

Supports for Completion Documentation

The following information and links provide information to the various services offered to students as part of their tuition in an effort to support their college success.

Summer Advising and Registration Dates for incoming Freshmen and Transfer Students Summer 2017

Advisement/Registration for New Students
June 5, Monday and June 6, Tuesday
A&R A Freshman Program
June 12, Monday and June 13, Tuesday
A&R B Freshman Program
June 19, Monday and June 20, Tuesday
A&R C Freshman Program
June 23, Friday A&R 1 Transfer and Readmits
June 27, Tuesday and June 28 Wednesday
A&R D Freshman Program
July 21, Friday A&R
II Transfer and Readmits
August 23, Wednesday A&R E Freshman Program
August 24, Thursday
A&R III Transfer and Readmits

A SAKAI site is set up with a number of resources for faculty members and the A Team (current student leaders) who conduct the many activities that take place during each session. Additional training sessions are required to ensure that those working with new students are well prepared to meet the needs of new students. The resources and training include the following:

- A&R Advisors Manual
- A&R Workshop Agenda
- Athletic Schedules for Student Athletes with includes information about additional meetings for review NCAA rules and eligibility requirements.
- Worksheets for Developing a Class Schedule
- Common RAIL (registration system) errors
- Core Curriculum Requirements
- Campus Maps
- First Year Experience Course Requirements (Brochure and Flow Chart showing who has what options to fulfill FYEX requirements)
- A Graduation Goal Sheet
- Information and a list of classes associated with the honors program
- Placement Guides for recommending initial math and english courses
- Information about Modern Languages Placement Exams, CLEP examples, and AP credit
- Information on the Trio Program

Up-to-date course schedules, open seats, and timetables are provided along with a

spreadsheet of expected students, their high school or transfer information and current test scores and grades are provided at an orientation prior to meeting students for each new session.

At these sessions the faculty advisor first meets with parents/guardians for approximately an hour to go over basic information about the program with an emphasis on how they can support the success of their new college student. See outline below used to guide this session.

Family Session Outline for Education Faculty Advisor

Introduce myself – Name, title, role in the department

Indicate that I'm acting as the advising Liaison for the department until fall when their student will be assigned a permanent advisor.

Encourage them to contact me if they have any questions any time in the future. (If I don't know the answer, I'll do my best to find it and get back with them).

Advisor assignments are posted on the bulletin board outside the education department chair's office in Knutti at the beginning of the semester. Tell them to encourage their student to find out who their advisor is early during fall semester, to find their advisor's office, and stop by during office hours to introduce themselves.

While it is the responsibility of the student to understand what requirements they need to fulfill in order to complete their degree, their advisor is there to help. They should feel free to make an appointment with their advisor at any time to discuss progress and plans or for help in resolving issues and answering questions they may have.

Academic Expectations

A BA requires 120 credits – to graduate in 4 years, their student must successfully complete an average of 15 credits every semester. (19 credit limit first semester)

Education is a comprehensive major—no minor required.

Goal is to get them to graduate in 4 years. If your student is considering a change in major, the earlier that change is made the better. Because of prerequisite sequences for required courses, changes can add additional semesters despite number of credits completed.

Other things that will add time to for completing a degree

Student needs to take Stretch model courses.

Explain ACT/SAT and Acuplacer score indicators

Failing or low grades in classes (required courses for major must be retaken if less than a C.

Dropping courses so that 15 credit average per semester is not maintained

“Old Days” Attitude was to sign up for classes and then drop them if you weren't doing well—New Financial Aid rules for satisfactory academic progress require students to sign up for a schedule that they can be successful completing and then giving it everything they've got to do well with it. Can lose financial aid if you have too many withdrawals (70% completion).

Some milestones in the education program.

Juncture 1: Difference between declaring education major and being admitted – Usually the spring of their Sophomore or Fall of their Junior year.

Requirements: 2.75 GPA, C or better in pre-juncture required classes, Passing Praxis 1 test scores, portfolio review by advisor, vote of the PEUC

Juncture 2: Application for student teaching

Requirements: 2.75, C or better in all education required courses, portfolio review, Vote of the PEUC

Teacher Certification is NOT granted by the University, but we are an approved program and we help them get all certification requirements completed and applied for.

