

ADAMS STATE COLLEGE

# Higher Education Administration and Leadership Program for Hispanic Serving Institutions



## FACULTY HANDBOOK



*Great Stories Begin Here*

[www.adams.edu](http://www.adams.edu)

*Preparing the Next Generation of Leaders for Hispanic Serving Institutions*

Funded through the generous support of the U.S. Department of Education,  
Fund for the Improvement of Postsecondary Education (FIPSE)



**Adams State College**

**Higher Education**

**Administration & Leadership (HEAL) Program**

**Faculty Handbook**

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Dear HEAL Faculty Member:

Welcome to Adams State College (ASC)! We are delighted that you are joining our institution and the School of Business as a new faculty member in Higher Education Administration & Leadership (HEAL). ASC is known for providing a quality education with a personal touch. Since its cornerstone was laid in 1923, ASC has grown from a teachers' college into a fine liberal arts college. Designated as the Regional Education provider for southern Colorado, our academic quality has been recognized by the Colorado Commission on Higher Education (CCHE). Several of our programs have been named Programs of Excellence and the School of Business has an excellent reputation for having an outstanding faculty committed to personal interactions with learners.

You are an important part of a team that maintains that reputation of excellence. Faculty members such as you are essential in making a positive difference. Thank you for your support and continuing the tradition of excellence at ASC.

If I can be of any further assistance to you, please do not hesitate to contact me.

Sincerely,

*Melissa*

Melissa L. Freeman, Ph.D.  
Director, HEAL Program  
[mfreeman@adams.edu](mailto:mfreeman@adams.edu)  
719-587-7934

## HEAL PROGRAM COMPONENTS

### Mission Statement

Adams State College dedicates its resources to provide opportunity and access for all students. The college is an innovative leader that recognizes the inherent educational value of diversity. It is a catalyst for the educational, cultural, and economic interests of rural Colorado, the surrounding region and the global community.

Adams State College Higher Education Administration and Leadership program prepares higher education professionals to manage and lead in institutions of higher education, especially Hispanic Serving Institutions (HSIs), and to enhance the success of the students they serve.

Our mission works with the mission and goals of Adams State College and the Graduate School. The Higher Education Administration and Leadership program provides high quality courses that are rigorous, transferable at the graduate level, and reasonably priced.

### Program Goals

Program Goals, often referred to as Competencies or Learning Outcomes, are what a student will know after completing the program. The HEAL Program Goals were developed based on the Association of the Study of Higher Education's (ASHE) Council for the Advancement of Higher Education Programs (CAHEP) master's level goals.

#### Higher Education Administration and Leadership (HEAL) Program Goals

*An Adams State College MA-HEAL Graduate will be able to:*

1. **Recognize and apply leadership principles**, consistent, identification of potential leaders, and delegation and trust in others by inspiring confidence, securing group action, and showing productivity in accomplishing goals and objectives.
2. **Identify and explain how mission and vision** inform organizational strategy and decision-making.
3. **Demonstrate ability to manage** the human, physical, and financial resources of Hispanic Serving Institutions.
4. **Analyze and evaluate quantitative and qualitative data** for continuous improvement including essential and effective steps in the decision-making and problem-solving process for individuals and organizations.
5. **Employ effective communication skills**—writing, listening, speaking—and how to carry out a communication plan and create a climate that encourages open and non-defensive communication and fosters a learning organization.
6. **Demonstrate the ability to work well with others** toward a common purpose/good and in a culturally competent and ethical manner based on a core set of values and beliefs that underlie the decision-making process.
7. **Illustrate knowledge of the higher education industry** in general and Hispanic Serving Institutions specifically.
8. **Identify and assess legal and political considerations** that influence dimensions of decision-making.
9. **Recognize factors that may influence student access and success** in Hispanic Serving Institutions.

## Program and Course Learning Outcomes Matrix

Program goals, in turn, map to individual course learning goals, resulting in a matrix of what competencies students will acquire by the end of the program and in what courses they will acquire them. Courses, learning goals, and program outcomes are outlined in the grid below.

<b>Program Learning Outcomes: Higher Education Administration &amp; Leadership (HEAL) 12/2009</b>									
<b>Core Classes &amp; Course Learning Outcomes</b>									
	1	2	3	4	5	6	7	8	9
<b>HEAL 500 Historical &amp; Contemporary Issues</b>									
1. Discuss the educational and social philosophies of American higher education		X			X		X		
2. Describe the major events in the history of American higher education							X		
3. Explain the current issues of higher education today					X		X	X	X
4. Relate historical events to the current issues of importance in the academy				X	X		X	X	X
5. Identify and describe different types of institutions including their evolution, similarities, differences and futures					X		X		X
6. Discuss the relationship between a democratic society and higher education institutions				X	X		X		X
<b>HEAL 510 Administrative &amp; Academic Collaboration</b>									
1. Apply effective staffing practices			X		X	X			
2. Identify and describe the different aspects of faculty work	X		X				X		
3. Examine and explain the opportunities and challenges for collaboration between administrators, faculty, and staff					X	X			
4. Delineate appropriate steps or strategies for enhancing collaboration between administrators, faculty, and staff	X	X							
<b>HEAL 520 Leadership in MSIs</b>									
1. Describe classic and current leadership theories	X					X			
2. Distinguish how different contexts and situations influence what defines the appropriate practice of leadership	X				X				

<b>Program Learning Outcomes: Higher Education Administration &amp; Leadership (HEAL) 12/2009</b>									
<b>Core Classes &amp; Course Learning Outcomes</b>									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
3. Explain one's personal leadership tendencies, and equate those tendencies with the various theories under study					X	X			
4. Analyze different leadership approaches within a higher education context, and specifically within the context of leading HSIs							X		
<b>HEAL 530 Finance and Budgeting in Higher Education</b>									
1. Identify the various sources of revenue			X		X				
2. Explain the budgeting process			X	X	X				
3. Describe expenditure categories			X		X				
4. Compare and contrast the different types of funds—restricted, unrestricted, and temporarily restricted			X	X					
5. Interpret budgets and financial reports			X	X				X	
6. Demonstrate ethical practice in higher education finance			X			X		X	
<b>HEAL 540 Leading for Student Success in MSIs</b>									
1. Identify the factors that will influence minority student success									X
2. Describe strategies and interventions for improving student success		X							X
3. Apply different identity development theories to higher education practice						X			X
4. Explain how institutional environments and experiences facilitate and stifle development and outcomes among diverse groups of college students	X						X		
5. Describe administrative functions involved in student success	X		X				X		
<b>HEAL 550 Politics and Policy in Higher Education</b>									
1. Describe state- and federal-level policies and how they influence the operation and administration of IHEs and HSIs							X	X	X
2. Analyze and distinguish how specific federal and state policies influence student access and success									X

