

A D A M S   S T A T E   C O L L E G E

# Higher Education Administration and Leadership Program for Hispanic Serving Institutions



## GRADUATE STUDENT HANDBOOK



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[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**

**STUDENT HANDBOOK**

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## PROGRAM OVERVIEW

Welcome to Adams State College (ASC) and the Higher Education Administration and Leadership (HEAL) Program. You should become familiar with the HEAL Program Student Handbook as well as ASC's Graduate Student Handbook. These provide a wealth of information that will assist you during your time as a graduate student at ASC. To obtain a copy of the ASC Graduate Student Handbook, go to <http://www.adams.edu/gradschool/> and download the latest pdf version.

The HEAL program began with a conversation—a conversation about a lack of Latino/a leadership in the nation's Hispanic Serving Institutions (HSIs). In looking for ways to provide professional development opportunities for staff, ASC applied for and received a grant from the U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE) in the fall of 2009. This grant provided the seed money to develop the HEAL program.

As part of the development process, we convened a Curriculum Committee in December of 2009, comprised of higher education experts and HSI leaders from across the nation. Members included:

- ❖ Dr. Mario Martinez, Professor, University of Nevada Las Vegas (Committee Chair)
- ❖ Dr. Eduardo Arellano, Associate Professor, University of Texas—El Paso
- ❖ Dr. Valerie Martin Conley, Associate Professor, Ohio University
- ❖ Ms. Laura Solano, Vice President, Pueblo Community College
- ❖ Mr. David Trujillo, Interim President, Northern New Mexico College

The Curriculum Committee developed all components of the program including the mission statement, admission criteria, program goals, program requirements and curriculum. After the Curriculum Summit, the program went through a rigorous, four-month long review and approval process. It was approved at several levels, including—School of Business Faculty, ASC Graduate Council, ASC Cabinet, ASC Board of Trustees, and Colorado Department of Higher Education/Colorado Commission on Higher Education.

Following is important information regarding components of the program including admissions, requirements, resources, etc.

## PROGRAM COMPONENTS

### Program Mission Statement

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 masters in Higher Education and Administration and Leadership program will provide 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 (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.

### Admission Criteria—Master of Arts (MA)

The MA-HEAL program begins a new cohort every fall semester. Students may apply for admission throughout the year prior to the fall semester to which they wish to apply. Application deadline is **July 30** of every year. Applications may be accepted after that date on an individual basis and if there are slots still available. The program caps at 25.

Students may wish to consider an earlier application, as scholarship application deadlines are **March 1** of every year. For more information about scholarship and financial aid information,

see “Financial Support Options” below or visit the Office of Financial Aid website at [www.adams.edu/finaid](http://www.adams.edu/finaid).

To be considered for admission to the MA-HEAL, students will:

- Fill out the online application: <http://www.adams.edu/academics/business/heal/>
  - Click on “Apply” on the right nav
  - Select “MA Admission” on the right nav
  - Click on “Admission Application” in the center of page
  - Pay an application fee of \$30
- Hold a **Baccalaureate Degree** from an accredited institution of higher education.
- Have an undergraduate **G.P.A. of 3.0**, the last 30 credit hours of the degree
  - Those with a G.P.A. lower than 3.0 may be conditionally admitted until after the first semester at which time evidence is provided as to the ability to do graduate level work.
- Write a **Letter of Intent** which indicates that you are applying for the MA program.
- Write a 2-3 page **Essay**—How do you see yourself improving educational opportunities for Latino/a students in the future. The **Essay** will be used to assess writing skills for eligibility into the program.
- Currently hold a position within an institution of higher education, exceptions may apply.
- Send in a **Complete Resume** including academic, volunteer and work experience.
- Send **Unofficial Transcripts** (official after acceptance).
- Include **2 Letters of Reference** with contact information for those references.
  - **Letters of Reference** must outline the student’s strengths and weaknesses; likely success in a graduate program; and what they will bring to the field of higher education.
  - One **Letter of Reference** should be from an immediate and/or current supervisor.

*All application materials are to be sent as an email attachment in PDF to:*

[mfreeman@adams.edu](mailto:mfreeman@adams.edu)

Or via U.S. Postal Service to:

Dr. Melissa L. Freeman, Program Director  
School of Business  
Adams State College  
208 Edgemont Blvd  
Alamosa, CO 81102

Students must maintain a 3.0 during graduate school

- One semester below 3.0 results in academic probation.
- Two semesters below a 3.0 results in removal from the program.

