



## **Shepherd University-EPP PROGRAM**

### **CANDIDATE SUPPORT SERVICES EVIDENCE FOR TABLE 5**

- CCNE Student Support Services
- Center for Teaching and Learning (CTL) Teaching Resources
- CTL Teaching Tools
- IT Student and Faculty Services
- Student Support Services
- SU Beacon and RAMPULSE
- SU Student Assistance
- TRiO Student Support Services

(typically 8-10 students). This limitation challenges faculty to utilize clinical agencies effectively. Faculty members work diligently to expand and develop appropriate sites for student experiences.

As of the fall 2015, the DNE has active contracts with 34 facilities that serve as clinical sites. Written agreements with agencies are developed, maintained, and reviewed on a three-year cycle unless otherwise specified in the contract. A complete list of affiliating clinical facilities is found in Appendix II.A.3.

Resources are currently adequate to meet the needs of the program. Quality clinical placements are becoming increasingly difficult to obtain, especially for obstetric, pediatric, and community experiences.

#### **Grant Funding**

The DNE has sought grant funding to support program development and growth. In July 2015, the DNE was awarded a \$1.41 million Health, Resource, Service Administration grant for enhancement of interprofessional professional student learning opportunities.

#### **Regular Review**

The review of fiscal and physical resources is initiated and conducted by the DNE director/chair on an annual or semiannual basis. Informal requests and reports can be made by any faculty member to the director/chair for consideration. Funding for new and replacement equipment is sought through a variety of fund sources including: the DNE's allocation of university resources, student lab fees, and requests made to the dean or VPAA.

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### **II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.**

*Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the programs academic support services. Review of academic support services occurs and improvements are made as appropriate.*

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#### **Program Response:**

The DNE has adequate academic support services to ensure program quality, and meet program and student needs and aggregate expected outcomes.

#### **Library**

The Scarborough Library, originally opened in 1965, strives to be a leading resource for information, innovation, and intellectual aspiration at Shepherd University and in the region. An 80,000 square foot library addition opened in August 2002. The library shares the addition with the Robert C. Byrd Center for Congressional History and Education, a private, nonpartisan, nonprofit educational organization whose mission is to promote a better understanding of the U.S Congress. The renovation of the original 1965 building was completed in October 2003. This expanded facility offers technological resources including data ports throughout the building as well as much needed room for collections and areas for students to study. The library holdings currently number 511,518 items including books, periodicals, microfilm/fiche, government documents, videos, CD-ROMs, DVDs, videocassettes, records, and other media. The University has also purchased large electronic collections from publishers such as Elsevier, Wiley's Science Direct, and Ovid that provide electronic access to journal titles not owned in print format. Faculty and students in nursing education have access to a large collection of nursing-related databases, such as CINAHL Complete with full text, Alt Health Watch, Health Source: Nursing/Academic Edition, Medline, Academic Search Complete, Cochran Database of Systematic Reviews, ERIC, Medline, PsychArticles, and PsychInfo. These databases can be accessed from offices, labs, clinical agencies, or homes. Many journal articles are available in full text, while others are ordered through interlibrary loan with most arriving by email within two to three days. The library provides a research guide for nursing students which can be accessed at <http://libguides.shepherd.edu/nursing>. The library also has several online learning opportunities for off-campus students, including web-based tutorials and guides.

Librarians provide:

- Information Literacy Instruction to support students' professional and academic competency in researching literature, information management, and evidence-based practice.
- Research consultation services with emphasis on expert searching in evidence-based practice.

The library has designated one librarian as the liaison with the DNE. The librarian seeks feedback on the DNE's library needs, updates the nursing research guide, and advocates for the unique needs of the nursing students and faculty.

The library is open 90 hours per week during the fall and spring semesters, with reduced hours during the summer and semester breaks. Six full-time professional librarians, seven full-time technical/clerical personnel, several part-time personnel and many students staff the library. Faculty librarians teach classes to students to facilitate understanding of the resources and services that the library offers. As departmental liaisons, the faculty librarians speak at department meetings to ensure that faculty members have access to media, electronic journals and anything else they may need to enhance instruction. The Scarborough Society provides funds to support library collection expansion. The purpose of the Society is to endow and strengthen the Shepherd University library system by generating annual membership dues to enhance collections and technological services to the university and the communities it serves. The Society is dedicated to enhancing the library's collections, programs, and technologies.

### ***Student Support Services***

The Center for Teaching and Learning, part of The Howard N. Carper, Jr. Learning Commons located on the first floor of the Scarborough Library, provides peer tutoring and writing services, instructional technology assistance, learning skills instruction, exam proctoring and general academic advising (<http://www.shepherd.edu/academic-support>). The center also oversees the Common Reading program and non-department first-year experience (FYEX) courses. Each semester the Center for Teaching and Learning conducts faculty seminars, one-on-one instruction for faculty members on the use of Sakai, our classroom management system, and other innovative tools. The center also provides new faculty orientation and frequent programs specifically for new faculty to Shepherd University. Shepherd University has been awarded grant funds to support academic success of students coming from low-income backgrounds, or designated as first-generation, or have a disability through its TRIO/SSS program (<http://www.shepherd.edu/trio>).

The Office of Career Development, also on the first floor of the library, provides student's guidance of developing resumes, job search strategies and interviewing techniques, CLEP testing, networking strategies, conducts major/minor fairs, and provides a database for job/internships and job fairs (<http://www.shepherd.edu/jobweb/>).

The Office of Multicultural Student Affairs provides support and guidance to all students, but specifically students of color, gay, lesbian, bisexual, transgendered and questioning students, international students and students with disabilities (<http://www.shepherd.edu/multicultural-student-affairs>). The Office of Multicultural Student Affairs also oversees the Multicultural Leadership Scholarship Program, in which several nursing majors have been active and received scholarships. The campus offers support to veterans through its Veteran Support Services program (<http://www.shepherd.edu/veterans-support>).

The Office of Disability Support Services provides accommodations that allow students with diverse needs to achieve their academic and social potential (<http://www.shepherd.edu/disability>). During the 2014-15 academic year, approximately half of testing accommodations involved students enrolled in the nursing program.

Additionally, the university offers a variety of health and wellness services for students in the form of a student health center (<http://www.shepherd.edu/healthcenter/>), counseling services (<http://www.shepherd.edu/counseling>), wellness center (<http://www.shepherdwellness.com/>), and a variety of outdoor recreation facilities.

To provide additional support, the DNE received two HRSA grants in 2012: Scholarships for Disadvantaged Students (SDS) for \$58,000 and the Nursing Workforce Diversity (NWD) grant for \$1.3M (over three years). Both of these grants provided significant opportunities for students in the nursing department: scholarships, stipends, tutors, mentors, social support specialists, NCLEX-RN prep, membership in the National Student Nurses Association (NSNA), and travel to the national convention.

### ***Technology***

User support for Information Technology Services are available on the first floor of the library (<http://www.shepherd.edu/itservices/>). Information Technology Services oversees the campus email system, connects personal devices to the Shepherd University network, provides troubleshooting assistance, and discounted software to the students, faculty, and staff. Students can visit IT Services in-person, by phone or through use the self-help guides found on the website. All residence halls and classroom buildings have wireless internet. Several buildings on campus have computer labs for classes and student use, including one in Erma Ora Byrd Hall. An IT technician is also available at the Martinsburg Center, to assist RN to BSN and BSN to DNP students attending class there.

### ***Admissions***

The Office of Admissions (<http://www.shepherd.edu/admissions>) recruits pre-nursing and nursing students by attending high school and community college recruitment fairs, coordinates student visits on campus, and plans and implements open houses. Faculty and nursing students participate in open houses. The director/chair or faculty members frequently meet with potential nursing students to discuss the program and provide tours of the nursing facilities. Several nursing students serve as ambassadors or members of the A-Team, meaning that they provide campus tours and participate in new student orientation programs, open houses and summer registration. The DNE works with the Admission Office to develop brochures and to assist faculty to understand the needs of our student population. Staff members at the Martinsburg Center also serve as recruiters, along with the RN-to-BSN coordinator. They visit health care agencies and local associate degree programs to recruit students for the RN-to-BSN program. In response to regional hospitals, including the magnet hospital, requiring all associate degree nurses to have their BSN by 2018, the nursing program admitted an initial cohort of RN-to-BSN students in the summer of 2015. These students attend class one night per week at the Martinsburg Center and complete other course activities online. Recruitment is currently underway for the second cohort of students.

### ***Financial Aid***

The Office of Financial Aid works with students to apply for scholarships, grants, loans, and complete the FAFSA (<http://www.shepherd.edu/financialaid>). For the 2015-16 academic year, there were 26 nursing scholarships that range from \$50 to \$8,500. The larger scholarships are usually split among several different students, but for the purpose of this report they were counted as one scholarship. In addition, many nursing and pre-nursing students receive the PROMISE scholarship, which is awarded through the state of West Virginia. Additional scholarships and tuition assistance are available through local clinical agencies and the Norman W. Smith Scholarship, which is for West Virginia residents pursuing a BS degree in ministry or medicine (including nursing, pharmacy, and dentistry).

### ***Academic Advising***

All pre-nursing and nursing majors are assigned a nursing faculty member as their primary academic advisor by the DNE director/chair. Each semester students are required to meet with their advisor to discuss educational progress and plans for program completion. The advisor has access to their grades and transcripts on RAIL as a means by which the student and advisor can collectively work together to assist the student to achieve academic and professional success. Advisees are encouraged to meet with their academic advisor as needed throughout the semester regarding academic or personal challenges. Advisees are referred to the appropriate resources at the university by their advisor (<http://www.shepherd.edu/acc-students>).

Advisors also meet with advisees as part of the formal application process for the nursing program. During this time, advisors review the students' transcripts, course progression plans, and provide information regarding entrance requirements and costs associated with admission into the nursing program. On average, the DNE faculty members advise between 60 -80 students.

Faculty members are not assigned advising responsibilities during their first year of employment at Shepherd University, and are encouraged to work with their peer mentor to learn the role during their first year. Occasionally a new faculty member coming to Shepherd University with previous advising experience will be granted permission from the VPAA to advise a small number of advisees. Prior to assuming the advisor role, the new faculty member receives training from the Center for Teaching and Learning regarding the advising process. The university also provides ongoing faculty development sessions on advising throughout the academic year for all faculty members. Academic advisors are evaluated on a yearly basis through an online survey overseen by the assistant dean for teaching and learning. Results are shared with faculty members.

The Advising Assistance Center, located on the first floor of the Library, works in collaboration with faculty advisors to assist students to (1) navigate the catalog and understanding degree requirements; (2) understand academic rules, regulations, and procedures; (3) determine the correct forms needed and assisting in form completion; and (4) find and utilize resources across campus, including the Registrar's Office, Financial Aid, Student Success, Disability Support, Academic Support, and more (<http://www.shepherd.edu/aacweb/index.html>). Students and faculty can access the Advising Assistance Center by phone, email, appointment or on a walk-in basis.

In order to enhance student success, Shepherd University introduced use of a new software from CampusLabs entitled Beacon (<http://www.shepherd.edu/studentuccess/beacon-quick-notification-tool>) during the Fall 2015 semester. Beacon allows faculty and staff to create alerts about student performance, class attendance, roommate difficulties, etc. When an alert is created faculty, the student's advisor, student affairs staff, and the student are notified of the alert, which allows for follow-up with the student as appropriate.

### ***Distance Learning***

Shepherd University offers a few online courses through use of Sakai, its learning management system (<http://www.shepherd.edu/instructional-technology>). Sakai allows for communication between faculty and students through use of email, announcements, chat rooms, and discussion forums. Faculty can post course syllabi, resources, and use various resources, wikis, blogs, or podcasts to deliver course content. Students are able to post assignments, take exams, and communicate with their classmates or the professor through Sakai. The Faculty Handbook states "faculty teaching a fully online course for the first time at Shepherd University, or faculty who have not taught a fully online course in the past two calendar years, will need to become certified to do so. In order to do this, they may take a six-week "Online Certification Course" (OCC) at Shepherd University, or they may take another certification course of their choosing outside of Shepherd" as long as it meets required course content (<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>, page 41). Online nursing courses have been offered to RN-to-BSN students; however, the enrollment in these courses remains low; typically 2 to 4 students. Many RN-to-BSN and BSN-to-DNP courses are hybrid, meaning the course is offered partially online.