<b>Program Learning Outcomes: Higher Education Administration &amp; Leadership (HEAL) 12/2009</b>									
<b>Core Classes &amp; Course Learning Outcomes</b>									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
3. Explain how state systems of higher education are governed and structured, and how policy drives the creation and change of the governance and structural infrastructure of institutions							X	X	
4. Examine and identify the state's role in achieving higher education outcomes								X	
5. Illustrate the policy process, through various theories of policy development and implementation								X	X
<b>HEAL 560 Data Analysis in Higher Education</b>									
1. Integrate basic descriptive, graphical, and inferential statistical methods for appropriate purposes within the research process				X	X				
2. Combine the logic and process of hypothesis testing, while attending to matters such as error, power, effect size, and sampling.				X	X				
3. Analyze data, including screening data and testing assumptions, using Excel & SPSS				X	X				
4. Communicate effectively with others about basic statistical analyses and the research process (e.g., problems, methods, results, and conclusions)				X	X				
5. Compile and evaluate research for the organizational decision-making process				X	X			X	X
<b>HEAL 570 Legal Issues in Higher Education</b>									
1. Describe the evolution of law as it relates to higher education							X	X	
2. Explain various possible ways that institutions can arrange their legal affairs								X	
3. Discuss the rights and responsibilities of various higher education officials						X	X	X	
4. Identify an institution's rights and responsibilities as it relates to contractual and tort liability			X					X	
5. Examine student, faculty, and staff contractual rights			X			X		X	
6. Delineate student disciplinary procedures and the rights and responsibilities of both an institution and students			X			X		X	

<b>Program Learning Outcomes: Higher Education Administration &amp; Leadership (HEAL) 12/2009</b>									
<b>Core Classes &amp; Course Learning Outcomes</b>									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
7. Analyze the impact of local ordinances, state, and federal laws and regulations have on higher education			X				X	X	
<b>HEAL 580 Planning, IR &amp; Assessment</b>									
1. Identify and describe varying Planning, IR, and Assessment purposes and roles		X		X			X	X	X
2. Identify and describe the role of planning, IR, and Assessment in accreditation.		X		X	X	X		X	X
3. Delineate appropriate methodologies that may be used in practice				X				X	X
4. Apply basic methods to Planning, IR, and Assessment problems				X	X	X	X	X	X
<b>HEAL 581 Practicum in Planning, IR &amp; Assessment</b>									
1. Apply basic methods to Planning, IR, and Assessment problems	X	X	X	X	X	X	X	X	X
2. Develop and demonstrate existing and new administrative skills	X		X	X	X	X	X	X	X
3. Construct a critical perspective on planning, institutional research, and assessment within a higher education institution	X			X				X	X
<b>HEAL 590 Entrepreneurship in HE</b>									
1. Analyze the institution's mission and potential resource development opportunities		X	X						
2. Build strategic skills to initiate and maintain partnerships with external entities			X			X			
3. Appraise the external environment to identify potential opportunities for the expansion of resources and advancement of institutional mission								X	X
4. Recognize and explain the internal institutional processes and policies necessary to compete for funding opportunities and execute a funded initiative		X	X						
5. Describe the principles and best practices that guide the effective management of institutional advancement		X	X						

<b>Program Learning Outcomes: Higher Education Administration &amp; Leadership (HEAL) 12/2009</b>									
<b>Core Classes &amp; Course Learning Outcomes</b>									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>HEAL 591 Practicum Entrepreneurship in HE</b>									
1. Integrate theories, concepts, and practices presented during the didactic phase with practical work experience in a higher education setting			X						
2. Develop a practical knowledge of the administrative elements of an office that works on external relations			X		X	X			
3. Assess the structural and behavioral systems that impact higher education office that work on external relations activities: structure, leadership, workforce diversity, and information systems								X	X
4. Demonstrate professional behavior in communication, interpersonal relations and team- based activity					X	X			
5. Demonstrate a code of personal ethics, a philosophy of management, and a dedication to the high ideals and standards of excellence in higher education administration						X		X	

### **HEAL PROGRAM OFFERINGS**

HEAL offers a Master of Arts (MA) program, with a post-graduate certificate option.

- The post-graduate Executive Leadership Institute (ELI) certificate for qualifying individuals.

Students must complete 36 academic hours in the MA program and 18 hours for the ELI certificate. The program is semester based. New classes and student cohorts begin every fall. Cohorts enroll a minimum of 15 students and cap at 25 students.

### **Master of Arts Program Requirements**

The Master of Arts program in Higher Education Administration and Leadership is a cohort-based, online program. There are two residency requirements as well as two practica experiences. This innovative curriculum and format provides experiential based learning as well as flexibility and access. Students who complete this program will have developed the skills necessary to assume leadership positions within institutions of higher education, especially Hispanic Serving Institutions. Students take two courses per semester for six semesters. Each course, including practica, is 3 semester hours long, for a total of 36 hours.

## Courses and Schedule

<b>Master of Arts in Higher Education Administration &amp; Leadership</b>		
<b>Course Schedule</b>		
<b>Semester</b>	<b>Course 1</b>	<b>Course 2</b>
Fall 1	<b>HEAL 500</b> —Historical & Contemporary Issues in Higher Education (Residency 1—Orientation)	<b>HEAL 510</b> —Administrative and Academic Collaboration
Spring 1	<b>HEAL 520</b> —Leadership in Minority Serving Institutions	<b>HEAL 530</b> —Finance and Budgeting
Summer 1	<b>HEAL 540</b> —Leading for Student Success in Minority Serving Institutions (Residency 2—Leadership Summit)	<b>HEAL 550</b> —Policy & Politics
Fall 2	<b>HEAL 560</b> —Data Analysis in Higher Education	<b>HEAL 570</b> —Legal Issues in Higher Education
Spring 2	<b>HEAL 580</b> —Planning, Institutional Research & Assessment	<b>HEAL 581</b> —Practicum in Planning, Institutional Research & Assessment
Summer 2	<b>HEAL 590</b> —Entrepreneurship in Higher Education	<b>HEAL 591</b> —Practicum in Entrepreneurship in Higher Education

### **Executive Leadership Institute Certificate Requirements**

Students must currently hold a masters degree or higher and be admitted into the MA-HEAL program to be enrolled in the Executive Leadership Institute (ELI) option. The post-graduate Executive Leadership Institute (ELI) certificate in Higher Education Administration and Leadership is a cohort-based, online certificate option. The ELI requires completion of the first year of the masters program which includes two courses per semester for three semesters. Each course is 3 semester hours long, for a total of 18 hours. There are two residency requirements. This innovative curriculum and format provides experiential based learning as well as flexibility and access. Students who complete the certificate will have developed the skills necessary to assume senior-level leadership positions within institutions of higher education, especially Hispanic Serving Institutions. After completion of the first year of the masters program, eligible students will receive their certificate of completion for the Executive Leadership Institute.