### **Transfer Credit**

Given the unique focus of the HEAL Program, transfer credit is strongly discouraged. However, students may request transfer credit. This will be determined on a case-by-case basis. Students wishing to transfer credit must supply a syllabus from the institution in which the credit was originally received prior to the start of the HEAL Program. Syllabi will be reviewed for mastery of specified learning outcomes required in the HEAL Program.

### **Admission Criteria—Executive Leadership Institute (ELI)**

The ELI-HEAL program begins a new cohort every fall semester. Students may apply for admission throughout the year prior to the fall semester to which they wish to apply. Application deadline is **July 30** of every year. Applications may be accepted after that date on an individual basis and if there are slots still available. The program caps at 25.

Students may wish to consider an earlier application, as scholarship application deadlines are **March 1** of every year. For more information about scholarship and financial aid information, see “Financial Support Options” below or visit the Office of Financial Aid website at [www.adams.edu/finaid](http://www.adams.edu/finaid).

To be considered for admission to the ELI-HEAL program, students will:

- Fill out the online application: <http://www.adams.edu/academics/business/heal/>
  - Click on “Apply” on the right nav
  - Select “ELI Admission” on the right nav
  - Click on “Admission Application” in the center of page
  - Pay an application fee of \$30
- Hold a minimum of a **Master’s Degree** from an accredited institution of higher education.
- Write a **Letter of Intent** which indicates that you are applying to the ELI program.
- Write a 2-3 page **Essay**—How do you see yourself improving educational opportunities for Latino/a students in the future. The **Essay** will be used to assess writing skills for eligibility into the program.
- Currently hold a position within an institution of higher education, exceptions may apply.
- Send in a **Complete Resume** including academic, volunteer and work experience.
- Send **Unofficial Transcripts** (official after acceptance).

- Include **2 Letters of Reference** with contact information for those references.
  - **Letters of Reference** must outline the student’s strengths and weaknesses; likely success in a graduate program; and what they will bring to the field of higher education.
  - One **Letter of Reference** should be from an immediate and/or current supervisor.

*All application materials are to be sent as an email attachment in PDF to:*

[mfreeman@adams.edu](mailto:mfreeman@adams.edu)

Or via U.S. Postal Service to:

Dr. Melissa L. Freeman  
HEAL Program Director  
School of Business  
Adams State College  
208 Edgemont Blvd  
Alamosa, CO 81102

Students must maintain a 3.0 during graduate school

- One semester below 3.0 results in academic probation.
- Two semesters below a 3.0 results in removal from the program.

### **Transfer Credit**

There will be no transfer credit for the Executive Leadership Institute.

### **Master of Arts 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

### Residency Requirements

There are two residency requirements for MA-HEAL 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 the summer in which the student takes HEAL 540, Leading for Student Success in the MSI. This residency brings leaders from different organizations—private, public, nonprofit, higher education—to provide mentoring and networking opportunities for our students.

### Practica Requirements

MA-HEAL students must complete two practica, one each in the final two semesters. Practica are on-the-job, project-based learning experiences. Students will work with a practicum supervisor and the instructor of record for the semester to design and complete an appropriate

project. Students, faculty and practica supervisors are required to fill out the appropriate forms prior to start of the Practicum experience. These will be provided in the 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 will begin during the first course and be 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 MA-HEAL program uses WebCT for e-portfolio development and completion. During the final semester students will work with the e-portfolio Coordinator to ensure all requirements have been met. Portfolio guidelines follow.

#### **MA-HEAL E-portfolio—A Capstone Experience**

The Master of Arts in Higher Education Administration and Leadership program requires an e-portfolio experience for graduation. Below you will find instructions for e-portfolio development. This will be reviewed with the MA-HEAL students during the first residency. At the conclusion of each class for which there is a paper required for the e-portfolio, professors will work with the students on revisions and edits. It is the student's responsibility to ensure that all revisions and edits are completed and the e-portfolio is submitted by the middle of the final Practicum Course (HEAL 591—Practicum in Entrepreneurship in Higher Education).

The e-portfolio should be completed and available to your committee members by mid-term of the final Practicum course in August. It will contain the following contents:

1. **Preface**—The e-portfolio should begin with a 5-6 page introduction (double spaced) where you reflect on your academic/professional growth and development over the course of the program. Points upon which you should reflect:
  - What does the work compiled in your e-portfolio say about you and what competencies you have learned over the course of the program?
  - Drawing on the e-portfolio's contents, discuss the disciplinary knowledge you have gained about higher education administration and leadership, specifically in HSEs during the course of your program.
  - Discuss any consistent themes, values, ideas, or concerns your e-portfolio develops or represents.
  - How will these competencies be used by you in a professional setting?
  - How has the MA--HEAL program come to shape your understanding of higher education administration and leadership?