Online courses are evaluated during the initial offering and re-evaluated every two years (or more often if issues are brought forth) by the director of instructional technology and school-elected faculty members of the Online Review Committee to make sure the courses are meeting the required standards outlined in the SOCAR (<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>, pages 41-45).

### ***Research Support***

#### ***Faculty***

Support for faculty in the area of research and evidence-based practice are multifaceted. The Shepherd University Research Corporation (SURC) was established in November 2005 to help foster and support research at Shepherd University. In that regard, SURC works closely with members of the Shepherd University faculty and administration to identify potential funding sources and develop proposals to secure external support for university, school, department, and faculty initiatives. As a non-profit corporation, SURC is able to assist in interfacing academic disciplines with businesses and industries. SURC is staffed by a director of grant support who assists faculty in identifying grant opportunities and in grant writing (<http://www.shepherd.edu/surc>).

Faculty can showcase their research to the Shepherd University campus and community through the Faculty Research Forum. The Faculty Research Forum is a monthly lecture series implemented by the faculty and designed to highlight the current scholarship of Shepherd University faculty members (<http://www.shepherd.edu/frf>). Faculty can apply for mini-grants to assess student learning or for curriculum/program development (<http://www.shepherd.edu/ctl2/ctl-mini-grants>).

#### ***Institutional Review Board***

In accordance with federal guidelines, the Shepherd University Institutional Review Board (IRB) assists faculty and students in preparation of successful IRB application reviews (<http://www.shepherd.edu/irb>).

### *Students*

Research support is available to students in the academic support center (<http://www.shepherd.edu/academic-support/>) for writing assistance. Research assistance is also available through the library staff and the specific school liaisons. As part of Honors program requirements, students are required to conduct research and share their results in a podium presentation (<http://www.shepherd.edu/honors>). The Honors program provides some monetary assistance and faculty guidance to assist students with their research studies.

### ***RN to BSN Students Resources***

RN to BSN students taking classes at the Martinsburg Center have access to information technology support, online writing tutors, and a variety of academic support services, including Disability Support Services, on the main campus (<http://www.shepherd.edu/martinsburg-center/asc-martinsburg>). Scheduling of appointments for these services, as well as access to the numerous electronic resources in the library may be accomplished online. Students may choose to join the Wellness Center at the student rate, since they are not assessed a fee for the Wellness Center each semester.

The DNE has designated a faculty member as the RN-to-BSN coordinator. The faculty member has two offices, one on the main campus and one at the Martinsburg Center. The RN-to-BSN coordinator and admissions staff visit regional associate degree programs and clinical agencies, attend health and recruitment fairs, conduct open houses, and communicate with prospective student's in-person, by phone, or responds to email inquiries. Consistent with the AACN/IOM goal of a well prepared nursing workforce and increasing the number of nurses with a baccalaureate degree, the DNE has developed an articulation agreement with Blue Ridge Community and Technical College to provide a "seamless academic progression" for nurses. To further the goal of providing a seamless transition for practice, the DNE admitted its first cohort of DNP students in the fall of 2015. Additionally, the DNE began offering an in-seat RN-to-BSN cohort program in the summer of 2015.

The academic support services offered at Shepherd University are adequate to ensure program quality and meet the needs of faculty and students. Academic support services are routinely evaluated.

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**II-C. The chief nurse administrator: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.**

*Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest, to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).*

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### **Program Response:**

Sharon K. Mailey, Ph.D., R.N. was appointed director/chair of the DNE at Shepherd University in 2008 and continues to be well qualified to lead the DNE in its pursuit of its vision, mission, and goals. Dr. Mailey holds the rank of tenured professor and is licensed as a registered professional nurse in the state of West Virginia, Virginia, Florida, and Washington, D.C. She has a Doctor of Philosophy from the University of North Carolina at Chapel Hill, School of Education, with a major in curriculum and instruction. Dr. Mailey has a Master of Science degree from the University of North Carolina at Chapel Hill School of Public Health, a Bachelor of Science in Nursing degree from Berea College in Kentucky, and a Primary Care Nurse Practitioner Certificate from the University of Rochester in New York.

Dr. Mailey served in various clinical and administrative roles, including retiring from the Air Force as a Brigadier General. She has had previous experiences as an associate director for academic affairs and was the founding program director at Trinity (Washington) University in Washington, D.C. In addition, she was a Helen Fuld Fellow with AACN's Leadership for Academic Nursing Program. Dr. Mailey has served on a task force creating *The*

# 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. We are proud to 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.

## FALL 2015 SERIES:



### On Student Learning Series (FOSL) Fall 2015

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. Light refreshments will be provided. All sessions are recorded and available for checkout for those who wish to view them at a later time. Ask for "FOSL Reserves" at the Scarborough Library Public Services Desk.

For more information visit [www.shepherd.edu/ctl](http://www.shepherd.edu/ctl) or call 304-876-5461. Sponsored by The Center for Teaching & Learning.

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#### September

##### Unlocking the Accommodations for Students with Disabilities

14<sup>th</sup> Monday - 12:10-1:00pm (Byrd CLS Multipurpose Room)  
15<sup>th</sup> Tuesday - 12:30-1:30pm (Byrd CLS Multipurpose Room)

In this session, Michael Madden, Coordinator for Disability Support Services, will discuss how various accommodations for students can impact each of them differently. Spend some time finding out what those accommodations mean to students and how you can assist them in the classroom. Specific ideas and strategies will be shared and explanations of the accommodations will be provided.

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#### October

##### Got Grit? The Benefits of Teaching Resiliency & Perseverance

12<sup>th</sup> Monday - 12:10-1:00 pm (Byrd CLS Multipurpose Room)  
13<sup>th</sup> Tuesday - 12:30-1:30pm (Byrd CLS Multipurpose Room)

"Grit" is the new buzzword in many student success circles. Research shows that this type of growth mindset can foster success. Learn techniques for teaching students to embrace obstacles and overcome challenges in school and life with the right attitude and plenty of grit.

##### Assessor Refresher Workshop

26<sup>th</sup> Monday - 12:10-1:00pm (Byrd CLS Multipurpose Room)  
27<sup>th</sup> Tuesday - 12:30-1:30pm (Byrd CLS Multipurpose Room)

Calling all assessment facilitators! Let us help you navigate the assessment process. Your most recent assessment plans have been submitted (or maybe you still need help with the finishing touches)... what's next? Reports are due January 2016! Gain some guidance on collecting data, meeting your target benchmarks, and more at this helpful workshop.

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#### November

##### Gaming In The Classroom

16<sup>th</sup> Monday - 12:10-1:00pm (Byrd CLS Multipurpose Room)  
17<sup>th</sup> Tuesday - 12:30-1:30pm (Byrd CLS Multipurpose Room)

Make learning fun again! This session explores how instructors can "gamify" their courses to increase student engagement and motivation, allow room for failure and risk taking, and increase students' confidence and problem solving skills.

## Flipped Classroom Links:

- [Emerging Ed Tech](#)
- [Khan Academy Videos](#)
- [Free Screencast Software](#)
- [Flipping the Classroom](#)
- [21things4teachers](#)
- [Make sure students do the work](#)
- [Sample Flip](#)
- [Flipping Flops](#)

## FOSL Held to Explore Learning Styles

The March 2009 FOSL focused on “Creating Lesson Plans for Every Learning Style.” Presenters Michelle Baker and John Sheridan shared helpful information on discovering what kinds of learners you have in your classroom and how to best present material to them. These two websites offer questionnaires that reveal how one learns best:

- **[VARK WEBSITE](#)**
- **[NORTH CAROLINA STATE UNIVERSITY WEBSITE](#)**

**You Can Check Out A DVD of Past FOSL Topics, or click on highlighted items to open powerpoints provided by some of our presenters!** The following past sessions are available for 4-day checkout from the Scarborough Library Reference Desk. Just ask for the “FOSL Reserve” of a specific topic or date listed below:

September 2015: [Unlocking Academic Accommodations](#)  
February 2012: Struggling with Student Engagement  
January 2012: Learning Styles  
November 2011: Recognizing ADHD  
August 2011: Ways to Incorporate the Common Reading  
March 2011: [Online Discussion Boards](#) (video)  
February 2011: The Basics of Online Teaching  
January 2011: Library Tour & Tips  
November 2010: Teaching Students to Use Knowledge Responsibly (Plagiarism & TurnItIn)  
October 2010: The Great Teachers Seminar  
Sept. 2010: Navigating the online portfolio tool – A workshop for academic advisors  
Aug. 2010: Ways to Incorporate the Common Reading  
April 2010: Sakai Wikis  
Sept. 2009: The Scholarship of Teaching & Learning  
Aug. 2009: Ways to Incorporate the Common Reading  
April 2009: New Technology Showcase  
March 2009: Designing Lesson Plans for Every Learning Style  
March 2009: 3rd Annual Celebration of Student Learning  
Feb. 2009: Creating Capstone Courses  
Oct. 2008: Engaging the Millennial Generation  
Sept. 2008: Recognizing the Signs of Students in Need  
Aug. 2008: Ways to Incorporate the Common Reading  
March 2008: 2nd Annual Celebration of Student Learning  
Nov. 2007: Team Based Teaching  
Sept. 2007: Assessor Refresher workshop  
Sept. 2007: Tips for Top Tests

Additional PowerPoints supplied by our presenters. Thank you!

- [Grading Rubrics: Take the “Grrr...” Out of Grading](#)
- [Teaching Troubled Students: The ASJA Law & Policy Report](#)
- [Ways to recognize Attention Deficit Hyperactivity Disorder \(ADHD\)](#)
- [Learning By Doing: Drawing on Creativity to get Students Involved](#)
- [Tips for Top Tests](#)
- [Dealing with Students in Distress](#)

## **FOSL Archives**

- [Fall 2014 Series](#)
- [Fall 2013 Series](#)
- [Spring 2013 Series](#)
- [Fall 2012 Series](#)
- [Fall 2011 FOSL Series](#)
- [Spring 2011 FOSL Series](#)
- [Fall 2010 FOSL series](#)
- [Spring 2010 FOSL series](#)
- [Fall 2009 FOSL series](#)
- [Spring 2009 FOSL series](#)
- [Fall 2008 FOSL series](#)
- [Spring 2008 FOSL series](#)
- [Fall 2007 FOSL series](#)
- [Spring 2007 FOSL series](#)
- [Fall 2006 FOSL series](#)
- [Spring 2006 FOSL series](#)
- [Fall 2005 FOSL series](#)
- [Spring 2005 FOSL series](#)

# New Faculty Learning Communities

## “New Faculty Learning Community 101” and “New Faculty Learning Community 102”

The New Faculty Learning Communities for first and second year faculty members are forums organized to help faculty members who are new to Shepherd University become acclimated, talk about relevant issues, and enjoy guest speakers who address topics like student advisement and tenure and promotion. The New Faculty Learning Communities meet once per month.

