

## Chapter 11 – Curriculum

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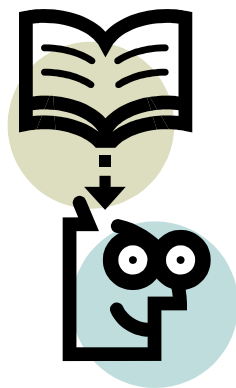
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# Chapter 11 – Curriculum

## UNIVERSITY CURRICULUM GUIDE (SU) (website will be created at a later date)

### TECHNOLOGY FLUENCY (SU)

The Mission of Salisbury University states, “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.” In the 21<sup>st</sup> century, information technology is a crucial component in that process of empowerment. Therefore, it is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of fluency with information technology with regard to discipline-specific requirements within academic departments. Salisbury University recognizes that fluency in information technology requires three kinds of knowledge: contemporary skills, foundational concepts, and intellectual capabilities. This knowledge is attained in four broad context areas namely:

As outlined in the book, *Being Fluent with Information Technology* (National Research Council 1999), the National Research Council has outlined ten specific skills that fall into these four categories. These specific skills have been suggested by the USM Board of Regents as the appropriate starting point for achieving technology fluency on the campus of Salisbury University:

#### ***I. Basic Operations and Concepts***

- a. *Setting up a personal computer*: A person who uses computers should be able to connect the parts of a personal computer and its major peripherals (e.g., a printer). This entails knowing about the physical appearance of cables and ports, as well as having some understanding of how to configure the computer (e.g., knowing that most computers provide a way to set the system clock, or how to select a screen saver and why one may need to use a screen saver).
- b. *Using basic operating system features*: Typical of today's operating system use is the ability to install new software, delete unwanted software, and invoke applications. There are many other skills that could reasonably be included in this category, such as the ability to find out from the operating system whether there is sufficient disk space.

- c. *Connecting a computer to a network*: This process can be as simple as wiring the computer to a telephone jack and subscribing to an Internet service provider, although as more powerful communications options become available, this process may become more complex.

#### ***II. Accessing Information through Technology***

- a. *Using technology (e.g. Internet) to find information and resources*: Locating information on the Internet involves the use of browsers and search engines. The use of search engines and browsers requires an understanding of one's needs and how they relate to what is available and what can be found readily. Additionally, it is important to both be able to specify queries and evaluate the results.
- b. *Using instructional materials to learn how to use new applications or features*: This skill involves using online help files and reading and understanding printed manuals. One aspect of this process is obtaining details or features of systems one already comprehends; a second aspect is using the tutorial to grasp the essential models and ideas underlying a new system.

#### ***III. Communicating Effectively using Technology***

- a. *Using a word processor to create a text document*: Minimal skills in this area include the ability to select fonts, paginate, organize, and edit documents. Integration of image and other data is becoming essential. Additional possible applications include the creation of Web pages using specialized authoring tools.
- b. *Using a graphics and/or artwork package to create illustrations, slides, or other image-based expressions of ideas*: Today, this skill involves the ability to use the current generation of presentation software and graphics packages.
- c. *Using telecommunications to communicate with others*: Electronic mail is a primary mode of computer-based communication. However, discussion boards, web pages, and instant messaging are also valid telecommunication modes. Variants and improvements, as well as entirely new modes of communication, are expected in the future.

#### ***IV. Organizing and Analyzing Information with Technology***

- a. *Using a spreadsheet to model simple processes or financial tables:* This skill includes the ability to use standard spreadsheet systems and/or specialized packages (e.g., tax preparation software).
- b. *Using a database system to access useful information:* Database systems are becoming ubiquitous in the workplace, and personal information managers are becoming increasingly common. In the future, different approaches, perhaps Web-oriented, may become the prevalent mode.

However, while the National Research Council and the USM Board of Regents have endorsed student competence in these ten generic skills as the recommended goal for each USM campus, we at Salisbury University recognize that each academic discipline will have a specific set of contemporary skills, foundational concepts, and intellectual capabilities that it considers to be critical to success of its graduates. For example, within the Sciences, a special emphasis may be placed on organizing and analyzing information while in the Liberal Arts, communication with technology may be of primary importance.