2. **Resume and Professional Statement**—To be developed during Residency One. Both should be reflected upon and updated as needed throughout your program.
3. **Qualitative Analysis Paper**—This is the final paper students produce for the Historical and Contemporary Issues in Higher Education Course, HEAL 500. Include the original and revised copies.
4. **Quantitative Analysis Paper**—This is the paper produced from the Data Analysis in Higher Education Course, HEAL 560. Include the original and revised copies.
5. **Practicum in Planning, Institutional Research, and Assessment Paper**—This is the final paper produced from the Practicum in Planning, Institutional Research and Assessment Course, HEAL 581. Include the original and revised copies.
6. **Practicum in Entrepreneurship in Higher Education Paper**—This is the final paper produced from the Practicum in Entrepreneurship in Higher Education Course, HEAL 591. Include the original and revised copies.
7. **Paper of Student's Choice**—This is the final paper produced from any course within the HEAL program as chosen by the student. Include the original and revised copies.

**Portfolio Preparation:**

1. All papers should be fully edited and cleaned up of all mistakes, typos, errors etc. The papers should be revised and polished in light of the professor's original comments. Include both the original copy of your paper and the revised copy.
2. An original and final copy of each paper along with other required documentation is to be turned in via WebCT.
3. The e-portfolio must include a table of contents.
4. Feel free to add an addendum to a paper if you want to make additions, add explanations etc. since the time the paper was originally written.

**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.

### **HEAL 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. See “WebCT and Class Format” section below for more information about how WebCT works.

### **Research Repository**

We have created a Research Repository within the HEAL Common Classroom. Here you may access a variety of research articles about various topics within higher education. The Repository is a work in progress, as we continuously add to the database. To share an article in the database, please forward it to the Program Director at [mfreeman@adams.edu](mailto:mfreeman@adams.edu).

### **MA-HEAL Program Completion—Graduation**

Students who successfully complete the program requirements are eligible to apply for graduation. Applications for graduation are available at the Registrar website <http://www.adams.edu/records/graduation/>. Applications must be submitted the semester prior to that of intended graduation with the Graduate School. Dates vary; please check with the Graduate School Office for exact dates.

Successful program requirement completion includes maintaining a minimum GPA of 3.0 throughout the program. Students who fall below a 3.0 will be placed on academic probation for one semester. Any student with a GPA below a 3.0 for more than one semester will be dismissed from the program.

### **Executive Leadership Institute Requirements**

The post-graduate Executive Leadership Institute (ELI) program in Higher Education Administration and Leadership is a cohort-based, online program. There are two residency requirements. 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 senior-level leadership positions within institutions of higher education, especially Hispanic Serving Institutions. Students take two courses per semester for three semesters. Each course is 3 semester hours long, for a total of 18 hours. ELI students are co-enrolled with the MA students, but are expected to complete higher-level projects in their coursework.

## 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 ELI-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 the summer in which the student takes HEAL 540, Leading for Student Success in the MSI. This residency brings leaders from different organizations—private, public, nonprofit, higher education—to provide mentoring and networking opportunities for our students.

### 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.

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.

## **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. See “WebCT and Class Format” section Below for more information about how WebCT works.

## **Research Repository**

We have created a Research Repository within the HEAL Common Classroom. Here you may access a variety of research articles about various topics within higher education. The Repository is a work in progress, as we continuously add to the database. To share an article in the database, please forward it to the Program Director at [mfreeman@adams.edu](mailto:mfreeman@adams.edu).

## **ELI Program Completion**

After successful completion of the required coursework for the Executive Leadership Institute, students will receive a Certificate of Completion.

Successful program requirement completion includes maintaining a minimum GPA of 3.0 throughout the program. Students who fall below a 3.0 will be placed on academic probation for one semester. Any student with a GPA below a 3.0 for more than one semester will be dismissed from the program.

At the conclusion of the ELI-HEAL program, students may elect to continue in the MA-HEAL program. Any student who wishes to continue in the MA program will need to make arrangements with the program director.

## **Registering for Classes**

After admission to the program, students receive a letter from the Office of Graduate Studies, instructing how to activate the computer account and email, find the username, create a password and to maneuver the ASC websites (see sample letter below). Students must follow these instructions and register for HEAL 500 and HEAL 510 for the first semester of study. For all subsequent semesters, program staff will register students for courses.

## Sample ASC Token Letter from the Office of Graduate Studies

Dear Student,

Welcome to Adams State College! As your first semester draws near, you need to activate your student computer account and email using your ASC student identification number and a one-time use token number.