### **For the 2015-2016 academic year, the following new full-time faculty members joined Shepherd and are a part of our NFLC 101 Learning Community:**

Dr. Benjamin Bankhurst – Assistant Professor of History  
Dr. James Broomall – Assistant Professor of History and Director of the Civil War Center  
Dr. Doris Burkey – Assistant Professor of Nursing Education  
Dr. Mary Coyle – Assistant Professor of Nursing Education  
Dr. Mohammadreza Ghahremani – Assistant Professor of Computer Engineering  
Dr. Jonathan Gilkerson – Assistant Professor of Biology  
Ms. Melissa Hall – Assistant Professor of Recreation Studies  
Dr. Donna Hanlin – Co-Chair of Education  
Dr. Dori Hargrove – Assistant Professor of Education  
Ms. Robin Hill – Clinical Faculty in Nursing Education  
Mr. Alexander Hoekstra – Lecturer/Head Volleyball Coach  
Ms. Shatora Lane – Lecturer/Head Athletics Trainer  
Ms. Paulette Lashley – Lecturer/Director of Nursery School  
Dr. Mark Lesser – Assistant Professor of Biology  
Dr. Barbara Mott – Assistant Professor of Nursing Education  
Dr. James Pate III – Visiting Professor of English  
Dr. Brian Santana – Lecturer of English  
Dr. Barbara Spencer – Assistant Professor of Nursing Education  
Mr. Christopher Wilson – Lecturer of English

### **For the 2014-2015 academic year, the following new full-time faculty members joined Shepherd and are a part of our NFLC 102 Learning Community:**

Mr. Donald Mills – Visiting Assistant Professor for Mathematics  
Ms. Helen Baker – Clinical Faculty for Teacher Education Placement  
Ms. Jessica Graham – Clinical Professor for Health and Human Performance Lab Coordinator  
Ms. Radka Ferancova – Clinical Professor and Career Advisor  
Ms. Shannon McCarthy – Visiting Assistant Professor of Graphic Design

## Session Archives

- [Grants Presentation](#)
- [Learning Preferences Survey](#)
- [VARK — A Guide to Learning Styles](#)
- [Information Archive: Who Are Our Students?- Demographics](#)
- [Understanding Our Students – A PowerPoint Presentation](#)

<http://www.shepherd.edu/ctl2/ctl-mini-grants>

# Mini Grants

Mini-grant proposals will be accepted through **November 2, 2015**.

The Center for Teaching and Learning awards a limited number of mini-grants to individuals, departments, and support units for **assessing student learning and curriculum/program development**. Minigrants are awarded for up to \$1,000.

## **Mini-Grant Application Information:**

Please submit your application (link below) to the Center for Teaching and Learning (153 Scarborough Library) or via email to [lrenning@shepherd.edu](mailto:lrenning@shepherd.edu). Proposals undergo a review process by members of the [Assessment Task Force](#). Assessment Task Force members do not have a vote on any proposal *within their department or unit*.

Recipients will be required to share their projects at a “Celebration of Student Learning” FOSL session held in March of each year. Many different kinds of activities can be funded, depending on the needs and interests of individual programs.

*Some possibilities include:*

- Hiring an external reviewer on an assessment-related topic.
- Traveling to an assessment-related conference or event.
- Revising a course or program to meet student learning goals.
- Attending or organizing a workshop or retreat that will advance the unit’s student learning goals.
- Administering a special test or survey that will help meet the program’s assessment goals.

[minigrant\\_application](#)

<http://www.shepherd.edu/instructional-technology/tech-training-and-support>

# Training and Support

## TECH Workshops!

Join us for a series of technology workshops this semester highlighting various classroom resources and emerging technologies available to Shepherd faculty.

## Training

We provide training in the following areas:

1. Sakai – Shepherd’s learning management system
2. Turnitin – A Plagiarism Prevention System
3. PowerPoint Presentation – we help you make the most of your slide presentation
4. SMART Board Technology – learn how to make full use of the digital chalkboard
5. Pod casting – record your lecture and make it available to a pod catcher
6. Other Technology – Let us know what other help you need with technology in the classroom

Training is provided in a variety of ways. We offer one-on-one, group and departmental training sessions. We are also available by email or phone. The Instructional Tech web site offers a few instructional resources for your Sakai experience. Let us know how we can *help you help others learn*.

## Support

We supply support for any type of technology that is used in the classroom. We can guide you if you should need equipment or advise on what equipment should be used and how to attain it.



Google™ Custom Search



Main Menu

Center for Teaching, Learning and Instructional Resources Links

# Teaching Tools

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## Sample Syllabi

[SU Course Syllabus Template](#)

[Core Curriculum Competencies – Examples for Syllabi](#)

[Definitions of Core Competencies](#)

## Sample Grading Rubrics

[OCA #1 – Journey Through a Cell](#)

[OCA #2 – Disease Report](#)

[OCA #3 – Disease Fact Sheet](#)

<http://rubistar.4teachers.org>

[IG Grading Rubric](#)

[Discussion Forums Rubric](#)

## Helpful Teaching Tools

[The Shepherd University Center for Teaching and Learning Reading Library](#) (contact us at x5461 to check out any of our books).

[Creative Commons](#)

[Turnitin.com](#)

[Magna Commons](#)

[MERLOT \(MultiMedia Educational Resource for Learning and Online Teaching\)](#)

[Learning Styles Survey – VARK questionnaire](#)

[Learning Styles Survey – NCSU questionnaire](#)

[Cornell University's Center for Learning and Teaching](#)

[TLT Group Resources and Services](#)

[Tips for Enhancing Creativity in the Classroom](#)

[Biology Labs Online](#)

[The Carnegie Foundation](#)

[Social Psychology Network](#)

[Health Science Information Service](#)

[Mendeley](#)

[Classroom Ice Breakers](#)

[CAEL Linking Learning and Work](#)

[Universal Design for Learning](#)

<http://www.theyearoflivingsabbatically.com/great-teaching-strategies>

[19 Lessons Learned about Teaching from a Pro](#)

[Tips for New Faculty – Week One on the Job!](#)

[Tips for the First Day of Class – Quick and Dirty!](#)

[CATME \(Smarter Teamwork Tools\)](#)

[Piazza \(Email Management\)](#)

[Poll Everywhere \(free classroom “clickers”\)](#)

[Scholarship of Teaching and Learning](#)

**MERLOT** (MultiMedia Educational Resource for Learning and Online Teaching) Journal Outlets for Scholarship of Teaching and Learning <http://www.uww.edu/LEARN/journalsotl.php>  
Selected Scholarship on Teaching and Learning at Illinois State University  
[http://sotl.illinoisstate.edu/downloads/pdf/Gausius\\_Online.pdf](http://sotl.illinoisstate.edu/downloads/pdf/Gausius_Online.pdf)

**Word Press** (This is a free webspace to put your webpage/blog/e-portfolio. Click on the link to get started.)

## **Online and Hybrid Teaching Tools and Resources**

**The EduTech Center**

**Emerging Ed Tech**

## **Publishers and E-Books**

**Shepherd University Book Store**

**The Faculty Center** (Provided by MBS, SU's University's Largest Textbook Supplier )

**Carnegie Foundation for the Advancement of Teaching**

**Routledge Taylor & Francis Group**

**StudyTactics**

**Pearson Prentice Hall**

**McGraw Hill**

## **Evaluation Tips**

If you would like to be evaluated by a colleague, please contact Shannon Holliday ([shollida@shepherd.edu](mailto:shollida@shepherd.edu) or 5461) at the Center for Teaching and Learning, let her know the time and location of your class and she will schedule this.

**Midterm Evaluation Example 1**

**Midterm Evaluation Example 2**

**Peer Classroom Visitation Evaluation Form**

## IT SERVICES

### For New Students

This page is to provide new students information about the technology environment at Shepherd.

[Acceptable Use Policy](#) – What your computer account is for and what rules govern it.

[Brochure for new students](#) – Brochure about the technology environment for students new to Shepherd

[Computer account](#) – Information about your computer account, where it works, how to retrieve it and change your initial password

[Computer labs on campus](#) – Where are the computer labs on-campus, what resources are available in them, and when are they open?

[Computer buying guidelines for the new student](#) – What computer should I buy? Here are some guidelines to help you

[E-mail system](#) – The email system for students and how to use it

[Requirements for an anti-virus program on your computer](#) – Do I need an anti-virus program on my computer and if so, what can I use?

[Technology at Shepherd](#) – Here is information for students new to Shepherd about our networks and computer requirements

[Wi-Fi set-up instructions for students](#) – Instructions for students to set up your laptop and devices on the wireless network

### For Returning Students

This page is about the technology environment for returning students of Shepherd.

[Acceptable Use Policy](#) – What your computer account is for and what rules govern it.

[Brochure for students returning to Shepherd](#) – Brochure about the technology environment for students returning to Shepherd

[Computer account](#) – Information pertaining to your computer account and password to access campus computers and technology resources

[Computer labs on campus](#) – Where are the computer labs on-campus, what resources are available in them, and when are they open?

[E-mail system](#) – The email system for students and how to use it

[Requirements for computers](#) – Look here for computer requirements and information

[Requirements for an anti-virus program on your computer](#) – Do I need an anti-virus program on my computer and if so, what can I use?

[Wi-Fi set-up instructions for students](#) – Instructions for students to set up your laptop and devices on the wireless network

## For Employees

Commonly used resources for employees. This page is organized by topic.

### Support after hours

After hours support – If you experience problems with a server, network or the Internet after normal business hours, please go to our [Infrastructure Status page](#).

### Banner

- How to be authorized to use Banner – [Authorization to use Banner](#)
- Having trouble running Banner? Contact the User Support Desk.
- Email – [itworkorder@shepherd.edu](mailto:itworkorder@shepherd.edu)
- Phone – **304-876-5457**
- Working with output from Banner – [How to work with output from Banner](#)

### Temporary computer accounts

Computer accounts for non-Shepherd employees – How to request a [temporary computer account](#) for those not employed by Shepherd

### Email resources

Configuring Outlook on your office computer – Here are the [instructions](#) for configuring Outlook on the Windows computer in your campus office

Entourage users – Here are [instructions](#) for how Entourage users access the Exchange 2010 server

MacMail users – Here are [instructions](#) for how MacMail users access the Exchange 2010 server

Outlook 2011 for the Mac and how to use it – Here are [instructions](#) for how to use Outlook 2011 for the Macintosh

Outlook and using commas as delimiters – Instructions for configuring Outlook to use commas as [delimiters](#)

Outlook Web App (OWA) for off-campus use instructions – Here are [instructions](#) for how to use the Outlook Web App (OWA) to access your employee email from off-campus

### Microsoft Office information

Outlook 2010 for offices – How to install [Office 2010](#) onto on-campus computers

### RAIL information

RAIL – How to change your [emergency contact information](#)

### Sakai information

Sakai – Information pertaining to our [Learning Management System \(LMS\)](#)

### Telecommunications and campus phones information

Telecommunications – Information pertaining to the campus [telephones](#)

## Wireless setup instructions

Connecting your devices to the Shepherd Wi-Fi network – How to set up **Wi-Fi** on your personally owned or University owned computer or device

## Frequently Asked Questions

### **What are my Shepherd ID, PIN, Username and Password? How and where do I use them?**

- Your **Shepherd ID** is your student ID number: the nine digit number printed on the back of your **Rambler card**.
- Your **PIN** is used with your **Shepherd ID** to log into the **RAIL** system.
- Your **Username and Password** are accessible in **RAIL**, but are separate from your **RAIL** login information. Your **Username and Password** are used to log into campus lab computers, your email account (you must use the original password the first time, but more about that later), **Sakai** and all other computer resources.
- For a more comprehensive explanation, please go to [Shepherd ID, PIN, Username and Password](#)

### **If I give you my Shepherd ID and PIN, can you give me my password?**

**Do not** give anyone your PIN. Only you should know it and no one should ask you for it.

Only you can look up your password. Here are the steps:

- 1 Log into **RAIL** by entering your Shepherd ID and PIN
- 2 Click on Personal Information
- 3 Click on Password Management
- 4 Click on Retrieve Original Password
- 5 Log out of RAIL

### **I cannot remember my original password. Can I write it down?**

It may be useful to write down your original password and have it handy until you change it. The password is a randomly generated one and is only a placeholder. After logging in with your original password, you should immediately change it. Here are the steps:

- 1 Log into the **RAIL** system
- 2 Click on Personal Information
- 3 Click on Password Management
- 4 Click on Change Password
- 5 Log out of RAIL

NOTE: If you are a student, this process will not change your email password. You must do that in the email system itself. If you forget it or cannot log into the email system, please contact the User Support desk.

### **How do I log into my Shepherd Web Mail?**

Students:

- 1 Type <http://login.microsoftonline.com/> in the address bar of your web browser or go to the Shepherd home page navigation bar, click on CURRENT STUDENTS and

- then click on **E-Mail in the drop-down menu.**
- 2 Enter your **Username followed by @rams.shepherd.edu** and **Password**. Click on **Log In**.
  - 3 **\*\* Note:** Your initial password to log into the email system is the original password assigned to your computer account when it was created. You can look this up in the RAIL system by going to Personal Information, Password Management and then Retrieve Original Password. **\*\***
  - 4 Click on **Continue**.
  - 5 To view incoming e-mail, select the **View Mail** tab.
  - 6 For more features, including how to set up your Shepherd email on your smartphone, [click here](#).
  - 7 When finished viewing, click on **Log Off** in the upper right hand corner.