## Courses and Schedule

Executive Leadership Institute in Higher Education Administration & Leadership Course Schedule		
Semester	Course 1	Course 2
Fall 1	<b>HEAL 500</b> —Historical & Contemporary Issues in Higher Education (Residency 1—Orientation)	<b>HEAL 510</b> —Administrative and Academic Collaboration
Spring 1	<b>HEAL 520</b> —Leadership in Minority Serving Institutions	<b>HEAL 530</b> —Finance and Budgeting
Summer 1	<b>HEAL 540</b> —Leading for Student Success in Minority Serving Institutions (Residency 2—Leadership Summit)	<b>HEAL 550</b> —Policy & Politics

### Residency Requirements

There are two residency requirements for HEAL program students. The first residency is an Orientation Residency. This is a two-day residency where students learn about ASC and the online environment in which they will be studying. In addition, it is an opportunity to meet program faculty as well as other students in the program.

The second residency is a Leadership Summit held during Summer 1. This residency brings leaders from different organizations—private, public, nonprofit, higher education—to provide mentoring and networking opportunities for our students. It is a part of the HEAL 540 course, Leading for Student Success in the MSI.

### Advisement

Graduate education, research and creative activities take place within a community of scholars. Constructive relationships between graduate students and their advisors and mentors are critical for the promotion of excellence in graduate education and for adherence to the highest standards of scholarship, ethics, and professional integrity. Advising and mentoring of graduate students is the responsibility of all faculty and mentors.

The program director, Dr. Melissa L. Freeman, serves as the primary academic advisor for the program. All academic questions should be directed to the program director.

The e-portfolio coordinator, Dr. Ed Lyell, serves as the primary advisor for all issues related to the e-portfolio. All questions regarding e-portfolios should be directed to the e-portfolio coordinator.

Individual faculty members advise on matters related to their specific courses. All questions related to courses should be directed to the instructor of record for each course.

### **E-Portfolio Requirements**

Program coherence and student learning are demonstrated through a public exhibition and faculty assessment of an e-portfolio. The e-portfolio is required for MA-HEAL students and is optional for ELI-HEAL students. The e-portfolio will begin during the first course and is finalized during the two practica. The e-portfolio serves as a formative and summative evaluation of student learning. Students are encouraged to design the e-portfolio to use as a tool for their continued professional development.

Student e-portfolios are assessed using a rubric designed to provide students with a clear understanding of the required and recommended elements. E-portfolios help students to focus on work that enhances professional development, education practice, and career aspirations. The HEAL program uses WebCT for e-portfolio development and completion. During the final semester students will work with the E-portfolio Coordinator, Dr. Ed Lyell, to ensure all requirements have been met.

## SCHOOL OF BUSINESS

### DEGREE: MASTERS OF ARTS IN HIGHER EDUCATION ADMINISTRATION AND LEADERSHIP

#### 2010-11 CATALOG

	HOURS	TRANSFER/SUB	SEM TAKEN	GRADE
<u>HIGHER EDUCATION ADMINISTRATION CORE:</u>				
HEAL 500 HISTORICAL/CONT ISSUES	(3)			_____
HEAL 510 ADMIN AND ACADEMIC COLLAB	(3)			_____
HEAL 520 LEADERSHIP IN MSIs	(3)			_____
HEAL 530 FINANCE AND BUDGETING IN HE	(3)			_____
HEAL 540 LEADING FOR STUD SUCCESS/MSIs	(3)			_____
HEAL 550 POLITICS & POLICY IN HE	(3)			_____
HEAL 560 DATA ANALYSIS IN HE	(3)			_____
HEAL 570 LEGAL ISSUES IN HE	(3)			_____
HEAL 580 PLANNING, IR, & ASSESSMENT	(3)			_____
HEAL 581 PRACTICUM IN PLAN/IR/ASSESS	(3)			_____
HEAL 590 ENTREPRENEURSHIP IN HE	(3)			_____
HEAL 591 PRACTICUM IN ENTREPRENEUR	(3)			_____

I have reviewed this plan with my advisor. I understand that I am responsible for completing all degree requirements, for consulting with my advisor on a regular basis, for seeking the advice of my advisor in the event I have any questions about degree requirements and for securing prior approval of my advisor for any change in my degree plan.

SIGNATURES:

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ 36 ACAD. HRS. REQ.:

ADVISOR \_\_\_\_\_ DATE \_\_\_\_\_

CHAIR, SCHOOL OF BUSINESS      DATE \_\_\_\_\_ ANTICIPATED SEM/YR GRAD \_\_\_\_\_

## **TEACHING AT ASC**

### **Faculty Qualifications and Responsibilities**

The HEAL program uses core and adjunct faculty. Faculty members have academic preparation essential to teach course specific content and pragmatic experience to deliver concrete, pertinent theory. Minimum faculty qualifications are:

- Doctorate in Higher Education Administration or related field, OR
- Master's degree and significant professional experience (5-year minimum) working in a high-level leadership position in an Institution of Higher Education (IHE), preferably a Hispanic Serving Institution (HSI).

### **Faculty Standards**

Faculty members shall demonstrate reverence for students and colleagues through personal character, conduct, and professional management of their courses. Below are standards expected of faculty members who teach for ASC.

#### **Be Available to Students**

Faculty members are to be available to students for discussion about assignments and other course related material through telephone, email or “virtual office hours” in Wimba. Faculty contact information, including phone and email, along with times available must be provided to students through the course syllabus. Faculty members are to respond to students’ questions within 48 hours (Monday – Friday) from the time the question was submitted. If faculty are offline for a period of time, this information must be communicated to students prior.

#### **Promote and Model Academic Honesty/Integrity**

Both the faculty and student handbooks at ASC identify Academic Honesty as central to an institution. A faculty member must always submit work that represents his or her original words or ideas. Words or ideas that do not represent the original work of a faculty member must be cited to include all relevant sources. The extent to which such sources were used should also be made clear. Works that require citations include, but are not limited to, hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. The work of a faculty member that does not follow these standards may be considered academic misconduct, which violates academic integrity. Additionally, students shall be held accountable for violations of Academic Honesty/Integrity.

#### **Exemplify Respect for Students**

ASC is committed to affirmative action. We subscribe to the policy that there is no place in an academic community for discrimination based on race, creed, sex, religion, or ethnic background. A faculty member serves as affirmative action officer and is responsible for coordinating compliance efforts and investigating any complaints concerning discrimination. This responsibility includes institutional compliance with Title IX.

## **Be Cautious in the Use of Sensitive Information**

Faculty members are not to share present or past employer information that would be considered proprietary, confidential, company-sensitive, or protected trade secrets. Information shared in class or in assigned work should not be used for the personal gain of the faculty member or student.

## **Focus on Student Learning and Outcomes**

The HEAL program emphasizes a student mastery of outcomes in all courses and content within student's core and specialized courses. Faculty are required to ensure that the Learning Outcomes as outlined in the institutional syllabus are met. Course Learning Outcomes map to the Program Learning Outcomes (see Learning Outcomes Matrix above).