Therefore, it is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of fluency with information technology with regard to discipline-specific requirements within academic departments. As part of the upcoming annual assessment process, academic departments will identify the technology skills, concepts, and capabilities they consider to be most important to success in their discipline. Within this assessment process, departments will create measurable outcomes to demonstrate the level of technology fluency within their majors, create means to assess these student learning outcomes, and include the results in their annual assessment report. Obviously, all of the possible student technology fluency goals cannot be assessed in a given year; departments should prioritize their goals and assess a few each year.

In summary, Salisbury University believes that being fluent with information technology is crucial for the success of our graduates in the Information Age. We agree with National Research Council (1999) when they wrote that students:

...should use information technology confidently, should come to work ready to learn new business systems quickly and use them effectively, should be able to apply information technology to personally relevant problems, and should be able to adapt to the inevitable

change as information technology evolves over their lifetime. (p. 5)

By assessing our students' fluency with information technology, we will be helping to ensure that their college degree is competitive in the marketplace and that they are prepared for a lifetime of learning about ever-changing technology.

#### **NUMBERING ACADEMIC COURSES AT INSTITUTIONS IN THE UNIVERSITY SYSTEM OF MARYLAND (BOR III-6.10)**

1. Academic courses offered at Salisbury University are numbered in the following way:

00-99	Non-degree-credit Courses
100-299	Lower Division Courses, primarily for Freshmen and Sophomores
300-499	Upper Division Courses, primarily for Juniors and Seniors; 400-499 courses may be available for credit toward some graduate degrees
500-	Post-baccalaureate Courses
2. Faculty who wish to change course numbers must follow procedures outlined in the university's curriculum manual, *Curriculum Approvals Guide*.

#### **DEGREE AND CURRICULAR REQUIREMENTS (BOR III-7.00)**

##### ***Degree Requirements***

- A. The requirements for the degrees currently offered by Salisbury University have been established by the faculty of the university's academic departments and are published in the Academic Program section of the *University Catalog*.
- B. Matriculated students normally meet degree requirements as stated in any *University Catalog* when they have met the following conditions:
  1. Matriculated in the university.
  2. Successfully completed at least 120 credit hours of coursework with a cumulative grade-point average of 2.0 or higher. *Students must take 30 of the last 37 credit hours at SU (special cooperative programs are exempt).*

3. Completed at least 30 credit hours at the University by direct classroom instruction and/or laboratory experience and not through Credit by Examination.
  4. Completed at least 30 credit hours at the 300- or 400-level with a grade of C or better. Transfer students must complete at least 15 hours of their 30 upper-level credits at Salisbury University (Note: Other than field-based courses in the Department of Education, courses taken on a pass/fail basis do not satisfy this requirement).
  5. Satisfied requirements of the general education requirements.
  6. Satisfied the requirements in at least one major program of study including the major's required grade point average.
  7. Earned grades of C or better in ENGL 101 and 102.
  8. Submitted an Application for Graduation Form to the registrar by the appropriate date.
  9. Made arrangements for the repayment of any outstanding debt.
  10. Returned all materials borrowed from the Library or academic departments.
2. Faculty designing program secure concept approval from their school curriculum committee and the University Curriculum Committee.
  3. Faculty program designers develop a prospectus for the program using guidelines in the Maryland Higher Education Commission's (MHEC) manual, *Policies and Procedures for Academic Program Proposals* and technical assistance from the assistant vice president of academic affairs.
  4. The dean of the school in which the program is being designed provides the prospectus to the provost who secures approval for it from the University System of Maryland (USM) Academic Affairs Advisory Council and the USM chancellor.
  5. Upon USM prospectus approval, program designers develop a full program description using guidelines in the MHEC *Policies and Procedures for Academic Program Proposals* and technical assistance from the assistant vice president of academic affairs.
  6. Program designers secure approval for the program and its component courses from their school curriculum committee and from the University Curriculum Committee.
  7. The University Curriculum Committee recommends the program to the provost who secures approval for the program from the USM chancellor.