#### Employees:

- 1 Type <https://exchgs1.shepherd.edu> in the address bar of your web browser or go to the Shepherd home page navigation bar, click on **FACULTY & STAFF** and then click on **E-Mail**
- 2 A Security Alert window will popup. Click on **OK**.
- 3 Enter **your username** and your **Password**. Click on **Log On**.
- 4 To view incoming e-mail, select **Inbox** in your folder list.
- 5 When finished viewing, click on **Log Off** in the upper right hand corner.
- 6 **NOTE:** We suggest you do not forward your Shepherd e-mail to an outside account. Because of the volume of emails, an outside site may think we are spammers and block your Shepherd e-mail address.

### **IT Services Policies and Procedures**

The following are our current policies, procedures and guidelines which govern technology use on campus. Please refer to this page if you need guidance and clarification.

#### Policies

**Acceptable Use Policy** – What your computer account is for and what rules govern it.

**Copyright Policy** – Policy pertaining to copyrights and infringement.

**IT Security Policy, BOG policy #35** – Policy concerning the security of IT resources.

#### Guidelines

**Excessive Network Usage** – Excessive use of the network and/or Internet.

**Guest Internet Access** – Internet access for guests of Shepherd.

**Passwords** – Policy governing the use and security of passwords.

**Peer-To-Peer Networks** – Use of peer-to-peer (p2p) networks.

**Personal Device Use** – Use of personally owned devices at Shepherd and on our network.

**Personal Network Gear** – Use of personally owned network gear (hubs/switches/routers/etc.) on Shepherd's network.

**Personal Tips For Information Security** – Tips for securing your personal information

**Supported Operating Systems** – What Operating Systems (OSes) can be used on our network?

**Upgrading University Hardware and Software** – Policies governing changes and upgrades of lab and office computers.

**USB Flash drives** – Use of USB flash drives and their security.

**Wireless Devices** – Use of wireless devices on the Shepherd network.

## About Us and Contacts

### **Our main contact point is the User Support Desk**

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Email address:	<a href="mailto:itworkorder@shepherd.edu">itworkorder@shepherd.edu</a>
Phone number:	304-876-5457
Location:	Basement of the Scarborough Library in the Learning Commons
Hours:	Mondays – Fridays from 8 a.m. until 4:30 p.m.

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#### Administration

Joseph Dagg	Director of IT Services
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Patt Welsh	Administrative Secretary
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#### Applications Support

Richard Brandfass	Manager, Applications Support
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Paul Cutrona	Sr. Programmer/Analyst
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Charles Thompson	Sr. Programmer/Analyst
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#### Systems and Networking

Jason Kerr	Manager, Sr. Network Administrator
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Adam Hutson	Information Systems Technician, Desktop/Network
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Michael Reese	Data Network Specialist
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John Turner	Network Administrator
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Mary Valentine-Boutte	Information Systems Technician, Desktop/Macintosh
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James Welsh	Information Systems Technician, Network/Telecomm
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#### User Support

Brian Hammond	Manager, User Support Services
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Richard Lanham	Information Systems & Instructional Technology, Support
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Adam Paige	Information Systems Technician, Support
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Technician	Information Systems Technician, Support – Martinsburg Ctr
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<http://www.shepherd.edu/asc-martinsburg/>

# Academic Support Center

The Academic Support Center's (ASC) purpose is to provide support services for students of all abilities, but especially for those who need assistance making the transition to higher education. We are committed to enhancing students' academic potential through peer tutoring, learning skills instruction, and academic advising. Our goal is to coach students toward reaching their academic goals by building self-advocacy and self-awareness skills so that they can achieve academic success.

## Tutoring Services

Martinsburg Center students at the undergraduate and graduate levels have access to online writing tutor services through <http://main.shepherd.wv.brainfuse.com>. Students should please contact their academic advisor or Martinsburg Center staff for assistance in working with BrainFuse.

Graduate students at the Martinsburg Center who require special assistance with a particular subject should contact the course instructor and graduate program coordinator, who in conjunction with the Dean of Graduate Studies will arrange for assistance from the course instructor, a peer tutor, or other outside tutor. Please note that this service may involve additional fees.

Undergraduate students at the Martinsburg Center should see their academic advisor as the starting point for services. In addition, undergraduate students have access to additional resources available through the Academic Support Center web pages located at <http://www.shepherd.edu/ascweb>. The services include the following:

## Writing Resources

- Structure of an Academic Essay
- Essay Outline Template
- How to Generate an Effective Thesis Statement
- Handling In-Text Quotations
- Quick and Easy MLA Guide
- Quick and Easy APA Guide

## Tutoring

- Tutoring FAQs

## Additional Services

- Placement Testing for Math and English (ACCUPLACER)
- Proctoring Make-Up Tests (one-on-one student basis)
- Stretch-Model programs in Mathematics and English

## GPA Support

- Advising for Students with GPAs under 2.0
- Academic Success Workshops
- GPA Calculator

## Campus Resources

- Academic Advising
- Disability Support Services
- Counseling
- TRIO SSS
- Student Success
- FASTPASS

The Academic Support Center is located in the Howard N. Carper, Jr., Learning Commons in 103 Scarborough Library. They may be reached at 304-876-5221. Hours of operation are 8 a.m.-4:30 p.m.

## Disability Support Services (DSS)

Disability Support Services (DSS) at Shepherd University facilitates equitable access for every student who self-identifies as having one or more disabilities. Students requesting any disability related accommodation should contact the Director of Disability Support Services in Gardiner room 24, or by calling 304-876-5689. This includes students with disabilities who require academic accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations.

The director will have appointments available at the Martinsburg Center on Tuesday afternoons. Appointments may be scheduled by using the appropriate form(s) found here: <http://www.shepherd.edu/disability/dss-faq>

Contact information may be found on the contact web page: <http://www.shepherd.edu/disability/staff>

Accommodation letters from the DSS office must be provided to instructors in order to receive accommodations. Accommodations are not retroactive; however, students decide in which classes they will use their approved accommodations. For further information please see: <http://www.shepherd.edu/disability>

[http://www.shepherd.edu/ctl/news\\_advise-assist\\_fall10.html](http://www.shepherd.edu/ctl/news_advise-assist_fall10.html)

# Advising Assistance Center

A new office has been established on campus to assist students with questions and concerns regarding academic advising. The **Advising Assistance Center** opened earlier this semester and provides students with answers to questions ranging from “Who is my advisor?” to “What do I need to do to graduate?”. The Advising Assistance Center, AAC, is now up and running in Room 208 of the Scarborough Library. A four-person staff of graduate student advisors has been working with students and their Academic Advisors to navigate the new on-line catalog and to help prepare for the up-coming Spring Semester. The center has also proven to be a resource to Full-time and Adjunct Faculty alike, helping with questions beyond those associated with advising. Visitors are encouraged to stop by either as a “walk-in” or by appointment. The center

is open daily during regular library operating hours, closing just one hour before the library itself closes.

If a student you know is confused about registration, advisement, financial aid, changing majors, or any related subject and you do not have the answers to help them, send them to the Advising Assistance Center today to get the answers they need. According to Mike Fox, who is one of the graduate assistant advisors, a variety of students come into the center, from 1st years to seniors, asking an array of questions. “We send them in the right direction, using resources we were given-- connecting them to the registrar or their primary advisor, and answering questions as best we can.” Traffic varies from week to week, Fox says, but business seemed to especially peak during the advising period. “We haven’t had repeat customers yet this semester, so I think we’re helping students out. We do get questions from prospective students who contact us via email, asking about general program information, how to get started, the process for applying, and that sort of thing. We try to answer their questions and make them excited about coming to Shepherd.” Next semester, a Public Service Announcement will be recorded and aired on WSHC, 89.7 FM to get the news out that the AAC is ready and willing to help!

Contact the Advising Assistance Center by phone: (304) 876-5317 or email: [advising@shepherd.edu](mailto:advising@shepherd.edu) Thanks to AAC employees Katie, Mike, Keith & Karen, and beginning next semester, Amelia for their dedication to helping Shepherd students find the answers they need.

## OFFICE OF FINANCIAL AID

Financial Aid Home

Aid Programs

Apply for Aid

Be Legit and Financially Fit

Cash Course

FAFSA

Financial Aid Forms

Financial Aid Staff

Frequently Asked Questions

Institutional Code of Conduct

Net Price Calculator

Pay Your Deposit Now

RAIL

Related Links

Tuition and Fees

[Home](#) > [Financial Aid](#)

# Financial Aid



Welcome to Shepherd University's Office of Financial Aid!

### Announcements

- On May 10, 2015, the Federal Student Aid PIN will be replaced by the FSA ID; find out more [here](#)
- It's not too late to file your 2015-2016 FAFSA at [www.fafsa.gov](http://www.fafsa.gov)
- [A notice about attendance for financial aid recipients](#)

### Office of Financial Aid

Gardiner Hall | P.O. Box 5000 | Shepherdstown, WV 25443-5000

304-876-5470 | 800-344-5231 | Fax: 304-876-5238

[faoweb@shepherd.edu](mailto:faoweb@shepherd.edu) (Include SID and name) | Federal School Code: 003822

### Office Hours:

Monday 8-4:30; Tuesday 8-4:30; Wednesday 9:30-4:30; Thursday 8-4:30; Friday 8-4:30

<http://www.shepherd.edu/trioweb/index.html#>

**TRiO**

STUDENT SUPPORT SERVICES

[Home](#)

[About Us](#) ▾

[Apply](#)

[Events](#)

[Resources](#)

[Contact Us](#)

Shepherd  
UNIVERSITY

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## WELCOME TO TRiO STUDENT SUPPORT SERVICES!

Here you will find all the information you need regarding eligibility, program services, program activities, and much more!  
Please come and see us!

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### Mission Statement

The mission of TRiO/SSS at Shepherd University is to provide opportunities for academic development, to assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education with the goal of increasing the college retention and graduation rates of its participants.

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### Our TRiO/SSS Fall 2012-2013 Newsletter

Here is our newest issue of our TRiO/SSS Newsletter! Check it out!