## **Apply Rules Equally to all Students**

The list and descriptions of assignments due, participation expectations, late submission consequences, and all grading criteria detailed in the faculty member's syllabus, must be consistently applied when determining grades for all students enrolled in the class. The Office of Equal Opportunity at ASC will notify a faculty member if a student is granted an ADA accommodation.

## **Faculty Hiring Documents and Contracts**

Upon hire at ASC employment forms will be emailed to you. These forms must be completed and submitted to HEAL program director, Melissa Freeman, at [mfreeman@adams.edu](mailto:mfreeman@adams.edu), within one week of receiving these documents. Once ASC receives your completed employment packet, we can register you for TEED: 589 training, issue a contract, place on payroll status, etc. These documents are a required first step in the employment process at ASC. Employment forms include the following:

- I-9
- W-4
- PERA
- Employee Information Sheet
- Account Request/Acceptable Use Policy Form (see below)

We will also need a copy of:

- Social Security Card
- State or Federally issued ID or State issued Driver's license

## **Account Request/Acceptable Use Policy Form**

The Account Request/Acceptable Use Policy Form is used to create, delete, or modify a computing account that allows access to our Portal Information System, Email and WebCT. The form must be completed and signed by the requestor, indicating that they will comply with the Acceptable Use Policy. It must also be approved and signed by the requestor's supervisor. The requestor may specify a preferred login name, which requires the last name. For assistance in determining the specifics of the account, please contact Patti Ortiz at [patti@adams.edu](mailto:patti@adams.edu).

## Training

Faculty members are required to meet the prescribed levels of academic preparation and graduate level course work for all courses for which they teach. Faculty members shall successfully complete thorough screening, assessment, and training. Required training includes TEED 589 and others as identified. Ongoing technical and consultation support and training are essential for the success of online courses and programs.

**TEED 589: From the Classroom to the Web** is a baseline-training course for faculty and instructors preparing to teach a full or hybrid (partially online) course. TEED 589 is two weeks in length (14 days) and is conducted entirely online. At the end of the course, participants will be evaluated on their attainment of a pre-established set of objectives. This is a demanding and time consuming course with as many as 10-20 hours of work. Please enroll only when you have the time to be successful. Faculty must complete this course prior to the beginning of the course they will be teaching. The training covers the ASC course management system platform, WebCT, and online pedagogy. This training helps faculty to significantly improve their technology skill and best practices for online teaching.

## Payroll Information

Questions and information pertaining to pay should be directed to Shirley Gibson, Payroll Officer at [sjgibson@adams.edu](mailto:sjgibson@adams.edu). Additional information about payroll can be found at [http://faculty.adams.edu/personal\\_resources.htm](http://faculty.adams.edu/personal_resources.htm) under Human Resources link.

Adjunct faculty paychecks are generated once a month and are available for pick up in the Business Office in Richardson Hall. Adjuncts may request paychecks to be mailed to them on payday. Contact Shannon Heersink at [shannon\\_heersink@adams.edu](mailto:shannon_heersink@adams.edu) in Human Resources for arrangements.

## FACULTY RESPONSIBILITIES: POLICY, PROCEDURE, AND PROCESS

### Course Syllabus

A course syllabus is the contract between you the faculty member and the students in the course. It outlines course expectations, assessments, grading criteria, etc. It must include specific information, including:

- Course Number
- Course Title
- Course Term
- Instructor Contact Information
- Course Introduction/Welcome
- Course Description and Objectives
- Required texts
- Course Requirements Including Participation Expectations
- Grading and Grading Scale Including A Clear Grading Policy For Late Assignments
- Rubrics to will be used which evaluate student performance

We provide a template syllabus, institutional syllabus and a checklist to assist you in building your courses based on industry best practices. Please direct any questions to Melissa Freeman at [mfreeman@adams.edu](mailto:mfreeman@adams.edu) or Tish Nelson at [tishnelson@adams.edu](mailto:tishnelson@adams.edu).

### **Course Revisions**

Six to eight weeks before a course begins, faculty will be asked to provide any course revisions, modifications, updates, etc. Any modifications are to be sent to Tish Nelson, Instructional Designer, at [tishnelson@adams.edu](mailto:tishnelson@adams.edu) and copied to Melissa Freeman at [mfreeman@adams.edu](mailto:mfreeman@adams.edu). This timeframe provides sufficient time for review, edits, and final modification.

### **Books**

Faculty must submit a list of books being used for the course s/he is teaching at least eight weeks prior to the start of the course to Melissa Freeman at [mfreeman@adams.edu](mailto:mfreeman@adams.edu). Please include the Author, Title, Publisher, and ISBN.

### **Portal & Faculty Services**

Adams State College PORTAL provides a number of services to faculty including:

- Course Rosters
- Faculty Detail Schedules
- Faculty Schedule by Day and Time
- Detailed Class List
- Summary Class List
- Registration Overrides
- Registration Add/Drops
- Student Menu
- Advisor Menu
- Email Address by Course Reference Number
- Midterm and Final Grades

To access Rosters or Faculty Services, login through PORTAL at <http://portal.adams.edu> (see Figure 1).

To access your **Roster** only, click on the appropriate course to see the current roster. Please note, your Roster may change until registration is complete and the add/drop (Census) deadline has passed for the semester. It is helpful to compare the Portal Roster with the Roster in WebCT. The WebCT Roster will not note drops from the course. This also assists with verification that the appropriate students are present in the course. To have non-registered students removed from the WebCT roster, email AITC.

**Faculty Services**, which includes all other bulleted points above, can be found under the School Services link after you have entered your login. See Figures 1-4 below for step-by-step instructions.