### **Minors**

Faculty of the university have also established minor programs of study, which are described in the Academic Program section of the *University Catalog*. The general requirements for completing a minor are as follows:

1. At least fifteen (15) hours of the work applied toward a minor must consist of courses not used to satisfy general education or major requirements.
2. At least nine (9) hours of the work applied toward a minor must be credits earned at Salisbury University.
3. Students must earn grades of C or better in all courses applied toward completion of minors.

### **Major Modifications And New Program Development**

University faculty may modify existing degree programs or develop new ones in accordance with the following procedures:

1. Faculty and department chairs secure approval to proceed with program design from dean and the provost.

When this sequence is complete and the chancellor of the University System of Maryland notifies the president of the university that the program has been approved, it becomes part of the university curriculum.

### **THE REVIEW AND APPROVAL OF NEW ACADEMIC PROGRAMS THAT DO NOT REQUIRE NEW RESOURCES (BOR III-7.01)**

In the matters of the review and approval of new academic programs that do not require new resources, Salisbury University operates under **BOR III - 7.01 UNIVERSITY SYSTEM OF MARYLAND POLICY ON REVIEW AND APPROVAL OF NEW ACADEMIC PROGRAMS THAT DO NOT REQUIRE NEW RESOURCES** which is reproduced in full below. Instructions for obtaining local approvals and preparing appropriate forms are available in the Provost's Office.

1. The Committee on Education Policy of the Board of Regents shall review each proposal for

a new academic program and make a recommendation concerning approval to the full Board of Regents.

2. In accordance with Section 11-206.1(b)(2), new programs shall be consistent with the established mission of the institution and able to be implemented within the existing program resources of the institution.
3. The Committee's review and recommendation for approval or disapproval shall be given within 60 days of submission.
4. If the Committee recommends disapproval of a program proposal, the proposing institution shall be entitled to present its proposal to the full Board of Regents before the Board takes final action.
5. The full Board will take final action no later than 60 days after submission.
6. If, within 30 days of the Commission's receipt of notice of an institution's intent to establish a new program, an objection to a proposed new program is filed either by the Maryland Higher Education Commission or by any Maryland institution of higher education, on the basis of (a) inconsistency of the proposed program with the institution's mission, (b) unreasonable program duplication which would cause demonstrable harm to another institution, and/or (c) violation of the State's equal educational opportunity obligations under State and federal law, in accordance with Section 11-106.1(c) and (d), and if the Commission upon review of supporting evidence finds the objection to be justified, the Board of Regents shall work with the President of the proposing institution and the Commission to attempt to resolve the objection.

Approved by BOR April 7, 2000

### **THE REVIEW AND ABOLITION OF EXISTING ACADEMIC PROGRAMS (BOR III-7.02)**

In the matters of the review and abolition of existing academic programs, Salisbury University operates under **BOR III - 7.02 UNIVERSITY SYSTEM OF MARYLAND POLICY ON THE REVIEW AND ABOLITION OF EXISTING ACADEMIC PROGRAMS** which is reproduced in full below. Instructions for obtaining local approvals and preparing appropriate forms are available in the Provost's Office.

1. This policy applies to all proposals for the abolition of existing academic programs,

whether they originate as a result of periodic program review, in response to the identification of such programs as "low productivity," or as part of an overall institutional restructuring.

2. In accordance with Section 11-206.1(A)(1) of the Annotated Code of Maryland, a President who proposes to abolish an existing academic program shall provide the Board of Regents with evidence that the action is consistent with the adopted mission of the institution and can be implemented within the existing program resources of the institution. The Committee on Education Policy of the Board of Regents shall review each proposal for the abolition of an existing academic program and provide a report to the full Board of Regents.
3. The President shall provide the Board of Regents with information on the following:
  - a. proposed date after which no new students will be admitted into the program;
  - b. accommodation of currently enrolled students in the realization of their degree objectives;
  - c. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - d. reallocation of funds from the budget of the affected program; and
  - e. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.