Things you can do to support your student's success:

- Stress the importance of attending class on time every day.
- Stress the difference between high school and college – 2-3 hours of work outside of class for each hour spent in class—DON'T PROCRASTINATE!
- Stress the importance of taking responsibility for their own success and making 'smart' choices
- Watch email and Sakai for communication from professors – ask questions if you don't understand expectations.
- Get help as needed before things get critical (advisor, academic support center)
- Need for becoming involved in activities that will build resume for getting a teaching job upon graduation
- SESA and KDP involvement

Goal for the advising sessions today and tomorrow with your student:

Separated to start first step towards taking personal responsibility.

Review everything we just discussed plus some course requirement details.

Look at potential classes, select courses and walk them through actual registration

When you pick them up tomorrow, they should be able to share their fall semester schedule with you.

Questions???

The advising sessions with students are done in multiple parts. Education has devised an information scavenger hunt to get candidates to process program information before beginning the registration process. is the collaborative program scavenger hunt. Index cards with answers are posted around the meeting room and students work as teams using the provided answers and surfing the Education Department Webpage with their phones to identify the correct answers to questions related to the program requirements. Answers are then shared out as a group with further elaboration as needed by the faculty advisor or A-Team member.

Shepherd University Education Department Scavenger Hunt
Successfully Becoming a Licensed Teacher

The person who will assist me in meeting my requirements. _____

The person responsible for understanding the requirements I will have to meet in order to graduate and become a certified teacher. _____

The number of credits required to achieve a Bachelor of Arts Degree (B.A.) _____

The minimum number of credits I have to carry to be considered a full-time student. _____

A math or English class that has been split between two semesters in order to allow more time to achieve competency. _____

The process of review that leads to full admittance to the education program. _____

The minimum GPA required to be admitted to the education program. _____

Maintenance of 70% completion and a GPA of 2.0. _____

An evaluation of my teaching dispositions done in each education course I take. _____

A contract between you and your professor. _____

Time spent in class during a single week for a three credit hour class. _____

If I take 15 credits a semester, the number of hours outside of class I am expected to spend. _____

In addition to my professor and study groups I can set up with peers, where else can I get free help needed to succeed in a class? _____

The location of the education department. _____

The number 1 rule for success in the teacher education program. _____

A student organization that I already belong to. _____

After completing 30 credits, I can be invited into KDP if I fulfill this additional requirement. _____

The type of courses that I must take to fulfill university requirements. _____

The type of courses that I take to develop content competence in my declared area of specialty.

The type of courses that I take that will focus on pedagogy. _____

The institution that will grant me a diploma. _____

The institution that will grant me teacher certification. _____

A type of test I will have to take at certain points in my program to demonstrate my competence for teaching. _____

A place on line that I can go to get specific information about a course I am taking.

A place on line that I can go to get transcripts and a degree evaluation to track my progress towards graduation. _____

Advising

All education faculty members serve as academic advisors to teacher candidates. Excerpt from the Faculty Handbook

Faculty Advisors

Faculty members will serve as advisors to students and will be available to students during regularly scheduled office hours.

Designated faculty advisors and peer advisors are expected to be present during the periods set aside for registration according to assignments made by Department Chairs, subject to confirmation of the School Dean and the Office of the Provost

However, before a faculty member is assigned advisees, s/he must complete in-depth training as part of the Faculty 101 support course required for new faculty. Additional training for advising is provided during the Faculty 102 support course required during the second year of employment when the faculty member first begins advising. <http://www.shepherd.edu/ctl2/new-faculty-learning-communities/> Additionally, another faculty advisor in the department is assigned to new faculty advisors for mentoring support and to clarify questions that may arise regarding any particular student's course of study. In addition to the high level of training and support provided to ensure quality advising, the advising assistance center has a number of

resources and information available to assist faculty advisors in providing comprehensive support towards course completion. <http://www.shepherd.edu/aac-faculty/characteristics-of-a-good-advisor>

Degree Works Implementation

Shepherd University will implement DegreeWorks, an academic advising tool used by academic advisors nationwide. DegreeWorks uses completed courses stored in student academic histories, to produce a degree audit for each student. The system uses rules and requirements published in the undergraduate and graduate catalogs, defined and coded for each program. The degree audit includes features, such as maintenance of advising notes, future course planning and, in particular, the student can produce a "what if" audit in the event of a change of major to demonstrate how completed and planned courses might apply. The degree audit allows students to easily identify unmet degree requirements, including remaining courses, GPA requirements, minimum grade requirements, and required assessments and exams. Finally, and perhaps most importantly, use of DegreeWorks can reduce time to degree by guiding the student accurately and efficiently through requirements for degree completion.

