



Higher Education Administration & Leadership (HEAL) Program

Student Handbook

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PROGRAM OVERVIEW

Welcome to Adams State University (ASU) and the Higher Education Administration and Leadership (HEAL) Program. You should become familiar with the HEAL Program Student Handbook, as it will provide you with a wealth of information during your time as a graduate student at ASU.

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, ASU 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, ASU Graduate Council, ASU Cabinet, ASU 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 University 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 University and the Graduate School. The master’s 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 University 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 outcomes, 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.

| Program Learning Outcomes: MA in Higher Education & Leadership (HEAL) | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Core Classes & Course Learning Outcomes | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| HEAL 500 Historical & Contemporary Issues | | | | | | | | | |
| 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 |
| HEAL 510 Administrative & Academic Collaboration | | | | | | | | | |
| 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 | | | | | | | |
| HEAL 520 Leadership in MSIs | | | | | | | | | |
| 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 | | | | |

| Program Learning Outcomes: MA in Higher Education & Leadership (HEAL) | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Core Classes & Course Learning Outcomes | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 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 | | |
| HEAL 530 Finance and Budgeting in Higher Education | | | | | | | | | |
| 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 | |
| HEAL 540 Leading for Student Success in MSIs | | | | | | | | | |
| 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 | | |
| HEAL 550 Politics and Policy in Higher Education | | | | | | | | | |
| 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 |

| Program Learning Outcomes: MA in Higher Education & Leadership (HEAL) | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Core Classes & Course Learning Outcomes | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 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 |
| HEAL 560 Data Analysis in Higher Education | | | | | | | | | |
| 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 |
| HEAL 570 Legal Issues in Higher Education | | | | | | | | | |
| 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 | |
| 7. Analyze the impact of local ordinances, state, and federal laws and regulations have on higher education | | | X | | | | X | X | |

| Program Learning Outcomes: MA in Higher Education & Leadership (HEAL) | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Core Classes & Course Learning Outcomes | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| HEAL 580 Planning, IR & Assessment | | | | | | | | | |
| 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 |
| HEAL 581 Practicum in Planning, IR & Assessment | | | | | | | | | |
| 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 |
| HEAL 590 Entrepreneurship in HE | | | | | | | | | |
| 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 | | | | | | |
| HEAL 591 Practicum Entrepreneurship in HE | | | | | | | | | |
| 1. Integrate theories, concepts, and practices presented during the didactic phase with practical work experience in a higher education setting | | | X | | | | | | |

| Program Learning Outcomes: MA in Higher Education & Leadership (HEAL) | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Core Classes & Course Learning Outcomes | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 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 598 e-Portfolio | | | | | | | | | |
| 1. Discuss what the work compiled in the portfolio indicates about the student and the competencies s/he has learned over the course of the program. | X | X | X | X | X | X | X | X | X |
| 2. Discuss the disciplinary knowledge gained about higher education administration and leadership, specifically in HSIs. | X | X | X | X | X | X | X | X | X |
| 3. Analyze any consistent themes, values, ideas or concerns the portfolio develops or represents. | X | X | X | X | X | X | X | X | X |
| 4. Explain how the competencies learned will be used by the student in a professional setting. | X | X | X | X | X | X | X | X | X |
| 5. Analyze how the HEAL program has shaped the student's understanding of higher education administration and leadership. | X | X | X | X | X | X | X | X | X |

PROGRAM OFFERINGS AND REQUIREMENTS

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

- The post-graduate Executive Leadership Institute (ELI) certificate is for qualifying individuals. Individuals must hold a master's degree or higher to be eligible for this option.

Students complete 36 academic hours in the MA program and 18 hours for the ELI certificate option. 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 provide 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 six credit hours per semester for two years, for a total of 36 hours.

Courses and Schedule

| Master of Arts in Higher Education Administration & Leadership Course Schedule | | |
|---|--|---|
| Semester | Year 1 | Year 2 |
| Fall | HEAL 500 —Historical & Contemporary Issues in Higher Education (3 credit hrs) (Residency 1—Orientation) HEAL 510 —Administrative and Academic Collaboration (3 credit hrs) | HEAL 560 —Data Analysis in Higher Education (3 credit hrs) HEAL 570 —Legal Issues in Higher Education (3 credit hrs) |
| Spring | HEAL 520 —Leadership in Minority Serving Institutions (3 credit hrs) HEAL 530 —Finance and Budgeting (3 credit hrs) | HEAL 580 —Planning, Institutional Research & Assessment (3 credit hrs) HEAL 581 —Practicum in Planning, Institutional Research & Assessment (2 credit hrs) HEAL 598 —e-Portfolio (1 credit hr) |
| Summer | HEAL 540 —Leading for Student Success in Minority Serving Institutions (3 credit hrs) (Residency 2—Leadership Summit) HEAL 550 —Policy & Politics (3 credit hrs) | HEAL 590 —Entrepreneurship in Higher Education (3 credit hrs) HEAL 591 —Practicum in Entrepreneurship in Higher Education (2 credit hrs) HEAL 598 —e-Portfolio (1 credit hr) |