1. Visit <https://adams.edu/getit>
2. Enter your ID number: 900xxxxxx
3. Enter your token number: xxxxx
4. Select “Accept the terms and get your information”
5. Make note of your ASC username [email address is username@grizzlies.adams.edu]
6. Create and save your password

Once your account is activated, you can use your ASC username and password to:

- \* Login to WebCT, our online class delivery system—*WebCT how-to-use information:*  
<http://www.adams.edu/academics/ait/howto/howto.php>
- \* Login to the ASC One Stop website at [www.adams.edu/onestop](http://www.adams.edu/onestop)
  - o Register for classes—*Course scheduling must be discussed with and approved by your department advisor.*
  - o Check and accept your financial aid award, if eligible—*Financial aid is disbursed when classes begin if all required documentation is in place.*
- \* Check email

**Please note that ALL official ASC communication, including billing statements, will be sent through your ASC email only.** Hence, please check this email frequently and regularly.

Soon after you have registered for courses, you will be sent an Easy Refund MasterCard debit card from Higher One. Please look for this in the mail and do not throw it away. It may look on the outside like another credit card offer; however, it is not a credit card. It is important that you activate it to receive any type of refunds from Adams State College, including financial aid refunds after aid has paid to your student account. Activation instructions are included with the card.

Feel free to contact us if you have any questions or visit our website at [www.adams.edu/gradschool](http://www.adams.edu/gradschool). We look forward to being part of your continued education.

Sincerely,

Graduate School

## Ordering Books

Students may order books in one of two ways a) from an online source such as Amazon or Barnes and Noble or b) from the ASC bookstore. All book titles and ISBN numbers will be provided in the WebCT Common Classroom in the semester prior to when the books are needed. **Do NOT order books any more than 5 weeks in advance.** Faculty reserve the right to change course textbooks until 5 weeks prior to the start of their courses. If you are uncertain, check with the program director.

To order books from ASC's online bookstore, go to  
<https://www.bkstr.com/CategoryDisplay/10001-9604-17028-1?demoKey=d>

- Select the Term from the drop down tab.
- Select the Department—HEAL—from the drop down tab.
- Select the Course Number from the drop down tab.
- Select the CRN from the drop down tab.
- Click Submit.
- Follow the ordering instructions from there.

## ACADEMIC INSTRUCTION TECHNOLOGY CENTER (AITC)

Adams State College'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.

For more information, contact:

Academic Instructional Technology Center  
Adams State College  
208 Edgemont Blvd  
Alamosa, CO 81102  
1.866.407.0013  
1.719.587.7371  
<http://ait.adams.edu>  
Email: [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.

## How WebCT Functions

### How to Turn in Written Assignments

All written assignments, **except discussion assignments**, will be submitted through the assignment link in each module or by clicking assignment and submitting it through the correct link. Use the following process to prepare and submit assignments:

- Prepare your project using Microsoft Word. Name your assignment with the following convention: last name, first name, project title (ex. lastnamefirstnamemini1.rtf) **You will have to choose the .rtf file type from the drop down menu in your save window. (Under the name of the document.)**
- Click on the assignment link in the Learning Modules overview area or on the assignment in the Assignment tab.
  - At the top of the page, you will see the assignment instructions and any attached instructions.
  - Under Submissions is the text box that you will paste your assignment in if instructed to, otherwise you will attach your completed assignment by clicking "Add Attachments".
  - Under Comments is where you can make a comment about your assignment to the instructor.
  - Click submit.

**Be advised that your papers are subject to plagiarism detection programs.**

### How to Send E-mails

All electronic mail communication related to this course will utilize the Mail tab. To communicate by E-mail within the course with other participants or all participants, click the Mail tab link on the left. Click Create Message to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. Be sure to only check the recipients that you want to receive the E-mail.

### Do Not Submit Assignments through the Mail Tab

Submit them through the Assignments tab, Assessment tab or Discussions tab, as directed. You will receive quick responses to any E-mail you send during instructor office hours.

### How to Post in the Discussions

The Discussions feature in WebCT is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. This tool will be used frequently throughout the program. When you click the Discussions tab located on the left or in the Learning Modules, a listing of subject categories, called forums, will appear in a table format.

All threads (topics) pertinent to a category will appear as links under that subject's forum. The instructor has control of what general subject categories are available for discussion in the course. At the instructor's discretion, students may or may not have the option of starting a new thread under the general subject categories and may or may not be able to edit their comments after they have been posted. Students can (and will be required to) respond to threads in the course discussions. To respond to a thread:

- Click the Discussions tab located in the left-hand navigation bar or click on the Discussion Assignment link in the Learning Module.
- Click on a topic link to open it and view the contents within.
- Click "Create a Message" to post your initial comments or click "Reply" to respond to any existing posts.
- Be sure to click submit to add your posting.