Shepherd University has been limited with the deployment and utilization of DegreeWorks. Shepherd aligned with a consortium of institutions across the state to be rolled-out with a hosted, production-ready environment at WVNET in Morgantown. Since this system does not reside within Shepherd network architecture, IT Teams collaborated with WVNET personnel to establish the necessary connectivity with Banner. The DegreeWorks system and interfaces did not meet initial security standards set forth from Shepherd IT Services; thus, a dedicated VPN was created to ensure the direct database connection (to Banner) between Morgantown and Shepherdstown based on funding provided by Shepherd IT Services. The DegreeWorks system and affiliated databases were thus deemed production ready. However, upon an additional security scan of the DegreeWorks desktops tools that is utilized by the Registrar to upload necessary Course Catalogs (by years), another vulnerability was also discovered, as this tool/function within the system was also operating in a unsecure manner, by broadcasting the user id and password in the open, across the internet. This practice does not meet Shepherd security standards. Although, WVNET is working to upgrade the existing version of DegreeWorks to improve security; however, there is no present timetable yet set or provided. With recent projected enhancements to be performed onto the Banner infrastructure within Shepherd IT Services, the DegreeWorks Project Team has decided to initiate all efforts to retract Shepherd's DegreeWorks instance away from WVNET and bring it in-house within Shepherd's direct control. This effort will enable a more secure and a more readily available upgrade schedule. Efforts are underway to perform this activity, with a target of completion set for Spring 2017.

The Office of the Registrar, along with dedicated Advising representation, have continued to be trained on upcoming transfer equivalencies and associated updates made available within DegreeWorks, visiting group training sessions in both Flatwoods and Morgantown. It is the plan of the DegreeWorks team to continue to provide current and relevant training to further advance the usage and reliability of this tool.

Collaborate with Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

The "second suspension recovery contract for readmitted students" was an Admissions and Credits (A&C) Committee plan that was adopted starting Fall 2014. The primary conditions of the contract require that students returning from a second suspension maintain a minimum semester gpa of a 2.3 or higher and complete all courses that they are registered for. The course plan is determined by the Director of the Academic Support Center as well as the student's primary academic advisor. The statistics during the initiation of this program demonstrate significant gpa improvements and retention rates. The success of this program and these findings have been reported back to the A&C committee.

2015-2106 Updates and assessments include the following:

Although the number of students on academic probation is rather small, usually less than 10, there has historically been a success rate of 85%-100% in having the students meet the terms of their contract. Because of this success in meeting the terms of the contract, most students are retained, and are successful in moving up to "good academic standing" with Shepherd and cumulative gas of 2.00 or greater.

Examination and revision of academic policies to ensure student success (retention and degree completion).

Resources Introduced in the First Year Experience Course and Utilized during Advising

Advising Assistance Center <http://www.shepherd.edu/advisement2/>

Academic Support Center <http://www.shepherd.edu/academic-support/>

Career Services <http://www.shepherd.edu/career-center>

Office of Cooperative Education <http://www.shepherd.edu/cooperative-education>

Disability Support Services <http://www.shepherd.edu/disability>

Counseling Services <http://www.shepherd.edu/counseling>

Multicultural Student Affairs <http://www.shepherd.edu/multicultural-student-affairs>

Veterans Association <http://www.shepherd.edu/veterans> and
<http://www.shepherd.edu/veterans-support>

Health Center <http://www.shepherd.edu/healthcenter/services>

Trio <http://www.shepherd.edu/trio> and <http://www.shepherd.edu/trio/trio-services>

Scholarships <http://www.shepherd.edu/financialaid/scholarships>

Focus on Student Learning

In an ongoing effort to support teachers and learners, the Center for Teaching and Learning heads up many vibrant pedagogical endeavors. Each semester, they offer the “Focus on Student Learning” series (FOSL). The series features monthly presentations by engaging leaders in the world of academic excellence, and mini-workshops guided by professors who have introduced helpful and innovative teaching strategies. These are useful discussions that encourage creative approaches to both old and new ideas in teaching and learning. All workshops are recorded and archived for easy reference. <http://www.shepherd.edu/ctl2/fosl> In addition, the Center for Teaching and Learning provides Minigrants for up to \$1,000 to individuals, departments, and support units for assessing student learning and curriculum/program development. Tech workshops are also offered each semester to highlight various classroom resources and emerging technologies available to Shepherd faculty. <http://www.shepherd.edu/instructional-technology/tech-training-and-support>

Just flip it (September 2016)

Win Win with Turnitin! (September 2016)

Wading Through Too Much Paper Grading? (November 2016)

Assisting Our International Students (January 2017)

Assisting Students in Distress (February 2017)

FOCUS on STUDENT LEARNING (FOSL) workshops

Spring 2017



Sessions are held in the **Robert C. Byrd Center Multipurpose Room** (*except January 30th)

LUNCH PROVIDED!