Post-graduate Executive Leadership Institute (ELI) Certificate Requirements

Students must currently hold a master’s degree or higher and be admitted into the master’s program to be enrolled in the ELI option. The post-graduate ELI certificate in Higher Education Administration and Leadership is a cohort-based, online certificate option. After completion of the first year of the master’s program, qualifying students will receive their ELI certificate of completion.

Courses and Schedule

| Executive Leadership Institute option in Higher Education Administration & Leadership Course Schedule | |
|---|--|
| Semester | Year 1 |
| Fall | <p>HEAL 500—Historical & Contemporary Issues in Higher Education (3 credit hrs) (Residency 1—Orientation)</p> <p>HEAL 510—Administrative and Academic Collaboration (3 credit hrs)</p> |
| Spring | <p>HEAL 520—Leadership in Minority Serving Institutions (3 credit hrs)</p> <p>HEAL 530—Finance and Budgeting (3 credit hrs)</p> |
| Summer | <p>HEAL 540—Leading for Student Success in Minority Serving Institutions (3 credit hrs) (Residency 2—Leadership Summit)</p> <p>HEAL 550—Policy & Politics (3 credit hrs)</p> |

Admission Criteria

The 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 15** 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 30.

Students may wish to consider an earlier application. Priority deadline is **March 1** and coincides with the ASU scholarship application deadline 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.

To be considered for admission to the 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.
 - To be considered for the Executive Leadership Institute (ELI) certificate option, students must hold a **Master’s Degree** from an accredited institution of higher education.

- Have an undergraduate **G.P.A. of 3.0** for at least 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.
 - Those interested in the ELI option must have completed a master's degree or higher with at least a 3.0 G.P.A.
- Write a **Letter of Intent** indicating you are applying for the MA program and/or ELI option.
- Write a 2-3 page **Essay** answering this question: *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.
- Preferably hold a position within an institution of higher education, though exceptions may apply.
- Send in a **Complete Resume** including academic, volunteer and work experience.
- Send **Unofficial Transcripts** (official transcripts must be sent by the end of the first term if accepted into the program).
- 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:

heal@adams.edu

Or via U.S. Postal Service to:

HEAL Program Director
 School of Business
 Adams State University
 208 Edgemont Blvd, Ste 3120
 Alamosa, CO 81102

Students must maintain a 3.0 during graduate school. Students are responsible for being aware of their own academic progress.

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

Course Registration

Students who are admitted to the program will be notified via email by the Program Director. Further instructions regarding the Orientation Residency will be provided in early July prior to the residency. It is at the Orientation Residency that students will be registered for their first two courses, receive their login information, password change instructions, etc. Students may 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 ASU websites (see sample letter below). However, students should wait until the Orientation Residency to finalize their first semester of study. For all subsequent semesters, program staff will register students for courses by seeking their permission via email.

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.

Transfer credit will not be accepted for courses in the Executive Leadership Institute option.

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 ASU 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 orientation residency is mandatory.

The second residency is a Leadership Summit held after 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 Minority Serving Institutions. This residency is mandatory, except in extreme circumstances, and counts toward your course grade.

Practica Requirements

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 and the Common Classroom. Students are highly encouraged to begin looking for their practicum project prior to the beginning of 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 is required for graduation with a master's degree. 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 Blackboard for e-portfolio development and completion. During the final two semesters, students will work with the E-portfolio Coordinator to ensure all requirements have been met.

E-portfolio Instructions

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 to the e-portfolio coordinator by the end of the final Practicum course in August.