Your response will now appear in the table, along with your name as author and date/time of posting. Check the Discussions often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussions area each time you log into the course, to view any added material.

For more information about how WebCT functions please visit:

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

## **NIELSEN LIBRARY**

Adams State College Nielsen Library is home to extensive digital library databases providing research and reference services to all Adams State students and faculty of, regardless of location or schedules. To accommodate the busy lives of our students and faculty, Adams State College 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 Adams State College 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/>

## **FINANCIAL SUPPORT**

There are a limited number of financial support options available to graduate students at ASC. These include federal loans, student employment, scholarships, and tuition remission.

## **Federal Loans**

Federal student loans are available to U.S. citizens and permanent residents. Check with the ASC Financial Aid Office about information on loan programs for graduate students [www.adams.edu/finaid](http://www.adams.edu/finaid).

## **Student Employment**

If you are interested in potential student employment with a department on ASC's campus, please be sure to provide an updated resume/curriculum vita to the program director. Information about potential student employment opportunities will be advertised on the WebCT Common Classroom site.

## **Scholarships**

### **Out-of-State Student Scholarships**

Out of state students in the HEAL program receive a Department Scholarship which offsets the out-of-state tuition rate. As such out-of-state students pay the in-state tuition rate. For more information contact the HEAL Program Director.

### **ASC Scholarships**

All HEAL students are eligible to apply for the following scholarship opportunities. Check with the ASC Financial Aid Office for deadlines and application procedures [www.adams.edu/finaid](http://www.adams.edu/finaid).

- William and Lenora Gilmore Memorial (Business) Scholarship
- L&M Auto Scholarship
- Mingilton Family Endowment
- Robert Hoag Rawlings Foundation Scholarship
- Robert Ellard Wright Memorial Scholarship
- Ruth Curtis Gilbert Scholarship
- Merritt Scholarship
- Dr. Littleton J. Bunch Memorial Scholarship
- Roy and Yoshiko Inouye Scholarship Endowment
- McPherson Scholarship
- Borrego Family Scholarship
- Richard Collins Memorial Scholarship
- Stanford Fellers Memorial Scholarship
- Paul D. Hall Scholarship
- Margaret A. Lamb
- Michael Lane Lester Memorial Scholarship
- Rick Sheriff Memorial Scholarship
- McDaniel Scholarships

## **Tuition Remission**

Adams State College provides tuition remission for employees on a first come, first serve basis. Please check with Human Resources about tuition remission information.

Students who work at an institution of higher education other than ASC should check with their Human Resources department about tuition remission. Please inform the program director of any required paperwork for your tuition remission.

## **SATISFACTORY ACADEMIC PROGRESS AND APPEALS PROCEDURES**

### **Academic Integrity**

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies at the College. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The College does not tolerate academic dishonesty. The term academic dishonesty includes but is not limited to:

1. Cheating by using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member in the course syllabus or class presentation;
2. Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement;
3. Unauthorized Possession or Disposition of Academic Materials includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that a faculty member did not authorize for release to students;
4. Falsification encompasses any untruth, either verbal or written, in one's academic work;
5. Facilitation of any act of academic dishonesty includes knowingly assisting another to commit an act of dishonesty.

Academic dishonesty may be an academic issue or a disciplinary issue, or both depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or College; or expulsion from the College. The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Copying from another student's exam
- Purchase of term papers turned in as one's own
- "Padding" items on a bibliography
- Feigned illness to avoid an exam
- Submission of same term paper to another class without permission
- Study of a copy of an exam prior to taking make-up exam
- Providing another student answers during an exam
- Use of notes or book during the exam when prohibited

- Sabotage of someone else’s work (e.g., on disk, in lab, etc.)
- Collaboration on homework or take-home exams when instruction called for independent work
- Providing test questions to another student(s)
- Plagiarism: appropriating or passing off as one’s work the writings, ideas, etc. of another (e.g., copying without giving credit due, forgery, literary theft, and expropriation of some other’s work)
- Writing of term paper(s) for another student
- Alteration or forging of an official College document
- Submission of tutor or other resource work assignments as one’s own
- Violation of copyright(s)
- Cheating on exams, papers, assignments, etc.

All incidents of academic dishonesty shall be documented and submitted to the chair of the academic department and the Vice President for Academic Affairs (VPAA). The VPAA will create a confidential file concerning the matter. In the unfortunate event that a student is reported for violating the academic integrity policy on more than one occasion, the file will reflect all additional episodes.