Approved October 27, 2000

### **OFF-CAMPUS PROGRAMS (BOR III-2.61)**

In the matters of off-campus programs, Salisbury University operates under **BOR VIII - 2.61 UNIVERSITY SYSTEM OF MARYLAND POLICY ON OFF-CAMPUS PROGRAMS**, which is reproduced in full below.

#### ***I. Preamble***

The University System of Maryland is committed to providing access for all citizens to high-quality undergraduate and graduate programs. This entails extending its academic programs, as need and demand require and as resources permit, to serve students in all regions of the State. In many instances, program offerings

will be extended beyond the bounds of what is traditionally thought of as the campus.

The following principles will guide the decision of an institution to offer both an off-campus program and/or individual courses for credit.

- A. Off-campus programs will be consistent with the approved mission of the institution.
- B. An institution may only offer off campus a program leading to a degree or certificate that is authorized for that campus.
- C. Standards of program quality and student performance will be comparable to those of the on-campus program.
- D. The institution will determine the method of program delivery that is best suited to the educational backgrounds, experience, and learning styles of the students.

## ***II. Institutional Responsibilities***

Institutions that offer off-campus programs have the following responsibilities:

- A. To provide necessary services at the off-campus site at times convenient to students.
- B. For degree/certificate seeking students, to schedule courses to permit completion of the degree or certificate in a reasonable amount of time.
- C. To keep students fully informed of program requirements and/or changes, program costs, and financial aid information.
- D. To provide learning resources for off-campus students that are comparable to those provided to on-campus students.
- E. To ensure that guidelines for the selection and assignment for faculty teaching at the off-campus site are comparable to those used on campus.

## ***III. Definitions***

Program: A sequence of courses that leads to the awarding of an approved degree or certificate.

On-Campus Program: Any program offered in any format by a USM institution at its own main campus.

Off-Campus Program: Any program delivered in any format to a site other than that of the main campus of the institution offering the program.

Closed Site: A program offered for a particular organization or constituency that is not open to the general public, e.g. military base, hospital, or business organization.

Open Site: A program site that is open to the general public, i.e. access to program offered at an open site is not restricted to members of any particular group or organization.

Tuition: The price students pay for their education, including those mandatory fees that do not fund auxiliary enterprises or other self-funded activities.

## ***IV. Tuition and Fees for Off-Campus Programs***

- A. Applicability: This policy applies to all degree-granting institutions of the University System of Maryland. It applies to all courses and programs offered at open sites only. It does not apply to non-credit courses or to credit courses or programs offered under a contract for which there may be a different negotiated tuition.

### **B. Tuition Levels**

1. Tuition for both in-state and out-of-state UNDERGRADUATE students who are enrolled either full- or part-time in an off-campus program will be the same as that for the on-campus program (see BOR Policy VIII - 2.01, A).
2. Tuition for both in-state and out-of-state GRADUATE students who are enrolled either full- or part-time in an off-campus program will be the same as that for the on-campus program as defined by BOR Policy VIII - 2.01, B.
3. The total cost (tuition and mandatory fees) to the student enrolled in an off-campus program will not exceed that for the student enrolled in the on-campus program, unless a waiver is granted. Where an institution can demonstrate that to deliver a quality off-campus program necessitates an additional delivery or specific program fee, such a fee may be requested. Off-campus programs for which a differential fee is requested will be approved by the chancellor and reported to the Regents in the annual report on tuition.

## ***V. Policy Implementation***

- A. Each president will submit tuition and fee recommendations for off-campus programs and related data in accordance with the schedule and format set by the chancellor. Supporting documentation will be provided for policy exceptions requested under section IV (Tuition and Fees for Off-Campus Programs) above.

B. The chancellor will recommend to the Board of Regents a tuition and fee schedule for off-campus programs offered by each institution as part of the annual operating budget request. Should the

Chancellor's recommendation differ from that of the presidents, the chancellor will make both recommendations available to the Committee on Finance of the Board of Regents.