Portfolio 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 portfolio say about you and what competencies you have learned over the course of the program?
 - Drawing on the portfolio's contents, discuss the disciplinary knowledge you have gained about higher education administration and leadership, specifically in HSIs during the course of your program.
 - Discuss any consistent themes, values, ideas, or concerns your 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 Two. Both should be reflected upon and updated as needed throughout your program.
3. *Historical and Contemporary Issues in Higher Education Paper*—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*—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*—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*—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*—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. Should original copies not require revisions, submit the instructor's correspondence indicating such (ie.. email).
2. An original and final copy of each paper along with other required documentation is to be turned in via Blackboard under the Portfolio Assignments.
3. 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.

Master's Program Completion—Graduation

Students who successfully complete the program requirements must apply for graduation. The applications for the semester of 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. Students are responsible for knowing their academic standing each semester.

ELI Option Completion—Certificate

After successful completion of the required coursework for the Executive Leadership Institute, students who have applied for the ELI Certificate option 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. Students are responsible for knowing their academic standing each semester.

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

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 serves as the primary academic advisor for the program. All academic questions should be directed to the program director.

The e-portfolio coordinator 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.

Books

Students are to order books from an online source such as Amazon or Barnes and Noble. All book titles and ISBN numbers will be provided in the Blackboard Common Classroom in the semester prior to when the books are needed. **Please 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.

ELECTRONIC RESOURCES AND SERVICES

Academic Instructional Technology Center

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

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

Contact Information:

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

Academic Instructional Technology Center

719-587-7371

asaic@adams.edu

Blackboard and Class Format

Courses in the HEAL program are delivered in an online format using Blackboard. Blackboard is an online virtual learning environment system used at Adams State University for e-learning. Blackboard serves in lieu of the traditional classroom for the HEAL program. Courses are organized around Modules or Weeks (a module typically equals one week). Modules or Weeks 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, snow days, spring break, and all holidays.

Blackboard System Requirements

Certified: fully tested and supported.

Compatible: partially tested but should function properly.

Provisional: future technologies considered supported by Blackboard Support.

Unsupported: either impossible or not tested.

Microsoft® Windows® Operating System

| | Internet Explorer® 9 | Internet Explorer 8 | Firefox (Final Release Channel) | Firefox 3.6 | Chrome |
|-------------------------|----------------------|---------------------|---------------------------------|-------------------|-------------------|
| Windows®XP (32-bit) | <i>Unsupported</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> |
| Windows Vista® (32-bit) | <i>Certified</i> | <i>Compatible</i> | <i>Certified</i> | <i>Compatible</i> | <i>Compatible</i> |
| Windows Vista (64-bit) | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> |
| Windows 7 (32-bit) | <i>Certified</i> | <i>Compatible</i> | <i>Certified</i> | <i>Compatible</i> | <i>Certified</i> |
| Windows 7 (64-bit) | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> |

Apple® Mac OS® Operating System

| | Safari® 5.1 | Safari 5.0 | Safari 4.0 | Firefox (Final Release Channel) | Firefox 3.6 | Chrome |
|--------------------------------------|--------------------|--------------------|--------------------|---------------------------------|-------------------|-------------------|
| Mac OS X 10.5 "Leopard®" | <i>Unsupported</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> |
| Mac OS X 10.6 "Snow Leopard®" | <i>Compatible</i> | <i>Certified</i> | <i>Compatible</i> | <i>Certified</i> | <i>Compatible</i> | <i>Certified</i> |
| Mac OS X 10.7 "Lion®" | <i>Compatible</i> | <i>Unsupported</i> | <i>Unsupported</i> | <i>Compatible</i> | <i>Compatible</i> | <i>Compatible</i> |

- Blackboard strives to make all its products as accessible as possible. JAWS for Windows 11 and 12 were used during accessibility testing.
- Blackboard Learn requires the latest version of Sun JRE 6. The JRE can be downloaded from <http://java.sun.com/javase/downloads/index.jsp>. JRE 7 is not supported.
- The following technologies are not supported:
 - Internet Explorer 6 and Internet Explorer 7
 - Firefox 1.x, 2.0, 3.0, and 3.5
 - Safari 2.0, 3.x (or any version on Windows)
 - Mac OS X 10.4 "Tiger"
 - Java 5
- Internet Explorer 8 and Internet Explorer 9 are tested in Standards Mode. Some known issues can be resolved by using Compatibility Mode (emulates IE7 behavior).
- Both Google Chrome and Mozilla Firefox have moved to a rapid release cycle. At the time of testing, Chrome 16.0 and Firefox 9.0 were the latest available versions. Since then, new stable versions may have been released and widely adopted. Blackboard is supporting all newer stable versions of Chrome and Firefox.