Figure 1

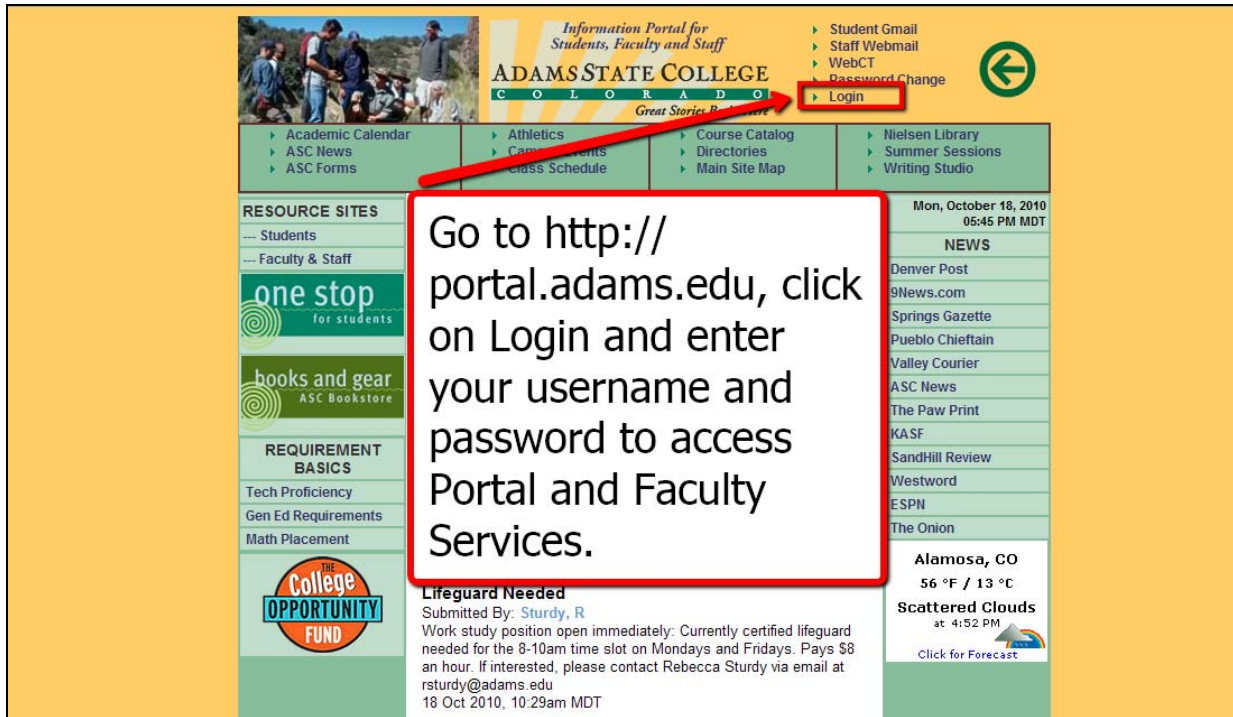


Figure 2

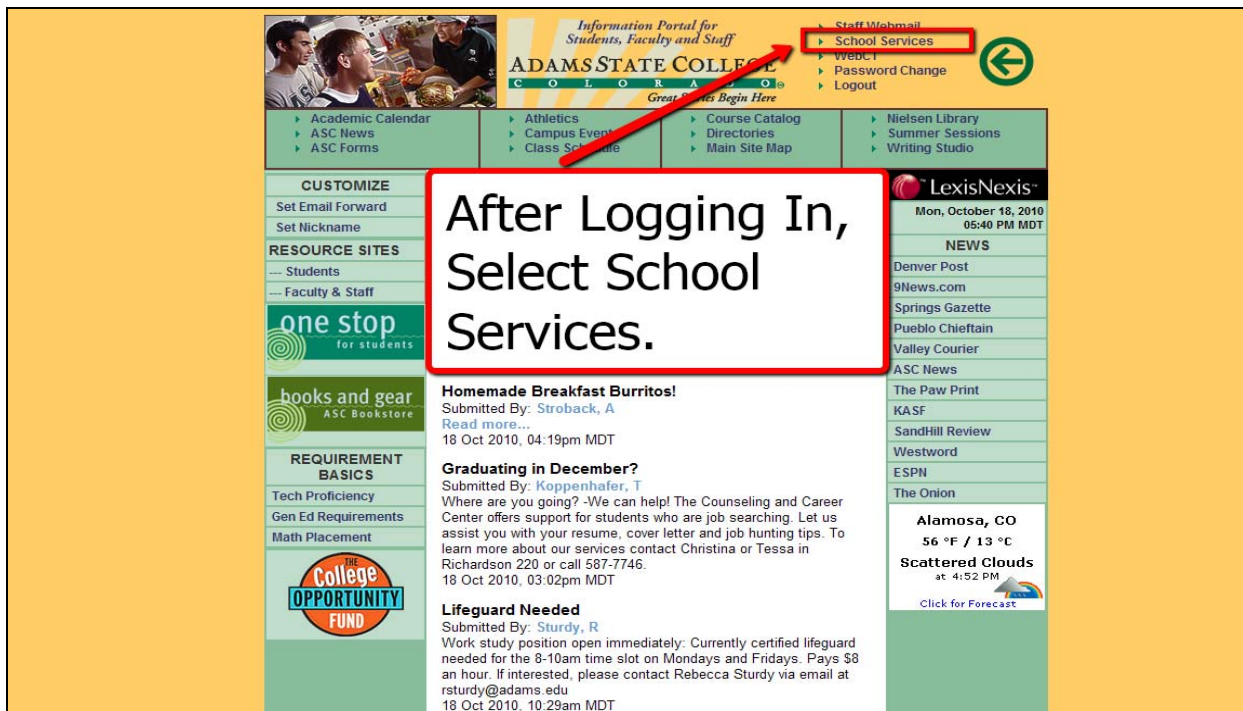
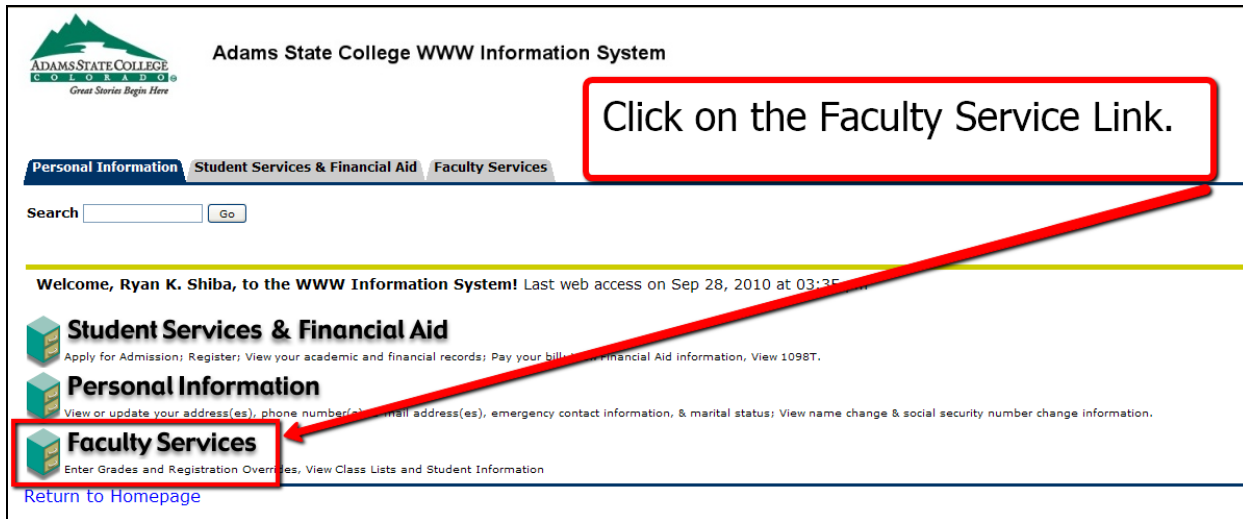


Figure 3



Figure 4



A step-by-step website is available to provide assistance on accessing Faculty Services features through the How To and FAQ link. Instructions about using Portal can be accessed at <http://www2.adams.edu/administration/computing/portal/portal.php>. Should you have further questions please contact Patti Ortiz at 719.587.7747 or [patti@adams.edu](mailto:patti@adams.edu).