As an academic matter, instances of academic dishonesty are ordinarily handled by the faculty member responsible for grading the test, paper, assignment or course in question, by lowering the student’s grade in the course or assessing an F in the course (“grade adjustment”). A faculty member who lowers a student’s grade or assesses an F for academic dishonesty will give the student written notice of the reasons for taking such action. Grades assigned by an instructor, including grade adjustments, are academic, not disciplinary in nature. A student wishing to appeal a grade adjustment should follow the Grade Appeals Procedure in this Handbook.

When academic dishonesty is pervasive or severe, the VPAA, the department chair or the faculty member may file a complaint of academic misconduct in accordance with the disciplinary procedures in this handbook for violations of the Code of Conduct in addition to, or in lieu of a grade adjustment. If a complaint of misconduct is filed in addition to a grade adjustment, any appeal of the grade adjustment will not be considered until after the complaint of academic misconduct is resolved. Records pertaining to the misconduct complaint will be considered in determining the academic appeal.

### **Academic Standing/Probation**

College policy states that, “Graduate students must maintain a cumulative grade point average of 3.0 or better for all coursework—graduate and undergraduate—taken in pursuit of a master’s degree, initial teaching license, or endorsement. Students are subject to dismissal if their cumulative GPA falls below 3.0. Students earning a grade of D or F in any course will not be able to count the course toward degree completion and must retake the course. Students earning a grade of C may be required to repeat the course depending on department requirements. All grades earned in graduate study will be included in the calculation of the cumulative grade point average. Graduate study does not permit grade forgiveness.”

The HEAL program does not require students to retake a course in which a C was earned. Any student who falls below 3.0 may be placed on academic probation. Students are only allowed to be on academic probation for one semester. Any student with a GPA that falls below a 3.0 for more than one semester will be dismissed from the program.

Students who are conditionally admitted due to GPA, must earn a minimum 3.0 GPA in their first semester of attendance in order to remain in the program.

### **Academic Appeals Procedure**

An appeal regarding grades and other academic actions requires the following steps: If a student disagrees with a grade or other academic determination, the student, within three (3) school days of receiving the grade or other academic determination, shall make a written request to discuss the grade or other academic determination with the instructor. The request must be hand-delivered or emailed to the instructor, with a copy to the VPAA. The instructor will arrange to discuss the grade with the student. If the instructor and/or the department chair are absent from campus and unavailable or no longer employed by the College, the VPAA will arrange for the student to skip the discussion with the instructor and/or the appeal to the department chair and move directly to the next level of appeal as outlined below.

- After the discussion with the instructor, if the student is not satisfied with the course grade, the student must, within three (3) school days of the discussion with the instructor, provide a written appeal to the instructor detailing the basis for the appeal and the specific remedy sought by the student. The instructor will respond to the student in writing detailing the reasons for accepting or denying the appeal.
- If the student is still not satisfied, within three (3) school days of receiving the instructor's response, the student must provide a written appeal to the department chair detailing the basis for the appeal and the specific remedy sought by the student. The department chair will respond to the student in writing detailing the reasons for accepting or denying the appeal.
- If the student is still not satisfied with the department chair's decision, within three (3) school days, the student must provide a written appeal to the VPAA detailing the basis for the appeal and the specific remedy sought by the student. The VPAA will forward the appeal to the Graduate Council Appeals Committee for review. The Graduate Council Appeals Committee decision is final.

### **Terms of Enrollment or Required Withdrawal**

A student who enrolls in the College or in any College program, organization, or activity voluntarily assumes the responsibility for meeting the requirements involved for continued participation. Termination or suspension of continued enrollment may take the following forms:

- Academic suspension or expulsion for failure to maintain minimum academic standards.
- Disciplinary suspensions or expulsion for violation of College policies.
- Temporary suspension during the pendency of disciplinary or criminal actions.

- Cancellation of registration when admission is found to have been based upon incomplete or false information provided by a student.
- Cancellation of registration or denial of registration when a student fails to meet financial obligations to the College.
- Denial of re-enrollment, diplomas, and transcripts to a student for failure to fulfill all College obligations: Any student who has an unpaid financial obligation (of any nature) to the College or who has any other unresolved obligations or requirements may not be allowed to register for classes, graduate, or receive an academic transcript of credits. Such action shall not preclude the College from pursuing any other lawful means to obtain satisfaction of the obligation.
- Suspension for being in such condition of physical or mental illness that, even with reasonable accommodation, the student cannot safely satisfy College programmatic requirements.
- Dismissal pursuant to procedures specific to each graduate program.
- Voluntary withdrawal or leave of absence. (Initiated by the student and approved by the dean of students).

Required withdrawal or denial of registration may be imposed at any time during a semester or prior to registration for any semester. Denial of re-admission following suspension, required withdrawal, or denial of registration may be enforced permanently or for a specific period of time.