Software

- Word Processor, presentation software. ASU 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)

- Adobe Flash Player (free at www.adobe.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/. It is free and compatible with MS Word.

Technical Requirements

A complete overview of the technical requirements and software for this course can be found at www.adams.edu/academic/ait. Blackboard tutorials are available in the Student Support Module, located in the Syllabus and Information section of this course. Information for receiving technical assistance is also included. Keep in mind that in order for Blackboard to function properly, you must allow pop-ups for the site (online.adams.edu) and have Java properly installed on your computer. For more information on these and other technical requirements, see the videos in the Student Support Module in the above mentioned location.

How to turn in Written Assignments

All written assignments, **except discussion assignments**, will be submitted through the assignment link in each module.

Use the following process to prepare and submit assignments: Prepare your project using Microsoft Word or a similar word processing program. Name your assignment with the following convention: last name, first name, project title (ex. lastnamefirstnamemod1.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.) For assistance with saving documents in Rich Text Format, [click here to access a video tutorial](#). Click on the assignment link in the Learning Module of choice.

- At the top of the page, you will see the assignment instructions and any attached instructions.
- The text box under Submissions is where 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.

When assignments are received, instructors will open them in a word processor for grading. Instructors will make comments, ask questions, etc. Instructors will then return your assignment through the Grade Center area. Be advised that your papers are subject to plagiarism detection programs.

How to take an Assessment

Assessments or exams may be available in the either Learning Modules or the Assessments tab, sometimes both. Do not start an exam until you are ready to take the assessment and have met the requirements directed by your instructor.

In most instances, once you start the exam you must finish it. Only documented technical issues from the Academic Instructional Technology Center will allow for a retest based on the instructor's discretion. To take the Assessment or Exam following the steps below:

- o Click on the location of the assessment. Assessments may be located in Learning Modules and/or in the Assessment Tab depending on the setup of your course.
- o If the assessment is located in the Learning Modules section, select the module that the assessment pertains to by clicking the module link followed by the exam link. If your assessment is located in the Assessments tab, click on the exam link.
- o Read the instructions provided, particularly about the time limits.
- o When you are ready to begin the assessment, click BEGIN.
- o If the assessment is being timed, a warning will appear when half the time has expired and when 5 minutes, 1 minute and 30 seconds remain.
- o Answer each question and click SAVE ANSWER. By saving each answer as you go, you may prevent the loss of test material if your computer locks up or other technical problems occur.
- o At the end of your assessment, save any answers you have not saved. Then click SAVE and Submit.

How to send Messages

All electronic mail communication related to this course will utilize the Messages tab. The Messages feature is similar to an internal email client and allows only for communications to be transmitted within Blackboard and not to external email accounts. The benefits of using this feature, as compared to an external email client, include organizational assistance only students in a particular course can contact you via Messages. To communicate via Messages within the course, click the Messages link to the left in the Course Menu. 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 message.

Do not submit assignments through the Messages or Email tab. Submit them through Assignments, Assessments or Discussions within the learning module as directed. Generally speaking, instructors check message inboxes daily during the workweek, less frequently on the weekend, and rarely after 10:00 p.m. any day. If schedules make instructors unavailable to answer messages for a day or two, they will send an announcement out so that you can plan accordingly.

Please give instructors a minimum of 24 hours to respond to messages sent via the messages tab. Many instructors provide a phone number if you need a faster response. Please note many instructors will note a preferred method of communication in the class syllabus.

How to send E-Mails

The Blackboard platform allows for external email communications. This means that you can send email from your Adams State email account to a classmate or instructor's Adams State email account from within Blackboard. To do so, select the Email link from the Course Menu to the left. Next, select the mail recipients by role or use the Select Users option to manually assign recipients. When assigning recipients manually, select the users name from the Available to Select box and move the intended recipient over to the Selected box. Enter your subject and message along with any attachments if necessary. **Keep in mind that because this email is external, there will be no record of the communications within Blackboard.**

Do not submit assignments through the Messages or Email tab. Submit them through Assignments, Assessments or Discussions links within the learning module as directed. You will receive quick responses to any messages you send during my office hours. Generally speaking, instructors check message inboxes daily during the workweek, less frequently on the weekend, and rarely after 10:00 p.m. any day. If schedules make instructors unavailable to answer messages for a day or two, they will send an announcement out so that you can plan accordingly.