FOSL's are monthly discussions on a variety of topics related to student learning. Repeat sessions are offered on different days and times to accommodate busy schedules. All sessions are live-streamed and recorded.

FOSL video archives are now accessible directly on the FOSL website: <http://www.shepherd.edu/ctl/fosl>. Hard copies are available in Library 243.

For more information call 304-876-5461.
Sponsored by The Center for Teaching & Learning.

January

30th Monday - 12:10-1:00pm
31st Tuesday - 12:35-1:25pm

Assisting our Growing International Student Population

Location: **Blue/Gray Room, Student Center Room 208**
Location: **Byrd Center Multipurpose Room**

Learn how to help our growing international student population. Gain tips on working with non-native speakers, as well as a better understanding of campus resources available to students. Facilitated by Lois Jarman, Konrad Turnbull, and Charles Nieman.

February

27th Monday - 12:10-1:00pm
28th Tuesday - 12:35-1:25pm

Dealing with Students in Distress

Location: **Byrd Center Multipurpose Room**

Recognize red flags for students dealing with depression, anxiety, learning disorders, addiction, and more. Facilitated by SU Counseling Services counselors.

March

20th Monday - 12:10-1:00pm
21st Tuesday - 12:35-1:25pm

Different. Not Broken: Students with Disabilities in the Classroom

Location: **Byrd Center Multipurpose Room**

Learn about Shepherd University's Disability Support Services and how to better help your students with disabilities. We will have interactive activities to illustrate student experiences and promote awareness. Facilitated by Anne Bremer, DSS Coordinator; and Evora Baker, Academic Retention Specialist for TRiO.

27th Monday - 12:10-1:00pm
28th Tuesday - 12:35-1:25pm

The 10th Annual Celebration of Student Learning

Location: **Byrd Center Multipurpose Room**

The Center for Teaching & Learning awarded over \$6,000 in grants this year! Learn how your colleagues utilized funding from mini-grants to enhance student learning and program development. Discover how you can apply for up to \$1000 in grant funding in the next academic year. Come celebrate!


April

17th Monday - 12:10-1:00pm
18th Tuesday - 12:35-1:25pm

The Great Teachers Seminar

Location: **Byrd Center Multipurpose Room**

In June 2016, Shepherd faculty members Lindsey Levitan and Keith Alexander attended the 24th annual WV Great Teachers Seminar. Join us to learn more about their experience and how you can attend in the future!



The graphic features the text "TechShops" in a large, bold, red font, with "SPRING 2017" in a smaller, bold, black font below it. The background is light blue and filled with various icons representing technology and communication, such as a laptop, smartphone, tablet, camera, Wi-Fi symbol, SMS bubble, speech bubble, gear, magnifying glass, play button, thumbs up, and social media icons. Several hands are shown holding up different devices like smartphones, tablets, and a camera, with lines connecting them to the central text.

Would you like to learn more about emerging classroom technology? Mark these dates to attend an hour-long, hands-on workshop! For more information, contact Rich Lanham at (304) 876-5059 or rlanham@shepherd.edu. Bring a brown bag lunch and join us! Beginner to advanced - all skill levels welcome. If you are unable to attend, but would like to schedule a one-on-one or departmental training session on any of these topics, call Rich.

February **JING** (Location: TBA)

14th Tuesday - 12:15 pm
 15th Wednesday - 12:15 pm

Learn how to use Jing. Jing is a free screen-capture program that enables you to create pictures of your screen. You can also add arrows and textboxes to give instructions, or record up to 5 minutes of video to demo something online for students and staff. Come check out Jing at the Techshop right from your office or smartphone with the Zoom app: <http://www.shepherd.edu/instructional-technology/zoom>

March **COOL APPS** (Location: LIB 350)

21st Tuesday - 11:00 am
 22nd Wednesday - 11:00 am

Do your students seem asleep in your class? Wake them up with cool apps. Here you can learn about some apps to spice up your classroom experience and get the creative juices flowing.

April **SAKAI** - (Location: LIB 350)

11th Tuesday - 11:00 am
 12th Wednesday - 11:00 am

You've heard of Sakai, our LMS (learning management system), but do you know how to move files, edit pictures sizes, and transfer large files within Sakai? Learn about these things and more about Sakai at this face to face Techshop.