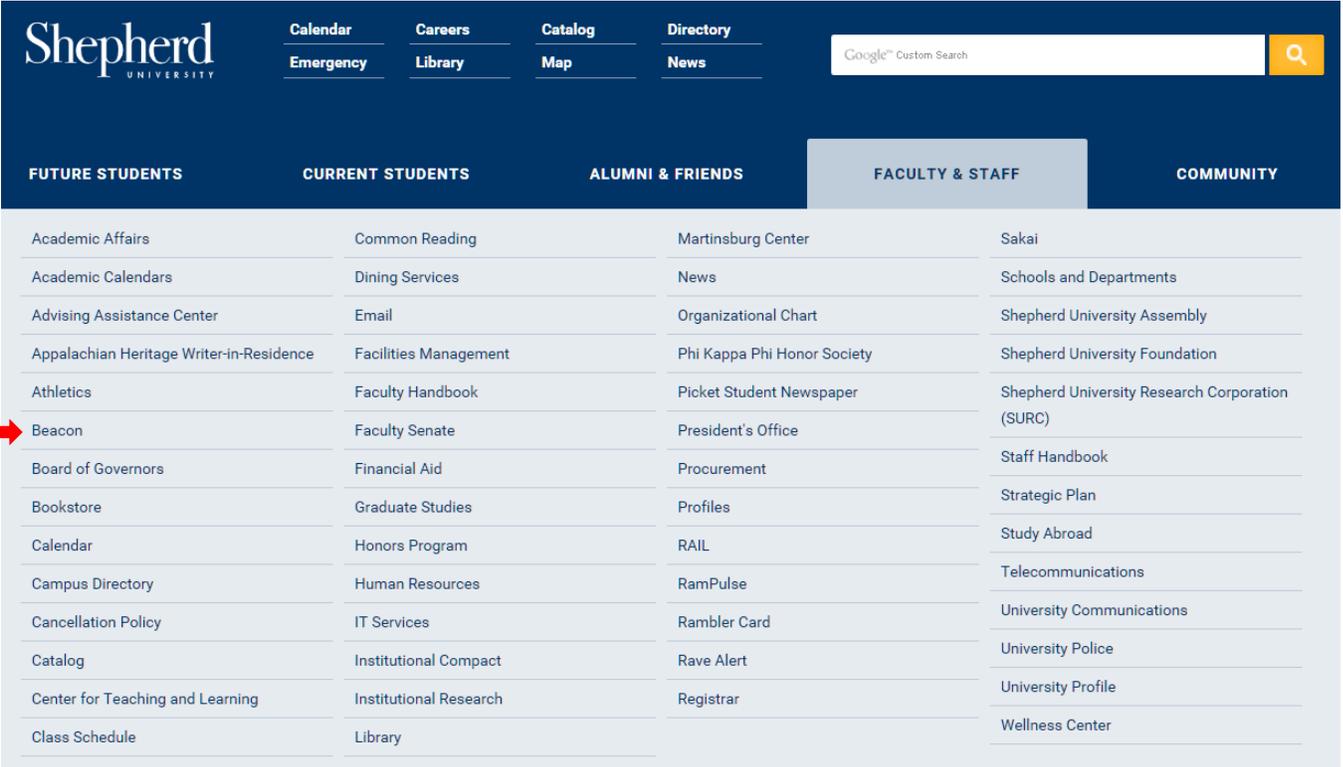
[Fall 2012-2013 Newsletter](#)

## Beacon Guide for Student Success Network Members

*Please use an up-to-date browser. Chrome and Firefox work very well with Beacon. Explorer will work well also IF you are using the latest version.*

To create a Notification about one of your students, you will need to log into the Beacon system. Do so by following one of these two options:

1. Go to the Shepherd home page Faculty & Staff menu and click on “Beacon”



The screenshot shows the Shepherd University website navigation menu. The 'FACULTY & STAFF' tab is selected and highlighted in light blue. A red arrow points to the 'Beacon' link in the first column of the menu.

FUTURE STUDENTS	CURRENT STUDENTS	ALUMNI & FRIENDS	FACULTY & STAFF	COMMUNITY
Academic Affairs	Common Reading	Martinsburg Center	Sakai	
Academic Calendars	Dining Services	News	Schools and Departments	
Advising Assistance Center	Email	Organizational Chart	Shepherd University Assembly	
Appalachian Heritage Writer-in-Residence	Facilities Management	Phi Kappa Phi Honor Society	Shepherd University Foundation	
Athletics	Faculty Handbook	Picket Student Newspaper	Shepherd University Research Corporation (SURC)	
<b>Beacon</b>	Faculty Senate	President's Office	Staff Handbook	
Board of Governors	Financial Aid	Procurement	Strategic Plan	
Bookstore	Graduate Studies	Profiles	Study Abroad	
Calendar	Honors Program	RAIL	Telecommunications	
Campus Directory	Human Resources	RamPulse	University Communications	
Cancellation Policy	IT Services	Rambler Card	University Police	
Catalog	Institutional Compact	Rave Alert	University Profile	
Center for Teaching and Learning	Institutional Research	Registrar	Wellness Center	
Class Schedule	Library			

2. Log in to Beacon directly by typing “shepherd.campuslabs.com/beacon” into the address bar on your web browser.

Log in using your Shepherd username and password. If you change your password for the Shepherd systems, your Beacon password will update also.

The first time you log in, please **edit your Profile, set your preferences, and set your office hours** by clicking on your name in the upper right corner of the page. Whatever contact information you put on your profile will be visible to each of the students connected to you. We encourage you to upload a photo of yourself so your advisees will know you by sight. When you use the calendar to set your

availability to meet with your advisees, they will be able to make a meeting request with you based on this calendar.

Whenever an update or alert is created and you are selected as a recipient of that update or alert, you will receive an email. In your Preferences, you may select to receive Updates and Alerts in a digest email at the end of the day or immediately when the Notifications are created.

After logging in, you will be on your Students page. Here you will see all of the students you are with whom you are connected. You will also see "Success Notifications," a chronological listing of Updates and Alerts that have been issued for your students.

To locate a particular student, use the Search box; type in only the first or last name of the student; do not hit enter/return. To go to that student's page, click on the student's name.

At the individual student's page, you will see:

- ✓ demographic information
- ✓ results of the student's Student Strengths Inventory (SSI – first year students only) or Continuing Student Assessment (CSA – returning/upper-class students only)
- ✓ the student's Involvement Record
- ✓ his/her Success Network
- ✓ a place to create a Notification about the student

## ***What are Notifications?***

**There are three types of student success notifications.**

An **UPDATE** is an observation or comment you want to make about a student. This may be in the form of a note to yourself about a conversation you have with the student, or you may want to share information with the student's other success network members.

Examples of an Update:

- Student is habitually late for class, practice, meetings, etc.
- Student and I had a conversation about his/her progress in a class.
- Student is struggling; recommended he/she take advantage of Tutoring Center.

An **ALERT** is of a more serious nature and requires that someone act on the alert.

Examples of an Alert:

- I have not seen or heard from the student for a week.
- The student indicates he/she cannot buy class materials.
- The student is having major difficulties with his/her roommate.

An **ENCOURAGEMENT** notation is a mechanism for members of the success network to provide positive, strategy-focused feedback to students to help them feel recognized and supported in their academic journey. Rooted in research around Growth Mindset, Encouragement helps students continue to explore their learning styles and techniques.

Encouragement notations have pre-defined types (or categories) that correspond with growth-oriented strategies:

- Academic Excellence
- Active Participation
- Craftsmanship
- Innovative Approach
- Mentoring
- Positivity
- Quality of Effort
- Thoughtfulness
- Other

Encouragement also has a slightly different set of audience rules. Rather than the series of options that are afforded under the other types of notations, Encouragement is simplified to either be set as **private** (only the author and the student) or **all** (the entire success network that is connected to the student), in either case the student will be immediately notified via email when an encouragement is created.

### **To Create an Update or Alert:**

- Click on the Notification button under the Stream heading
- In the pop-up window, select Update, Alert or Encouragement tab
- Select the Audience from the drop down menu
- Note that you may choose to allow the student to view the update or alert
- The Audience you selected will receive an email with your Update or Alert
- Write a description of the Update or Alert
- An Alert requires that someone take action and “lower the alert”
- You can select a category for the Update or Alert

### **Responding to an Update or Alert:**

- When you receive an email with an Update or Alert, simply click on the student’s name.
- This will take you to your login page in Beacon. Log in with your Shepherd username and password.
- You will then be on the student’s page in Beacon.
- Click in the Update or Alert box to respond with a comment. If you are addressing the problem stated in the Alert, you will be able to “lower the Alert” as well as write a comment.

# Beacon Highlights for Students

## What is Beacon?

Beacon is an online tool which brings info for you and about you in one place.

## Why should I use Beacon?

Beacon is an easy way to stay connected with your success network members. Your network members are faculty and staff who are committed to your success! They are there to provide guidance, support, and identify resources to help you reach your goals. Through Beacon you can:

- Exchange messages with your student success network members (i.e.: academic advisor or coach).
- Request an appointment to meet with your academic advisor and/or others in your success network.
- View the results and recommendations of Student Strengths Inventory under the Assessments tab.
- View the student organizations to which you belong and the activities you have participated in under the Involvement tab.

**What does Beacon look like? Right now there is limited information on Beacon for you, but once your semester begins, it will look like this:**

The screenshot displays the 'Student Report' interface. At the top, it shows the student's name, 'Celinda Miranda', and a brief description of the system's purpose. Below this, there is a section titled 'Connect with your Success Team' featuring five team members: Andrea Palmer, Douglas Fraser, Katie Felton, Andrew Schrum, and Jessica Kitt. The interface is divided into two main sections: 'Assessments' and 'Involvement'. The 'Assessments' section shows the 'Student Strengths Inventory - Summer 2012 Orientation' results as a horizontal bar graph. The 'Involvement' section is currently inactive. On the right side, there is a 'Success Stream' section displaying a list of messages from success network members, including an encouragement message and two text messages.

Category	Score (0-100)
Academic Engagement	~15
Academic Self Efficacy	~25
Campus Engagement	~95
Educational Commitment	~20
Resiliency	~35
Social Comfort	~85

## What about the SSI? What was that and when do I get the results of it?

The Student Strengths Inventory, or SSI, is designed to help you and your success network members understand where your strengths lie as well as recommend strategies and Shepherd resources for continued growth.

You can get your results by logging into Beacon and clicking on the Assessments tab. There you will see your overall results in bar graph form (see example above). Under your overall results, each factor assessed will be explained on the left hand side of the screen. Different strategies for growth will also be identified. On the right hand side of the screen, specific Shepherd resources and strategies will be identified.

**Remember – the SSI is not graded! It is tool to help all of us, including you, help you be successful.**

# The Student Strengths Inventory (SSI) on Beacon

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**Welcome! You are about to take the Student Strengths Inventory. To access the SSI, you will need to log on to [Beacon](#). Please let one of the staff know if you are having any difficulty at any time during the process!**

A. To log onto Beacon, you need to know your Shepherd Username and Password. This is different from what you use to log into RAIL. If you **don't** know your Shepherd Username and Password go to **Step B**. If you do know your Shepherd Username and Password follow these steps:

1. From the Shepherd University home page ([www.shepherd.edu](http://www.shepherd.edu)), click on the **Current Students** tab.
2. Click on **Beacon**.
3. Log in by entering your **Shepherd Username**, the first part of your email. For example: jsmith05 or pthomas01
4. Once logged on, scroll down and you will see a link at the bottom of the page, **Orientation Step 1: C**. Click on the link and begin the SSI. It should only take about 10-15 minutes.

B. What if I don't know my Shepherd Username and/or Shepherd Password? **You can retrieve this on RAIL.**

1. From the Shepherd University home page ([www.shepherd.edu](http://www.shepherd.edu)), click on the **Current Students** tab.
2. Click on **RAIL** then click on the yellow button: Login to **RAIL**.
3. Log in by entering your SID# (Shepherd ID#) as your **UserID**. *If you don't know your 9 digit SID#, select "look up your SID here" or please ask one of the staff to help you.*
4. Your **PIN** is a combination of letters or numbers that you created. If you don't remember your **PIN**, select "**Forgot PIN**".
5. Once you are logged on to RAIL, click on **Personal Information** tab.
6. Scroll down to **Password Management**. Then click on **Retrieve Original Password, you can now view your Shepherd Username and Password**. Save this information on your phone or elsewhere.
7. Now you are ready to log on to Beacon. Follow instructions A. above to log on.

**Important Note:** Keep BOTH your Shepherd ID# and PIN, and Shepherd Username and Password in a safe place as you will need access to both during your time at Shepherd University.