## Assessment Guidelines

Evaluating student performances is an essential part of academic life. Grading should be objective. Grades should reflect student demonstration of mastery of course objectives and outcomes. If you would like samples of rubrics, please contact the HEAL program director.

### Returning Assignments

Assignments are to be returned according to the time frame stated in the syllabus. Timely submission of grades demonstrates that faculty are committed to providing timely feedback.

### Grading System

ASC uses the +/- grading system. Such a system is better able to distinguish between students who, for example, earn 81 percent versus 88 percent of possible course points. This distinction is important to many students, professors, and professional schools. The grading scale and GPA equivalents are as follows:

<i>Alphanumeric grading</i>	<i>Numeric or Point (with percent)</i>
A = 4.00	A = 92-100
A- = 3.67	A- = 90-91
B+ = 3.33	B+ = 88-89
B = 3.0	B = 82-87
B- = 2.67	B- = 80-81
C+ = 2.33	C+ = 78-79
C = 2.0	C = 70-77

A grade of “F” is reserved for Academic Misconduct or for not completing course requirements.

### Electronic Grade Submission

Each faculty member will be responsible for his/her own grade submission. Faculty will enter Midterm and Final grades by required dates through the ASC Portal Faculty Services link available at <http://portal.adams.edu>. Instructions on this process are outlined below. If you are having difficulty submitting grades, contact the Office of Records (800) 824-6494 or (719) 587-7321 for assistance. Upon the submission of grades, forward a final copy of grades to the HEAL Program Director, Melissa Freeman [mfreeman@adams.edu](mailto:mfreeman@adams.edu) no later than one week after the last day of the class.

To enter grades follow the instructions below. See Figures 5-13 for step-by-step instructions.

- Log on to Portal by typing the following URL: <http://portal.adams.edu>
- Click on “Login” at the top right section of the page
- Enter User Name and Password
- Click on School Services located on the upper right section of the page

- You can tell you're logged in because the word "Login" should change to "Logout" and your name should appear next to "Hello" in the main area of the page
- Click on Faculty Services
- Select either Mid-Term Grades or Final Grades
- Select a term from the drop down menu and "Submit Term"
- Select and submit a CRN from the drop down menu
- Enter a grade for each student from the drop down list
- Click or Press Submit
- If you need to submit for another course, click on the "CRN Selection" link at the bottom of the screen. This will bring you back to the drop down menu wherein you may select another course.

**Figure 5**

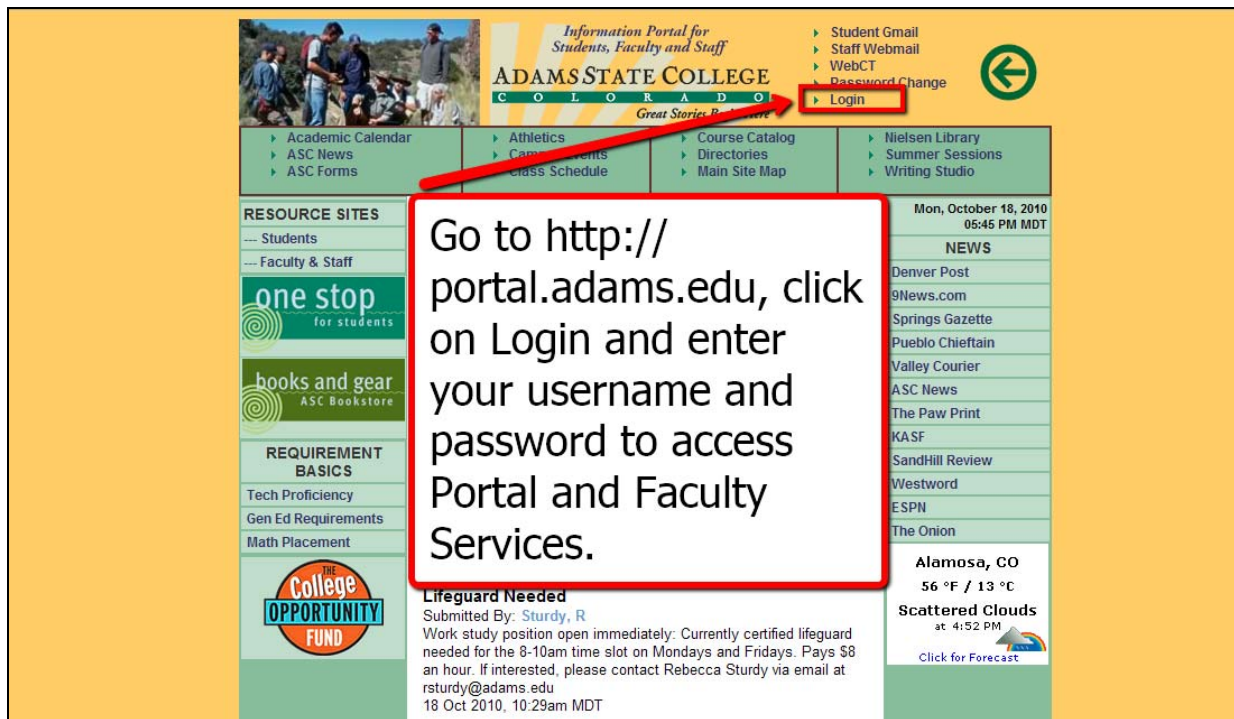


Figure 6

Information Portal for Students, Faculty and Staff  
**ADAMS STATE COLLEGE**  
C O L O R A D O  
Great Stories Begin Here

- Staff Webmail
- School Services**
- WebCT
- Password Change
- Logout

Academic Calendar  
ASC News  
ASC Forms

Athletics  
Campus Events  
Class Schedule

Course Catalog  
Directories  
Main Site Map

Nielsen Library  
Summer Sessions  
Writing Studio

**CUSTOMIZE**  
Set Email Forward  
Set Nickname

**RESOURCE SITES**  
Students  
Faculty & Staff

**one stop**  
for students

**books and gear**  
ASC Bookstore

**REQUIREMENT BASICS**  
Tech Proficiency  
Gen Ed Requirements  
Math Placement

**College OPPORTUNITY FUND**

**LexisNexis**  
Mon, October 18, 2010  
05:40 PM MDT

**NEWS**  
Denver Post  
9News.com  
Springs Gazette  
Pueblo Chieftain  
Valley Courier  
ASC News  
The Paw Print  
KASF  
SandHill Review  
Westword  
ESPN  
The Onion