Please see the ASC Graduate Student Handbook for further information about Student Code of Conduct, Disciplinary Actions, and other relevant policies and student services.

### **CONTACT INFORMATION**

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 E-Portfolio Coordinator  
[ehlyell@adams.edu](mailto:ehlyell@adams.edu)  
 719-587-7751

## 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 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
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

## Appendices

## Higher Education Administration and Leadership Program Faculty Bios



**Dr. Eduardo Arellano** is an Associate Professor in Higher Education at the University of Texas at El Paso. For eight years, he has taught a wide breadth of higher education courses including higher education law, policy analysis, evaluation and assessment, among others. Dr. Arellano has taught face-to-face, hybrid, and online courses at the master and doctoral levels. He has also advised several master and doctoral students to completion. The central theme of Dr. Arellano's research is that of bridging borders between students of different races and ethnicities, between university preparation programs and the world of practice, between universities across the U.S.-Mexico border, and between educational institutions and their communities. He earned a Ph.D. in Educational Administration with an emphasis in higher

education from New Mexico State University in Las Cruces, New Mexico. He also earned a Master's in Public Administration and a Bachelor's in Political Science from the University of Texas at El Paso.



**Dr. Michael Chavez** has over a decade of experience in higher education as faculty member and administrator. Dr. Chavez is the Dean of Enrollment Management at Midland College, in Midland, Texas. His previous experiences in higher education span from Pennsylvania to Arizona. The positions he held were Advisor, Professor of Psychology, Director of Upward Bound, Coordinator of Edinboro Success Program, Associate Dean of the Institute of Teaching, Learning, and Academic Leadership, and, Dean of Educational Support Service. In addition, Dr. Chavez has taught as an adjunct faculty member at 4 institutions of higher education.

Dr. Chavez graduated from New Mexico Junior College with an Associate's degree and transferred to the University of the Southwest where he completed a Baccalaureate's degree in psychology and a Master's degree in Counseling. In 2005, he completed a Doctor's degree Educational Administration from New Mexico State University in Las Cruces, New Mexico. His dissertation topic was the perceptions of students transferring from a community college to a baccalaureate granting institution.



**Dr. Melissa L. Freeman** is an assistant professor of higher education, business, & public administration: Director of the Higher Education Administration & Leadership program, Director of the School of Business Survey Research Center, and Track Chair for the public administration emphasis in the MBA program at Adams State College. Dr. Freeman teaches courses on higher education, public administration and nonprofit management, survey/marketing research and public opinion, and public policy.

She specializes in quantitative applications for policy and research drawing upon her experience as a researcher with the Center for Higher Education at Ohio University and her experience working with national datasets at the U.S. Department of Education's National Center for Education Statistics (NCES). Her research interests include access issues to higher education, particularly for rural and first generation students. In 2000 she was awarded the Department of Political Science, Outstanding Public Administration Scholar Award. In 2006, she received a national fellowship for dissertation study from the National Center for Education Statistics/Association for Institutional Research (NCES/AIR), one of only two awarded that year.

Before coming to Adams State College, Freeman spent 22 years working for the State of Ohio, 18 of which were at Ohio University. There she served in several capacities including, research administration, legislative liaison, special projects, grant and budget management, research associate, and adjunct instructor.



**Dr. J. Thomas Gilmore** is a long time faculty member at Adams State College where he served as Dean of the School of Business for many years. He taught management and finance in the School of Business and holds a Ph.D. in Economics. He served as Vice President of External Affairs and Vice President of Administration for two years and eight years as President prior to retirement.

He was one of the founders and a board member of ACBSP, a national collegiate business accrediting agency. Following retirement, he serves on several community groups including El Pomar Regional Council and as Chairman of the Board of Directors of San Luis Valley Federal Bank where he previously served as Chair of the Audit and Loan Committees.



**Ms. Marsha Shook Lewis** is currently an Assistant Professor at Ohio University's Voinovich School of Leadership and Public Affairs. She currently manages applied research projects related to education and public sector strategy development. She also serves as a senior data analyst for research and evaluation projects. Marsha helped develop the Ohio University Executive Leadership Institute and served as the Institute's managing director for five years. Marsha holds a Bachelor's degree in social science from the University of Rio Grande and a Master of Public Administration degree from Ohio University. She is currently pursuing a Ph.D. in educational research and evaluation with concentrations in statistical analysis and psychometrics. Before joining the Voinovich School, Marsha taught high school social studies.