**Use RAIL (SID# & PIN) to:**

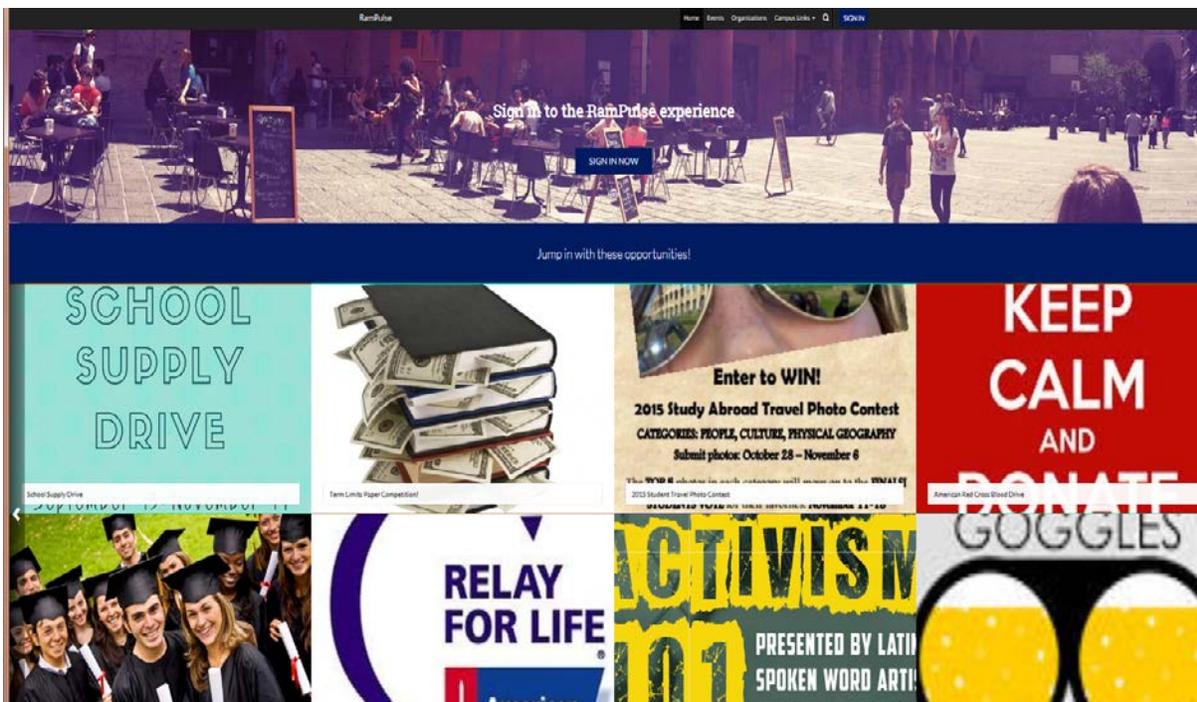
Register for classes  
Add or Drop Classes  
Check grades  
Check financial aid  
Complete a degree evaluation

**Use your Username and Password to:**

Access Wi-Fi  
Shepherd Email – you are required to regularly monitor your Shepherd emails  
RamPulse – find out what's happening on campus, learn about clubs and organizations  
Corq – App version of RamPulse  
Sakai – Learning management software  
Beacon – Student success and advising system

## Keep your finger on the pulse of Shepherd University!

By logging on, you can follow organizations, fine tune your interests, and decide which organization and events you would like to attend. RamPulse is essentially an online bulletin board of campus events, clubs and organization, and programs with a wealth of information, pictures, and posters.





The Web CTL

# Shepherd

UNIVERSITY

## What is in the CTL site?

- ➔ Teaching Aids
- ➔ Technology for the Classroom
- ➔ Grants
- ➔ Workshops
- ➔ News

[Home](#)
[For New Faculty](#)
[News & Views](#)
[Events](#)
[Meet the Team](#)
[Faculty Support ▶](#)
[Focus on Student Learning](#)
[Assessing Learning](#)
[Mini Grants](#)

## The Big Move & Dedication of the Dr. Howard N. Carper, Jr. Learning Commons

Over the summer, several offices associated with the Center for Teaching and Learning moved from various locations across campus into one centralized space on the first floor of the Scarborough Library. The CTL, Academic Support, Instructional Technology & the First-Year Experience Program were previously connected in theory but not in proximity. The move allowed these related offices to be housed under one roof and in a very centralized campus location.

On October 5th a special ceremony was held to dedicate the new space in honor of former Shepherd Vice President for Academic Affairs, **Dr. Howard N. Carper, Jr.** *Now the Dr. Howard N. Carper Learning Commons*, the first floor of the library is a common space for Shepherd students, faculty and staff to access tutoring in the Academic Support Center, First-Year Experience (FYEX) and Common Reading Program information, instructional technology assistance, assessment resources, faculty development workshops, new faculty mentoring, academic advising, as well as the Regents Bachelor of Arts (RBA) program offices.

**If you have visited our new location, you'll agree the space is welcoming, open, bright and cheerful. If you have not, we encourage you to do so this semester. The Carper Learning Commons welcomes you! Come see what we are all about!**

Directions: Enter through the main doors of the Scarborough Library. Take either the stairs or elevator to the first floor. Stairwells can be found to your immediate right or past the reference desk area to the left. Signage will say "Welcome to the Dr. Howard N. Carper, Jr. Learning Commons". Follow the steps down to the first floor where you will find the Academic Support Center. Continuing past this area and down the corridor by the elevator you will find the Center for Teaching and Learning and the FYEX, Common Reading Program, Instructional Technology & RBA Offices.



## What is in the CTL site?

- Teaching Aids
- Technology for the Classroom
- Grants
- Workshops
- News

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[Focus on Student Learning](#)
[Assessing Learning](#)
[Mini Grants](#)

## Advising Assistance Center

A new office has been established on campus to assist students with questions and concerns regarding academic advising. The **Advising Assistance Center** opened earlier this semester and provides students with answers to questions ranging from “Who is my advisor?” to “What do I need to do to graduate?”. The Advising Assistance Center, AAC, is now up and running in Room 208 of the Scarborough Library. A four-person staff of graduate student advisors has been working with students and their Academic Advisors to navigate the new on-line catalog and to help prepare for the up-coming Spring Semester. The center has also proven to be a resource to Full-time and Adjunct Faculty alike, helping with questions beyond those associated with advising. Visitors are encouraged to stop by either as a “walk-in” or by appointment. The center is open daily during regular library operating hours, closing just one hour before the library itself closes.

If a student you know is confused about registration, advisement, financial aid, changing majors, or any related subject and you do not have the answers to help them, send them to the Advising Assistance Center today to get the answers they need. According to Mike Fox, who is one of the graduate assistant advisors, a variety of students come into the center, from 1st years to seniors, asking an array of questions. “We send them in the right direction, using resources we were given--connecting them to the registrar or their primary advisor, and answering questions as best we can.” Traffic varies from week to week, Fox says, but business seemed to especially peak during the advising period. “We haven’t had repeat customers yet this semester, so I think we’re helping students out. We do get questions from prospective students who contact us via email, asking about general program information, how to get started, the process for applying, and that sort of thing. We try to answer their questions and make them excited about coming to Shepherd.” Next semester, a Public Service Announcement will be recorded and aired on WSHC, 89.7 FM to get the news out that the AAC is ready and willing to help!

Contact the Advising Assistance Center by phone: (304) 876-5317 or email: [advising@shepherd.edu](mailto:advising@shepherd.edu)  
Thanks to AAC employees Katie, Mike, Keith & Karen, and beginning next semester, Amelia for their dedication to helping Shepherd students find the answers they need.

[Back to News & Views](#)



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[Advising Assistance Center Links](#)

# Advising Assistance Center (faculty)

## Welcome



### Faculty Resources

Academic Advising at Shepherd University reflects an institutional concern for the individual and a commitment to provide our students with a supportive environment in which students are able to work closely with faculty, staff, and administrators who encourage their intellectual growth, their personal fulfillment, and their academic and professional excellence. It is our hope that this Web site will be part of a university-wide awareness that excellence in advising is a natural extension of excellence in teaching. Student learning is central to the culture of our institution, and finding ways to improve student learning is a continuing process.

**Dr. Robert J. Warburton**  
**Assistant Dean, CTL**

# AAC Staff

## Forms and Information

[On-Line Catalog](#)

[Five Useful Forms For Advisors](#)

[Core Curriculum Worksheet 2015-2016](#)

[Core Curriculum Worksheet 2014-2015](#)

[Archived Files 2011-2013](#)

[Advising Preplanning Worksheet](#)

[Mathematics and Writing & Rhetoric Placement Guide](#)

[Advisor Worksheets for FALL Semester Student Athletes](#)

[Athletic Practice Schedule Spring 2016](#)

[Satisfactory Academic Progress: YouTube Video Series for Faculty & Students](#)

[Presentation on Availability of CLEP Exams at Shepherd](#)

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Career Services Links

# Career Services

Career Services is part of the Advising Assistance Center located on the ground floor of Scarborough Library in the Learning Commons and can assist with choosing majors, career planning, internships, and jobs.

Workshops and appointments are available to discuss selecting a major, developing résumé and cover letter, interviewing, job search, and applying to graduate school.

## Our Mission

Career Services' mission is to help students define and accomplish personal, career, and academic goals; offer experiential education including work-force preparedness; facilitate economic development by serving the community with employment information; promote professional development; and support other campus constituencies.



## Our Hours

We are available Monday through Friday from 8 a.m. to 4:30 p.m.

## How Can I Make An Appointment

**Call us**

at 304-876-5317

- **Email us** at [jobweb@shepherd.edu](mailto:jobweb@shepherd.edu)
- **Stop in** at our office (Scarborough Library 104C or 104A) during our open hours

Each of these are a great way to set up an appointment and we look forward to working with you.

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Counseling Services Links

# Counseling Services



## Welcome:

Counseling Services is located on the ground floor of Gardiner Hall and accessed through the Health Center.

We are staffed by three full-time Licensed Professional Counselors from 8:00 am – 4:30 pm Monday through Friday. Appointments can be scheduled by calling the Health Center at 876-5161.

Free confidential counseling is available on campus to all students. We focus primarily on short-term counseling, but there is no limit to the number of sessions. Referrals to outside agencies for more extensive or comprehensive services are also available; however, Shepherd University will not assume the cost for these outside services.



## Our Purpose:

- Support students in overcoming specific personal, interpersonal, or educational problems.
- Provide opportunities for students to develop self-management, problem solving, and leadership skills.
- Motivate students to reduce harmful behavior and increase healthy, life-affirming behavior.
- Provide education, assessment, and consultative services in the areas of mental health and well-being.

In case of a life-threatening emergency, call 911, or 9-911 from a campus phone. The Campus Police can be reached at 876-5202. Always notify your resident assistant of an emergency if you live on campus.

### **24 Hour Crisis Lines:**

- EastRidge Health Systems: 304-263-8954 or 855-807-1258
- Berkeley Health Center Emergency Psychiatric Services: 304-350-3338


[Coop Home](#)
[Coop FAQ](#)
[Coop Student Handbook](#)
[Coop How To](#)
[Employer Handbook](#)
[Coop Faculty Handbook](#)
[Forms](#)
[Coop Employers](#)
[Center for Teaching  
and Learning](#)

## Employer Handbook

### SHEPHERD UNIVERSITY MISSION

Founded in 1871, Shepherd University is a selective undergraduate institution. Its mission is to provide all students with a firm grounding in the liberal arts and to offer a broad spectrum of degree programs. The primary focus of the University is to provide a learning environment where professors, current and productive in their fields, maintain a high standard of teaching. The College is committed to being a cultural and intellectual center of the region and to expanding its connection with the varied resources of the Mid-Atlantic region, especially with the nearby Washington-Baltimore area. The College is also committed to the recruitment and retention of culturally diverse students, faculty, and staff. In recognition of its ties in the Eastern Panhandle of West Virginia, the College continues to assist local businesses and community organizations in planning for regional growth. Shepherd University will vigorously pursue an enhanced role as the vital institution of higher education in the region.

### INTRODUCTION

Welcome to the growing network of employers who have recognized the economic and educational value of hiring co-op students. The purpose of this handbook is to share the philosophy and mechanics of cooperative education and to help you successfully implement a co-op program within your organization.

Shepherd University cooperative education is a cross-discipline program which can be applied to the entire spectrum of employment opportunities that the working world can offer. Assignments can be developed locally and nationally, with small and large businesses, non-profit and government agencies. Please contact our office if you would like assistance in developing co-op assignments within your organization.

### PROGRAM DESCRIPTION

Cooperative education is a unique form of experiential learning which combines traditional classroom instruction with planned periods of supervised employment in fields related to majors and career goals. It allows students to apply abstract theories and skills learned in the classroom to real employment situations and prepares them to meet the challenges of the work world. We believe that all participants will realize a number of benefits and that a cooperative effort between educators and employers is the key to creating a prepared workforce to lead us into the next century.

### PROGRAM SCHEDULES

There are two types of co-op schedules. Parallel co-op students work in part-time positions while also attending classes on a part-time basis. Alternating co-op students alternate semesters of full-time work experience with semesters of full-time course work. Through these two options, co-op students may provide coverage for a variety of needs:

Ongoing, full-time positions can be filled with several students on either a parallel or alternating basis.