**Alamosa, CO**  
56 °F / 13 °C  
**Scattered Clouds**  
at 4:52 PM  
Click for Forecast

**Homemade Breakfast Burritos!**  
Submitted By: Strobach, A  
Read more...  
18 Oct 2010, 04:19pm MDT

**Graduating in December?**  
Submitted By: Koppenhafer, T  
Where are you going? -We can help! The Counseling and Career Center offers support for students who are job searching. Let us assist you with your resume, cover letter and job hunting tips. To learn more about our services contact Christina or Tessa in Richardson 220 or call 587-7746.  
18 Oct 2010, 03:02pm MDT

**Lifeguard Needed**  
Submitted By: Sturdy, R  
Work study position open immediately: Currently certified lifeguard needed for the 8-10am time slot on Mondays and Fridays. Pays \$8 an hour. If interested, please contact Rebecca Sturdy via email at rsturdy@adams.edu  
18 Oct 2010, 10:29am MDT

**After Logging In, Select School Services.**

Figure 7

**ADAMS STATE COLLEGE**  
C O L O R A D O  
Great Stories Begin Here

**Adams State College WWW Information System**

**User Login**

Please enter your UserId and your Password. When finished, select Login.  
To protect your privacy, please Exit and close your browser when you are finished.

**User Name:**

**Password:**

[Click Here for Help with Login?](#)

**Enter your ASC username and Password once again.**

Figure 8

ADAMS STATE COLLEGE  
COLORADO  
Great Stories Begin Here

Adams State College WWW Information System

Personal Information Student Services & Financial Aid Faculty Services

Search  Go

Welcome, Ryan K. Shiba, to the WWW Information System! Last web access on Sep 28, 2010 at 03:35

**Student Services & Financial Aid**  
Apply for Admission; Register; View your academic and financial records; Pay your bills; View Financial Aid information; View 1098T.

**Personal Information**  
View or update your address(es), phone number(s), e-mail address(es), emergency contact information, & marital status; View name change & social security number change information.

**Faculty Services**  
Enter Grades and Registration Overrides; View Class Lists and Student Information

[Return to Homepage](#)

Figure 9

ADAMS STATE COLLEGE  
COLORADO  
Great Stories Begin Here

Adams State College WWW Information System

Personal Information Student Services & Financial Aid Faculty Services

Search  Go

**Faculty Services**

Term Selection  
CRN Selection  
Faculty Detail Schedule  
Faculty Schedule by Day and Time  
Detail Class List  
Summary Class List  
Registration Overrides  
Registration Add/Drop  
Student Menu  
Display student information; View a student's schedule; Process registration overrides; Process a student's registration; Change a student's class options.  
Advisor Menu  
View a student's transcript; View a student's grades; Display your security setup.  
Email addresses by course reference number  
Get a list of your students and their email addresses by CRN, either in a roster like format or a comma-delimited single line for pasting into your email client.

**Final Grades**

RELEASE: 8.2

Figure 10

ADAMS STATE COLLEGE  
COLORADO  
Great Stories Begin Here

Adams State College WWW Information System

Personal Information Student Services & Financial Aid Faculty Service

Search  Go

Select Term

Select the Term for processing then press the Submit Term button.

Select a Term: Spring Semester 2012

RELEASE: 8.1

Select a Term from the dropdown menu and click Submit.

Figure 11

ADAMS STATE COLLEGE  
COLORADO  
Great Stories Begin Here

Adams State College WWW Information System

Personal Information Student Services & Financial Aid Faculty Services

Search  Go

Select CRN

Please enter the CRN you wish to access, or select a different term from the menu.

CRN: Business Law - 12520

[ Enter Section Identifier (CRN) Directly ]

RELEASE: 8.1

Select and Submit a course by CRN from the dropdown menu.

Figure 12

**Course Information**  
Business Law - BUS 211 01  
CRN: 12520  
Students Registered: 24

Please submit the grades often. There is a 30 minute time limit starting at 05:58 pm on Oct 18, 2010 for this page.

Student Names will appear here. Enter grades for each student from dropdown list. Be sure to check for accuracy prior to submitting.

Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
**Registered** Jun 15, 2010	None	N			12
**Registered** Aug 26, 2010	None	N			27
**Registered** Aug 02, 2010	None	N			17
**Registered** Aug 24, 2010	None	N			24
**Web Registered** Apr 08, 2010	None	N			4
**Registered** Jul 28, 2010	None	N			16
**Registered** Aug 25, 2010	None	N			25
**Web Registered** Apr 07, 2010	None	N			3
**Web Registered** Aug 22, 2010	None	N			23

Figure 13

If you need to submit grades for another course, click on the "CRN Selection" link at the bottom of the screen. This will bring you back to the dropdown menu wherein you may select another course.

15 [ ] [ ] 15  
16 [ ] [ ] 7  
17 [ ] [ ] 19  
18 [ ] [ ] 28  
19 [ ] [ ] 29  
20 [ ] [ ] 1  
21 [ ] [ ] 26  
22 [ ] [ ] 22  
23 [ ] [ ] 5  
24 [ ] [ ] 21

Please submit the grades often. There is a 30 minute time limit starting at 05:58 pm on Oct 18, 2010 for this page.

[ [Term Selection](#) | [CRN Selection](#) | [Class List](#) | [Faculty Detail Schedule](#) | [Mid-Term Grades](#) | [Student Menu](#) | [Summary Class List](#) ]

RELEASE: 8.2

To view a video about the process of entering grades, enter the follow URL in the address box of your browser:

[http://www.kaltura.com/index.php/kwidget/cache\\_st/1285867722/wid/316532/uiconf\\_id/1823052/entry\\_id/0\\_f31nj5q3](http://www.kaltura.com/index.php/kwidget/cache_st/1285867722/wid/316532/uiconf_id/1823052/entry_id/0_f31nj5q3)

## **Instructor Evaluations**

The HEAL program is committed to program excellence. This is accomplished through continuous program assessment of faculty and courses. As such, faculty/course evaluations are a key component to program assessment and teaching excellence. At the end of the term, students complete online evaluations of the faculty/course. After the evaluations are compiled, the HEAL Director forwards individual results to each faculty member early in the following semester. Specific feedback identifies areas for further development and improvement to enhance teaching performance.

## **ELECTRONIC RESOURCES AND SERVICES**

### **Academic Instructional Technology Center**

ASC's Academic Instructional Technology Center (AITC) offers support for faculty developing online courses, technology assistance for students and faculty using WebCT (Blackboard Learning System), and campus instructional technology support.

The instructional training section of Academic Instructional Technology (AIT) provides instructional training expertise for the development and support of instructional technology including online courses and specialized educational programs.

AITC Instructional Support is available to assist faculty with the following:

- Assistance with pedagogy in an online learning environment
- Faculty training and support in regards to WebCT, Adams State College's Course Management System
- Group and individual training for supported technologies
- Recommendations for managing online course instruction
- Recommendations and guidelines for the effective uses of multimedia

The instructional design section of Academic Instructional Technology (AITC) provides instructional and program design expertise for the development and support of online courses and specialized educational programs.

