSTE	Resubmitting 9/15/05
Secondary Chemistry	Bachelor/ MAT	ITP	5	NSTE	Resubmitting 9/15/05
Secondary Physics	Bachelor/ MAT	ITP	2	NSTE	Resubmitting 9/15/05
Secondary Mathematics	Bachelor/ MAT	ITP	59/1	NCTM	Resubmitting 9/15/05
Secondary Spanish	Bachelor/ MAT	ITP	11/3	ACTFL	Resubmitting 9/15/05
Secondary French	Bachelor/ MAT	ITP	3/2	ACTFL	Resubmitting 9/15/05
Music P-12	Bachelor/ MAT	ITP	9/1	NASM	Complete
Physical Education P-12	Bachelor/ MAT	ITP	151	AAHPERD/ NASPE	Resubmitting 9/15/05
Secondary Health	Bachelor	ITP	29	AAPHERD/ AAHE	Resubmitted
ESOL P-12	Bachelor	ITP	0	TESOL	Delayed*
TESOL P-12	Master	ITP	3	TESOL	Nationally Recognized with conditions
Educational Leadership	Master	ADV	19	ELLC	Delayed**
Reading	Master	ADV	5	IRA	Delayed*

\*Delayed Reviews were indicated for programs that did not yet have program completers.

\*\*Delayed Review was indicated for a program under substantive revision