- Ongoing, part-time positions can be filled with students on parallel co-op schedules.

Short-term or temporary needs can be covered on a semester-by-semester basis, with parallel co-ops filling part-time temporary positions and alternating co-ops providing full-time temporary coverage.

## **PROGRAM BENEFITS**

### **Employer Benefits**

An estimated 75,000 to 85,000 employers nationwide hire co-op students. The federal government is the largest employer, hiring 16,000 students throughout 36 departments and agencies. Frequently cited reasons are:

Cooperative education provides a cost-effective way to meet both immediate and long-term staffing needs.

Participating in co-op partnerships provides an opportunity to evaluate potential career employees before making long-term commitments.

Cooperative education can help to decrease turnover in career positions.

Co-op partnerships allow employers to impact the education process.

### **Student Benefits**

More and more students are choosing co-ops instead of, or in addition to, the more common internship programs. Some reasons cited are:

By allowing students to gain productive, paid work experience, co-ops more effectively bridge the gap between school and the world of professional work.

Co-op students earn \$7500 per year on a national average; this can contribute significantly to college costs.

Co-op students gain early entry into the "real world," as tax-paying individuals who contribute to their community and to society as a whole.

### **College Benefits**

Through cooperative education, Shepherd University has built a strong and positive relationship with the business community, thereby realizing a number of benefits:

Using the workplace as an extended classroom/laboratory has allowed our students' access to the newest and most sophisticated equipment and techniques.

Input from the employment sector has allowed Shepherd University to keep its curricula up-to-date and representative of current trends in business and industry.

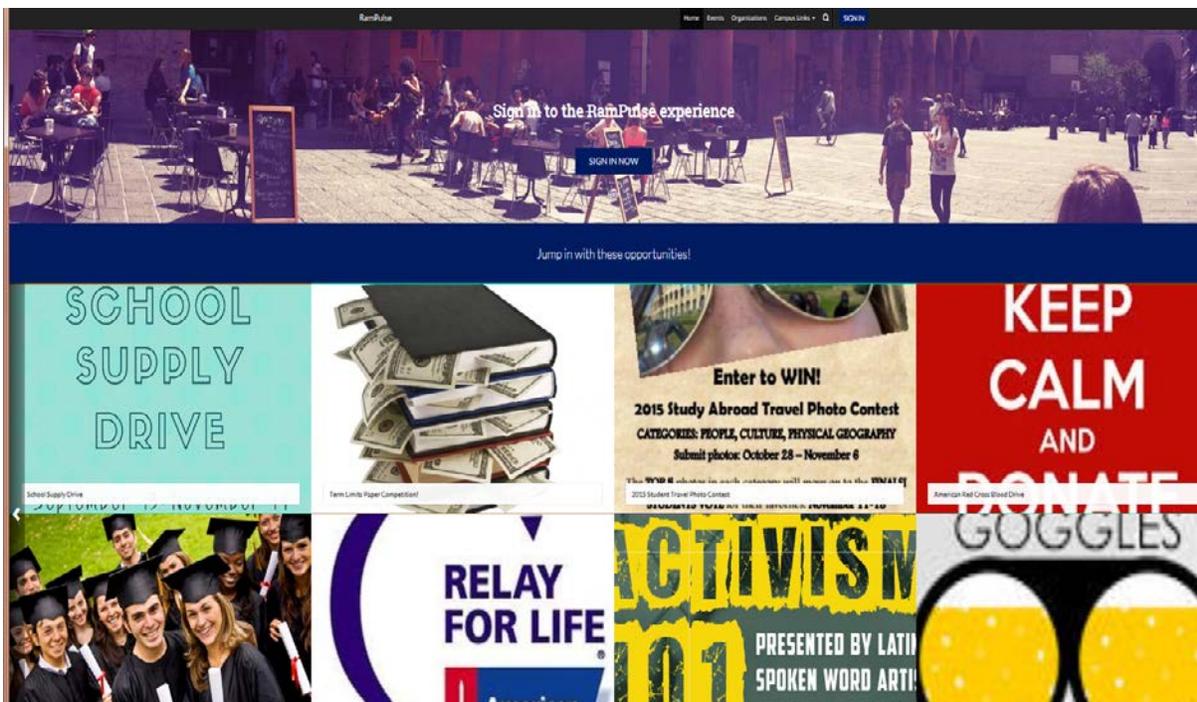
## **HOW TO PARTICIPATE**

### **1. Employers identify potential co-op sites:**

- High turnover positions
- Seasonal, temporary, and/or contractual positions
- Special projects

## Keep your finger on the pulse of Shepherd University!

By logging on, you can follow organizations, fine tune your interests, and decide which organization and events you would like to attend. RamPulse is essentially an online bulletin board of campus events, clubs and organization, and programs with a wealth of information, pictures, and posters.



- Departments with growth or expansion plans
  - Departments with unmet personnel needs
2. Employers submit detailed job descriptions to the co-op office.
  3. The co-op office will forward job descriptions to appropriate academic departments for approval and posting.
  4. The co-op office will refer all interested students who meet the qualifications specified in the job description.
  5. Employers use their standard hiring procedures and inform the co-op office of placements and anticipated start dates.
  6. Employers assist in the development of a "Learning Agreement," which identifies learning objectives and the specific job tasks through which they will be achieved.
  7. Co-op staff will monitor students' progress and remain available should any problems arise.
  8. Employers complete Mid-term Assessments and Final Evaluations to assist faculty members in determining course grades each semester (Fall, Spring, Summer).
  9. Toward the end of the term, employers review their needs for the next semester and may select any of the following options:
    - Mutually agree with the student to continue for additional co-op terms. This would involve the development of new "learning objectives" for each term.
    - Convert the student into a regular hire.
    - Request additional students.
    - Select a new student.
    - Request not to have a co-op for the next term.

#### **ELEMENTS OF A QUALITY CO-OP ASSIGNMENT**

A quality co-op assignment is the culmination of employers and educators working together to produce an integrated program combining classroom learning with on-the-job training. If it is designed carefully, it will prepare the student for career entry while providing the employer with a valued service.

1. Cooperative education is a cross-discipline program, consequently, there is a great deal of variance in work assignments. There are, however, some general components that quality assignments in all career fields might share:
2. Clearly defined job descriptions outlining tasks and responsibilities to be assumed.
3. Challenging work assignments that are compatible with career goals. Opportunities for professional mentoring.
4. An emphasis on the development of critical thinking and problem-solving skills.
5. Opportunities for career exploration by student (e.g., interviewing co-workers, speaking with the Personnel Director, etc.).

6. Participation in on-site visits conducted by co-op staff and/or faculty members.
7. Assignment of a co-op supervisor who will be available to provide training and feedback on performance and who will conduct Mid-term Assessments and Final Evaluations, using the forms provided by the co-op office.
8. Provision of increasingly complex assignments as the student shows progress.
9. Inclusion of the co-op student in staff meetings, routings, breaks, and other team activities.

#### **EMPLOYER RESPONSIBILITIES**

1. Provide job descriptions and company literature, if available.
2. Interview co-op candidates and make hiring decisions.
3. Determine remuneration for co-op assignments.
4. Provide orientation/training to co-op students.
5. Provide opportunities for co-op students to achieve desired learning objectives.
6. Establish regular weekly meetings to provide direction and feedback to students.
7. Provide challenging work assignments that relate to students' career goals.
8. Complete mid-term and final evaluation forms and return to co-op office on requested dates.
9. Allow for a progression toward increased work responsibilities.
10. Advise the co-op office of any problems or concerns that may arise and report any changes in students' employment.

**NOTE:** Shepherd University is an affirmative action/equal opportunity institution that expects participating organizations to offer employment to qualified applicants without regard to race, religion, national origin, age, sex, disability, political affiliation, or marital status.

#### **COLLEGE RESPONSIBILITIES**

1. Maintain a candidate pool for employers and a co-op job listing for students.
2. Refer all interested and qualified students without discrimination.
3. Prepare students for workforce entry through workshops on résumé writing and interview techniques.
4. Coordinate work and study in a manner that will facilitate students' educational development.
5. Furnish employers with requested information related to students' academic majors and class standings.
6. Review and sign Learning Agreements, which identify responsibilities of all parties.
7. Monitor students' progress during their co-ops and remain available to both students and employers should any problems or concerns arise.

8. Review employer evaluations and forward to academic departments for the assignment of grades.
9. Inform employers of any changes in the academic status of their co-op students.

### **STUDENT RESPONSIBILITIES**

1. Meet with the Director of Cooperative Education to learn more about program requirements:
  - Must be a Second Year student that has completed six credits of course work related to their major or minor.
  - Minimum GPA of 2.5 overall.
  - Each department has the right to set higher or lower participation standards.
2. Obtain approval from a faculty advisor and academic department chair.
3. Advise co-op staff of interviews, job offers, acceptance, and start date.
4. Complete and return all co-op forms to co-op office.
5. Fulfill expectations and duties assigned by employer.
6. Maintain professional manner at work.
7. Maintain contact with faculty coordinator. Notify coordinator or co-op staff of any problems that may arise.
8. Complete academic assignments for co-op course.
9. Provide statement of total earnings during co-op assignment to the co-op office.
10. Complete academic assignments for co-op course.
11. Provide statement of total earning during co-op assignment to the co-op office.
12. Register and pay for academic credit concurrently with co-op assignment.

### **LEARNING AGREEMENT/OBJECTIVES**

The Learning Agreement is a dynamic tool used to structure the cooperative work experience so that both employer and student goals will be accomplished. It is intended to be flexible and individualized so that the student and the employer may derive optimal enrichment from the cooperative work experience.

The Learning Agreement is developed by each co-op student in conjunction with the faculty co-op coordinator and the employer. Through the Learning Agreement, three to six measurable Learning Objectives are developed for each co-op assignment.

The Learning Agreement allows faculty members to assess the quality of a co-op assignment and determine the number of academic credits that it merits. It will also assist the employer with training and supervision and will give the student a clear understanding of work expectations.

The Learning Agreement should be completed, signed by all parties, and filed with the co-op office prior to the beginning of work on a specific co-op assignment. For ongoing assignments, new Learning Objectives must be developed for each semester of the co-op experience.

### **LEARNING OBJECTIVES**

Relate specifically to the work experience and to the academic major or career goal.

Are specific and achievable within the time frame of the Learning Agreement (usually a semester).

Are linked with the job tasks through which they will be achieved (see Appendix C for examples).

### **CONCLUSION**

Thank you for considering the formation of a partnership with Shepherd University. We are confident that our cooperative education program will supply your organization with qualified, professional employees.



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Honors Program Links

# Honors Program



As Director of the Honors Program, I'm pleased to welcome you to Shepherd University and to the Honors Program website! By now you have discovered some of the things that make Shepherd University a wonderful place to study and grow, but I hope you'll also spend some time here on the Honors page to learn about the advantages of being an Honors or a Scholars student at Shepherd.

One of the first things you'll notice about Shepherd's Honors and Scholars Programs is that they offer you an opportunity to be a part of a vibrant, exciting, and inspiring academic community. The programs are

designed to challenge and to support our finest students, so you can make the most of your university experience. Whether you are interested in the four-year Honors Program or the two-year Scholars Program, Honors work can enhance any major or program of study at the University, and participation offers a number of unique benefits, including smaller and more interactive classes, frequent field trips and outings, and special social events. Plus, Shepherd has its own Honors Center, which boasts suite-style housing, a study lounge, and a computer center just for Honors and Scholars students.

I know that you'll be excited about all that the Honors and Scholars Programs at Shepherd have to offer, and I hope that you will contact me soon with your questions or for more information. I look forward to hearing from you!

Mark Cantrell, Ph.D.

[mcantrel@shepherd.edu](mailto:mcantrel@shepherd.edu)

304-876-5244 | 304-876-5063

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## Orientation Step 1: Advisement & Registration

To begin your transition to Shepherd University, students must complete Orientation Step 1: Advisement & Registration (A&R).

During this required session you will meet with a faculty advisor, register for classes, receive your Rambler Card, meet upper class students, learn about programs and services offered by Shepherd, and acclimate yourself to the campus.

Parents and families are invited and encouraged to attend with their student.