AITC Instructional Design is available to assist faculty with the following:

- Planning and design in the creation of online course content
- Reviewing and evaluating online course instructional design issues
- Assistance in establishing optimal design of curriculum and instruction
- Suggestions and guidelines for the effective uses of multimedia
- Assistance with ADA compliance in online courses

Contact Information :

<http://www.adams.edu/academics/ait/>

Academic Instructional Technology Center  
(866) 407-0013; (719) 587-7371; [ascwebct@adams.edu](mailto:ascwebct@adams.edu)

## WebCT and Class Format

Courses in the HEAL program are delivered in an online format using WebCT. WebCT is an online virtual learning environment system used at Adams State College for e-learning. WebCT serves in lieu of the traditional classroom for the HEAL program. Courses are organized around Modules. Modules vary in their lengths, but typically last for either one or two weeks. Modules begin on Mondays at 12:01 am and end on Sundays at 11:59 pm.

Courses offered in the Fall and Spring Semesters are 15 weeks in length, beginning one week after the start of the regular semester. Summer courses are 10 weeks in length, beginning one week after the start of the regular semester. Online courses do not recognize regularly scheduled institutional breaks. Thus, courses continue during fall break, Thanksgiving break, snow days, and spring break.

### WebCT System Requirements

In general, the system requirements for WebCT 6.0 are the system requirements for a 56K or better Internet connection and a supported Web browser such as Netscape, Internet Explorer, Firefox or Safari.

Client (Student) Hardware -Minimum Pentium II 750 MHz processor -Minimum 128 MB RAM (128 required for Windows XP users) -Sound card & speakers/headphones -CD-ROM drive - Internet connection  
System Requirements: Client (Student) Software -Windows 98 SE, Windows ME, Windows 2000, Windows XP (Home or Professional) -Internet Explorer 6.0 or higher - Windows Media Player 7.0 or higher

### *Windows*

If you are a Windows user, you should use Windows 98, ME, NT, 4.0, 2000, XP, 7.0 or VISTA and a 56k V.90 modem or better Internet connection. Depending on the media used in individual course sites, you may need a sound card and speakers.

### *Macintosh*

If you are a Macintosh user, you need a machine that can support Mac OS X and a 56k V.90 modem or better Internet connection.

### *Software*

- Word Processor, presentation software. ASC uses Microsoft Office which includes -MS Word, PowerPoint and Excel. Other software that is used and is free:
  - Adobe Acrobat Reader (Free at [www.adobe.com](http://www.adobe.com))
  - Macromedia Flash (Free at [www.adobe.com](http://www.adobe.com))
  - QuickTime (Free at [www.quicktime.com](http://www.quicktime.com) )
- OpenOffice is an open source provider of a package equivalent to Microsoft Office. It includes a word processor, presentation software and spreadsheet. You can get this package by going to [openoffice.org/](http://openoffice.org/). It is free and works with Word.

## **WebCT Common Classroom**

We have established a HEAL Common Classroom in WebCT in an effort to promote communication among all faculty, staff, and students associated with the HEAL program. The Common Classroom looks like a regular HEAL course in WebCT. Information, FAQs, Q&As will be shared here (e.g., required readings for future semesters). Be sure to check it regularly for program updates, opportunities, etc.

## **Research Repository**

All faculty and staff have access to a Research Repository in the HEAL Common Classroom. Here we have uploaded higher education related articles for student use in discussions, papers, etc. Faculty may also use the Repository to supplement their teaching materials, research, etc. If you would like to add materials to the Repository, please forward them in PDF format to [asheal@adams.edu](mailto:asheal@adams.edu). Include in the subject line "For Research Repository" also indicate the key words.

## **Nielson Library**

ASC Nielsen Library is home to extensive digital library databases providing research and reference services to all ASC students and faculty, regardless of location or schedules. To accommodate the busy lives of our students and faculty, ASC offers library services online, 24 hours a day.

The online distribution of information is not only optimally matched to the needs of students today, but also allows for equitable sharing of library resources among students and faculty members across ASC and in distance education programs.

For specific questions or concerns contact:

Paul Mascareñas Public Services-Reference Librarian  
Nielsen Library at Adams State College  
(719) 587-7173 Office | (719) 587-7879 Reference  
<http://www.adams.edu/library/>

## ADAMS STATE COLLEGE RESOURCES

Resource	Website	Phone
ASC Forms	<a href="http://www.adams.edu/records/forms/forms.php">http://www.adams.edu/records/forms/forms.php</a>	n/a
Academic Affairs	<a href="http://www.adams.edu/academics/assistant_provost/">http://www.adams.edu/academics/assistant_provost/</a>	719-587-7622
Academic Calendar	<a href="http://www.adams.edu/calendar/academic-cal.php">http://www.adams.edu/calendar/academic-cal.php</a>	n/a
Course Catalog	<a href="https://bannerweb.adams.edu/pls/prod/bwskfcls.p_disp_dyn_ctlg">https://bannerweb.adams.edu/pls/prod/bwskfcls.p_disp_dyn_ctlg</a>	n/a
Financial Aid	<a href="http://www.adams.edu/finaid/">http://www.adams.edu/finaid/</a>	866-344-1687
Graduate Studies	<a href="http://www.adams.edu/gradschool/">http://www.adams.edu/gradschool/</a>	719-587-8173
ASC Graduate Student Handbook	<a href="http://www.adams.edu/gradschool/graduate%20handbook0708.pdf">http://www.adams.edu/gradschool/graduate%20handbook0708.pdf</a>	n/a
HEAL Program	<a href="http://heal.adams.edu">http://heal.adams.edu</a>	719-587-7934 719-587-8269
Library	<a href="http://www.adams.edu/library/">http://www.adams.edu/library/</a>	
One Stop Student Services	<a href="http://www.adams.edu/onestop/">http://www.adams.edu/onestop/</a>	866-344-1687
School of Business	<a href="http://www.adams.edu/academics/business">http://www.adams.edu/academics/business</a>	719-587-7161
Registrar	<a href="http://www.adams.edu/records/">http://www.adams.edu/records/</a>	719 587 7321
Technical Support	<a href="http://www.adams.edu/academics/ait/">http://www.adams.edu/academics/ait/</a>	719-587-7371
WebCT	<a href="https://adams.blackboard.com/webct/entryPageIns.dowebct">https://adams.blackboard.com/webct/entryPageIns.dowebct</a>	n/a

## CONTACT INFORMATION

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<b>Registrar</b>	
Belen Maestas Registrar <a href="mailto:bmaestas@adams.edu">bmaestas@adams.edu</a> 719.587.7321	

**ADAMS STATE COLLEGE GOVERNANCE**

**School of Business**

**Higher Education Administration & Leadership Program**

The governance structure at Adams State College is designed to ensure broad representation of both Core and Adjunct faculties and to ensure faculty oversight of the curriculum and academic standards.