**Dr. Ed Lyell** is currently a Professor of Business at Adams State College. He consults for government and business on innovative ways to design, operate and fund learning systems for children and adults. Dr. Lyell has his doctorate in Business Administration from the University of Colorado in Boulder where he studied with Kenneth E. Boulding. Dr. Lyell was a Senior Fellow at the Center for the New West, a 20-state think-tank headquartered in Denver. He is designing school systems based on using Just in Time Learning based on the integration of High Touch and High Tech techniques.

He has designed budgeting systems for the Colorado Higher Education system, and other organizations. His consulting with the U.S. Dept. of Agriculture changed the way information is reported throughout management by using microcomputers and led to 9,000 jobs being reduced or changed. Dr. Lyell is unique in having developed extensive analysis of the politics, methods, financing and governance of both K-12 education and higher education from a skill base developed in Business and governmental consulting.



**Dr. Magdalena Martinez** is Assistant Vice Chancellor for Academic and Student Affairs for the Nevada System of Higher Education. In her role she provides support and leadership for monitoring statewide higher education issues relating to academic programs and policy, including transfer, student programs and policy, P-16 educational partnerships, and equity, access and success for underrepresented populations.

Prior to joining the Nevada System of Higher Education, Dr. Martinez worked at the National Forum of Higher Education for the Public Good at the University of Michigan. This initiative looks at the role of higher education and the public good by examining the intersection of leadership, policy, and cultural

practices. In her role she was responsible for contributing to the research, planning and implementation of multiple national dialogues which focused on issues related to postsecondary access, equity and student success. In addition, she served as a program evaluator for a three-year, W.K. Kellogg Foundation funded leadership program to prepare individuals for the presidency at Minority Serving Institutions (HBCUs, HSIs, TCUs). The program was spearheaded by the Alliance for Equity in Higher Education (an Institute for Higher Education Policy initiative in collaboration with NAFEO, HACU, and AIHEC). Other previous professional experience includes serving as a community college administrator at the College of Southern Nevada and policy and management analyst at the City of Las Vegas.

Dr. Martinez's research interests encompass three interconnected areas focused on underrepresented students' educational experiences, the role of community colleges and persistence, and leadership and public policy to increase postsecondary access and success. Dr. Martinez holds a Ph.D. in Education from the University of Michigan, Master of Education from Harvard University and a Bachelor of Science in Business from the University of Nevada Las Vegas. Dr. Martinez lives in Las Vegas, Nevada where she and her husband, Jose Luis Melendrez, are raising their two children, Eva Magdalena and Alejandro Luis.



**Dr. Katrina Rodriguez** serves as an Assistant Professor for the program in Higher Education and Student Affairs Leadership at the University of Northern Colorado. Prior to joining the UNC Faculty in 2004, she served the Student Affairs profession as a practitioner in residence life, women's resources and programming, and as director of a grant-funded project creating leadership development programs for women of color returning to college. Dr. Rodriguez enjoys expertise in the areas of transformative research methods, leadership, intersectionality and multiple identity development, and transformational learning strategies. Dr. Rodriguez grew up in Arizona attending the University of Arizona and Northern Arizona University. She appreciates

the support and encouragement her family provided as the first in her family to graduate from college and to earn graduate degrees. She is committed to paying forward this support to the students with whom she gets to interact.



**Mr. David F. Trujillo** serves as the Dean for Grants Development and Special Initiatives, where he manages the College's grants-seeking, partnership and special projects activities. He also directs the College's Title V Cooperative Arrangement project (a partnership with New Mexico Highlands University and University of New Mexico at Taos) and the College's CCRAA grant. Previously, Mr. Trujillo was Interim President at Northern New Mexico College (2009-2010); Director of Grants and

Sponsored Programs at New Jersey City University; and Director of Community and Special

Projects at the University of Southern Colorado. Mr. Trujillo has thirty years of experience working with Hispanic Serving Institutions and has assisted over 25 colleges and universities obtain Title III and Title V funding. He has also worked extensively on K-16 partnership initiatives. His work in grants development and grants management has focused on using sponsored programs to bring about systemic change, primarily at the postsecondary level.



**Dr. Michael A. Williford** has over 30 years of experience in higher education. His current position is Associate Provost for Institutional Research and Assessment and Associate Professor of Counseling and Higher Education at Ohio University. In addition, he serves as Consultant-Evaluator and Accreditation Review Council member, Higher Learning Commission, North Central Association of Colleges and Schools. He has served as principal methodologist on over 25 doctoral dissertations and master's theses in three academic colleges at Ohio University, has taught graduate courses in educational measurement, research methods, educational statistics, assessment and evaluation. He has over 50 book chapters, journal articles, and professional presentations on student outcomes assessment, student success, and other topics related to higher education administration.