Reservations are required due to multiple sessions offered.

Registration can be completed using RAIL, Shepherd University's web-based registration system (more information will come in the mail).

[A video tutorial on registration can be found here.](#)

## Orientation Step 2: New Student Welcome

You are on your way to becoming a Shepherd RAM! Orientation Step 2: New Student Welcome, you will kick-off your college career at Shepherd University.

During this required program, you will hear inspirational keynote speakers. You will participate in a breakout session of your choice, academic departmental meetings, New Student Convocation, and meet other students sharing the same experience.

This session is for students ONLY.

Reservations are not required as this is the only session offered and attendance is mandatory for all incoming students.

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Admissions Links

# Transfer Students

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The transfer process can be confusing, but at Shepherd University we are here to help you get the answers you need to make a smooth transition.

You are considered a transfer student if you have completed any work at an accredited college after graduating from high school. To be eligible to enroll, you must have at least a 2.0 cumulative grade point average along with 24 transferable earned credit hours. Student with less than 24 college level credits must also meet freshman admission standards.

## Transfer Application Requirements

To apply to Shepherd University as a transfer student, you will need to:

1. Complete the application for admission [Click Here](#)
  2. Have all college and universities that you have attended send official transcripts. If you have fewer than 24 earned college credits, an official high school transcript and ACT and/or SAT scores are required. Transcripts can be sent electronically to [admission@shepherd.edu](mailto:admission@shepherd.edu) or mailed to:
-

Shepherd University  
Office of Admissions  
P.O. Box 5000  
Shepherdstown, WV 25443-5000

3. Complete the **Student Personnel Record** form (only if you have been suspended or expelled for academic or disciplinary reasons).

## Transferring credit

Students enrolling at Shepherd University with college credits earned elsewhere will have their transcripts evaluated for transfer credit. All courses from accredited institutions will be reviewed for transfer credit. All courses and grades from other institutions determined as transferable by academic departments or established articulations will appear on the student's Shepherd transcript. Students a degree evaluation showing how their transferred credits apply toward their chosen Shepherd major.

***For a list of community college articulation agreements, [click here](#).***

All grades and credits transferred to Shepherd University are posted on the student's permanent record exactly as received from all other colleges and/or universities with the following provisions: 1) plus and minus signs will be ignored, 2) D and F grades can be replaced only if earned within the first 60 hours attempted, and 3) for admission purposes, all grades on the student's transcript(s) will be used in computing the grade point average.

Students who transfer from a regionally accredited junior or community college are allowed a maximum of 72 semester hours toward the 120 credit hour minimum for graduation from Shepherd University. In compliance with the West Virginia Higher Education Policy Commission, students who have completed more than 72 hours of coursework may select the courses they wish to have evaluated as part of their semester hours of credit counted toward graduation. The total number of credit hours earned will be calculated in the student's overall grade point average. Credits from universities that do not have regional accreditation are assigned on the basis used by the state university in the state where the non-accredited

university is located.

## Dual Admissions/T.O.P.S. Programs

Shepherd University shares articulation agreements and transfer programs that offer tuition discounts with the following institutions. To learn more about each individual program, click on the institution below.

**[Frederick Community College](#)**

**[Hagerstown Community College](#)**

**[Lord Fairfax Community College](#)**

**[Northern Virginia Community College](#)**

**[Montgomery College](#)**

## Non-Traditional Programs at the Martinsburg Center

Shepherd University Martinsburg Center is conveniently located off Edwin Miller Boulevard in Martinsburg, WV. The Center offers several programs aimed at providing education opportunities for non-traditional students. The Center offers night and weekend classes, some of which are compressed into shorter time frames. The available Martinsburg Center programs include:

### Regents Bachelor's of Arts Degree

The R.B.A. degree at Shepherd University is designed for non-traditional students who are seeking to complete a bachelor's degree. The program is perfect for adults who have completed some college classes, because credits you've earned in the past can often count toward your degree—even if you've been out of school for a long time. You may even be able to count some of the knowledge you've gained from work and life experiences toward college credit. There's never been a better time to go back to school, but you've got to take the first step.

For more information on the R.B.A. program, [click here](#).

## Registered Nurse to Bachelor of Science in Nursing

The Registered Nursing to Bachelor of Science in Nursing (R.N.-to-B.S.N.) Track is designed to expand the registered nurse's education and be completed on a part-time or full-time basis. This program provides flexibility with a wide continuum of education and experience, based upon advisement and development of an individual growth plan. Previous education and experience is evaluated through the use of a professional portfolio. The expected competencies of R.N. to B.S.N. graduates are the same as those of graduates for the generic baccalaureate program.

To learn more about program requirements, [click here](#).

## Masters of Business Administration

The Shepherd University Masters of Business Administration is designed to meet the needs of both working professionals desiring to gain the skills needed for advancement and recent college graduates preparing for a career. The program offers:

- Flexible scheduling; 8-week classes; hybrid format
- Summer and evening courses
- Convenient location
- Concentrations in Accounting, Health Administration, Sport Management and Public Management.

For more information on the M.B.A. program, [click here](#).

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[Veterans Links](#)

## Veterans



Pardon our dust—still under construction!

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Shepherd  
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*"I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed"*

*Booker T. Washington*

## Stretch Model Courses

The Stretch-Model program takes the one-semester introductory courses in English (ENGL 101) and mathematics (MATH 101) and “stretches” the course material over two semesters, in order to give students more time to master the course material. Stretch-Model courses also include individual tutoring and group tutoring sessions. These classes are formatted with a lecture and a tutoring lab. Students attend 100 minutes of lecture per week and 50 minutes of tutoring set up similar to lab instruction.

English -- Students who score (below ACT 18 or SAT 450) for English/verbal enroll in the stretch-model writing courses as a way to review the required material.

Math – Students who score (below ACT 19 or SAT 460) for mathematics/quantitative skills enroll in the stretch-model math courses as a way to review the required material.

### ENGL 101A + ENGL 101B = ENGL 101

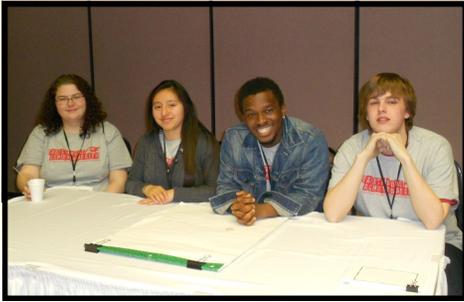
ENGL 101A: Basic Academic Writing I (2 credits)  
ENGL 101B: Basic Academic Writing II (2 credits)

Stretch-Model English 101A and 101B (Basic Academic Writing I and II) is a two-semester course sequence designed to enhance critical thinking, reading, and writing skills as they support academic essay writing, particularly the argument essay. This sequence contains the same material as English 101—but stretched over two semesters—in order to give students more time to master the course objectives. English 101A emphasizes instruction on the criteria of thesis, academic essay structure, critical reading skills, and critical thinking skills. English 101B emphasizes instruction on the criteria of evidence, style, sentence-level correctness, and MLA documentation. In both sections, an emphasis is placed on the reading and writing processes, particularly the stage of revision. Each week, students are required to attend 100 minutes of lecture and 50 minutes of tutoring. Completing both English 101A and 101B serves as an alternate to English 101, and as such serves a prerequisite to English 102, 103, or 104. See Catalogue.

### MATH 101A + MATH 101B = MATH 101

MATH 101A: Fundamentals of Math I (2 credits)  
MATH 101B: Fundamentals of Math II (2 credits)

Stretch-Model Mathematics 101A and 101B (Fundamental Mathematics I and II) is a two-semester course sequence consisting of an extensive review of the properties of integers, fractions, decimals, and rational numbers. This sequence contains the same material as Math 101—but stretched over two semesters—in order to give students more time to master the course objectives. Math 101A is an extensive review of the properties of integers; working with fractions, decimals, and rational numbers; the Euclidean algorithm; polynomials and operations on polynomials; irreducible versus reducible polynomials; factoring; Bézout’s theorem; the division algorithm and long division; geometric sequence as an application; simplifying expressions involving polynomials; revisiting the basic algorithms of arithmetic using the concept of polynomials; and different number bases and operations in them as an extension. Math 101B includes solving first and second degree equations; the relationship between factoring and finding roots; solving first and second degree polynomial inequalities; graphic representation of inequalities and equations; interval notation including unions of intervals; exponential notation; laws of exponents; working with exponents; simplifying expressions using exponents; and solving systems of equations in two unknowns. See Catalogue.



## Application Process

1. Complete the application for Shepherd TRiO/SSS. Applications can be found in the TRiO/SSS office or downloaded from <http://www.shepherd.edu/trioweb/>.
2. Provide a copy of the most recent federal income tax return of applicants and parent(s).
3. Completed applications will be evaluated by the TRiO/SSS Program Director to determine eligibility and admission. Admission into the program is NOT automatic, but once you are accepted into the program you will receive information from your TRiO/SSS Counselor.

***BE ACTIVE in TRiO and your education.  
You will only get out of your education...what  
you put into it.***

**TRiO Student Support Services**  
152 Scarborough Library (lower level)  
P.O. Box 5000  
Shepherdstown, WV 25443-5000  
Phone: 304-876-5775  
Fax: 304-876-5775

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**TRiO**  
STUDENT SUPPORT SERVICES

To learn more about federal TRiO Programs  
you can visit

<http://www.wvtrio.org>

or

[http://www2.ed.gov/programs/  
triostudsupp/index.html](http://www2.ed.gov/programs/triostudsupp/index.html)

TRiO/SSS serves all program participants  
regardless of race, color, creed, religion,  
national origin, gender, sexual orientation,  
ability, or age.

Shepherd University was founded in  
1871 and is a state-supported institution  
within the West Virginia system of higher  
education. Shepherd's TRiO/SSS program is  
funded by the U.S. Dept of Education and  
Shepherd University.

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**TRiO**  
STUDENT SUPPORT SERVICES



**Shepherd's TRiO/Student Support Services (SSS)** program started in 2010 and is funded by the U.S. Department of Education and Shepherd University. Our TRiO/SSS program is dedicated to providing individual guidance and group educational services to our students. Our services are designed to help students develop the competence and confidence that they need to achieve and earn a bachelor's degree.

## PROGRAM ELIGIBILITY FOR TRIO/SSS

Shepherd's TRiO/SSS participants must be U.S. Citizens, Resident Aliens or Permanent Resident students pursuing their first bachelor's degree. Program participants must be currently enrolled at Shepherd University or an incoming student who has been accepted at Shepherd University. Participants of TRiO/SSS must meet at least one of the following criteria:

- Income eligible students as determined by the U.S. Department of Education
- First generation to college (defined as students who have not had either custodial parent earn or receive a bachelor's degree.)
- College student with disabilities: in accordance with the Americans with Disabilities Act (ADA) 2009 and Section 504 of the Rehabilitation Act 1973, students must have a documented disability that can be verified by the Shepherd University Disability Support Services Office.

***Shepherd TRiO/SSS is devoted to helping our students succeed; however success is not possible without commitment from our students.***



## PROGRAM SERVICES

*Note: ALL services provided by TRiO/SSS are provided at no cost to all program participants.*

### Academic

- Proactive peer tutoring (required for all students in MATH 101 A&B and ENGL 101 A&B)
- One-on-one advisement with course selection and registration
- Monitoring of academic progress and intervention when needed
- Assistance with ensuring that Satisfactory Academic Progress is met each semester
- Graduate and professional school planning and preparation
- Study skills, time management, test-taking strategies, and academic writing workshops
- Access to computers in the SSS computer lab which includes free photocopying and printing
- Early course selection and priority registration
- Peer mentoring program

### Financial

- Assistance completing Free Application for Federal Student Aid (FAFSA) online
- Financial literacy workshops
- Assistance understanding financial aid and the educational loan process
- Help finding and applying for scholarships
- Finding funding sources for graduate education

### Personal

- Personal and academic short and long term goal setting
- Support for students transitioning from high school to college
- Crisis intervention (referral to the appropriate organizations or campus department for assistance)
- Career assessment, planning, and intervention
- Cultural and social events
- Access to the TRiO/SSS Living & Learning Community

