

(The Senate and Senate Committees should use the following form for officially communicating recommendations to the Provost. Such committees would include: UCC, UPC and Executive Committee of the Senate along with any other committees which provide recommendations directly to the Provost.)

Senate Recommendation to the Provost

Originating Body Faculty Senate Originator Learning Tech Committee
(D. Rieck)

Date submitted 5/14/02 Requested Effective date
immediate

Recommendation Implement attached Technology Fluency Plan and include
attached catalog

copy in the next edition of the University Catalog. _____

*Copies Done
as indicated
original to our
file*

Attach any supporting documentation.

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Action Taken by Provost:

Date 7/11/02

☒ Recommendation Accepted ☐ Recommendation Not Accepted

☐ Recommendation returned to Originating Body for further review (see attached)

Disposition for Approved Recommendation:

<input type="checkbox"/> President	<input type="checkbox"/> VP Student Affairs
<input checked="" type="checkbox"/> Faculty Senate Chair	<input type="checkbox"/> VP Finance
<input type="checkbox"/> Forum Chair	<input checked="" type="checkbox"/> School Deans
<input checked="" type="checkbox"/> Webmaster	<input type="checkbox"/> Graduate Council
<input checked="" type="checkbox"/> Catalogue Editor	<input type="checkbox"/> Provost Council

☐ Student Handbook Editor
☒ Faculty Handbook Editor

Other: _____

provost/scw/0302

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Salisbury University's Technology Fluency Policy (for Univ Catalog)

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 21st century, information technology is a crucial component in that process of empowerment. 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. The discipline-specific requirements will be refined from four broad technology knowledge context areas: 1) basic operations and concepts; 2) accessing information through technology; 3) communicating effectively using technology and; 4) organizing and analyzing information with technology.

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Salisbury University's Technology Fluency Policy

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 21st century, information technology is a crucial component in that process of empowerment. 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:

I. Basic Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems.

II. Accessing Information through Technology

Students use technology to access, evaluate, and process information efficiently and effectively

III. Communicating Effectively using Technology

Students use technology effectively and appropriately to communicate information in a variety of formats

IV. Organizing and Analyzing Information with Technology

Students demonstrate the ability to use technology to organize and analyze information to solve problems and make informed decisions.

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).

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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

d. *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.

e. *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

f. *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.

g. *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

h. *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.

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IV. Organizing and Analyzing Information with Technology

i. *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).

j. *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.

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National Research Council. (1999). *Being Fluent with Information Technology*.
Washington, DC: National Academy Press.