Please give instructors a minimum of 24 hours to respond to messages sent via the messages tab. Many instructors provide a phone number if you need a faster response. Please note many instructors will note a preferred method of communication in the class syllabus.

How to post in the Discussions

The Discussions feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. We will use this tool frequently. When you click the Discussions tab located on the left or within the Learning Modules, a listing of available forums will appear.

Students can (and will be required to) respond to forum prompts in the course discussion. To respond to a prompt: Click the Discussions tab located in the left-hand navigation bar under the Course Menu or click on the Discussion link within a Learning Module. Click on a forum topic link to open it and view the contents within. Next, click "Create Thread" to post your initial comments or select a thread and 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.

Blackboard will time out if it remains idle for an extended period. It is suggested you type your posts and responses in a word document then cut and paste into your Blackboard discussion forms.

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.

While instructors may not respond to each and every posting, they will read each posting and will respond when appropriate. Review the Discussion Grading Rubric on the [Evaluation Criteria](#) page, for what constitutes a good and relevant posting.

Blackboard Common Classroom

We have established a HEAL Common Classroom in Blackboard 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 Blackboard. 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. Include in the subject line “For Research Repository” also indicate the key words.

Facebook Page

In addition to the Common Classroom, we communicate through and post information on the HEAL Facebook page. Please go to <http://www.facebook.com/HEALatAdams>. All students are encouraged to “Like” us on Facebook. We have both a regular Facebook page and a group page. The group page is limited to current students and alumni, while anyone may “like” and interact with our Facebook page.

Nielson Library

ASU Nielsen Library is home to extensive digital library databases providing research and reference services to all ASU students and faculty, regardless of location or schedules. To accommodate the busy lives of our students and faculty, ASU 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 ASU and in distance education programs.

For specific questions or concerns contact:

Carol Smith, Library Director
(719) 587-7820 Office | (719) 587-7879 Reference
carolsmith@adams.edu
<http://www.adams.edu/library/>

FINANCIAL SUPPORT

There are a limited number of financial support options available to graduate students at ASU. 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 ASU Financial Aid Office about information on loan programs for graduate students www.adams.edu/finaid.

Student Employment

If you are interested in potential student employment with a department on ASU'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 Blackboard Common Classroom site.

Scholarships

All HEAL students are eligible to apply for the following scholarship opportunities. Check with the ASU Financial Aid Office for deadlines and application procedures www.adams.edu/finaid. The HEAL priority deadline of March 1 aligns with the scholarship deadline.

- 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
- Borrego Family Scholarship
- Stanford Fellers Memorial Scholarship
- Paul D. Hall Scholarship
- Margaret A. Lamb
- Michael Lane Lester Memorial Scholarship
- McDaniel Scholarships

- Adams State Alumni Scholarship
- Adams State Classified Employees Scholarship
- Richard “Dick” Boyce/Hendricks “Heine” Leonard Scholarship
- Shirley Burnham Memorial Scholarship
- FirstBank Service Area Scholarship
- Rustic Log Scholarship
- SLV Federal Bank Scholarship
- Southway Alumni Scholarship
- Margaret A. Lamb Scholarship
- Carpe Diem Scholarship

Tuition Remission

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

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

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 University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University 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 University; or expulsion from the University. 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 University 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

University 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 University, 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 University or in any University 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 University 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 University.
- Denial of re-enrollment, diplomas, and transcripts to a student for failure to fulfill all University obligations: Any student who has an unpaid financial obligation (of any nature) to the University 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 University 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 University 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 ASU Graduate Student Handbook for further information about Student Code of Conduct, Disciplinary Actions, and other relevant policies and student services.

ADAMS STATE UNIVERSITY RESOURCES

| Resource | Website | Phone |
|-------------------------------|---|------------------------------|
| ASU Forms | http://www.adams.edu/records/forms/forms.php | n/a |
| Academic Affairs | http://www.adams.edu/academics/assistant_provost/ | 719-587-7622 |
| Academic Calendar | http://www.adams.edu/calendar/academic-cal.php | n/a |
| Course Catalog | https://bannerweb.adams.edu/pls/prod/bwskfcls.p_disp_dyn_ctlg | n/a |
| ASU Faculty Handbook | www.adams.edu/pubs/media/fac-handbook-current.pdf | n/a |
| Financial Aid | http://www.adams.edu/finaid/ | 866-344-1687 |
| Graduate Studies | http://www.adams.edu/gradschool/ | 719-587-8173 |
| ASU Graduate Student Handbook | http://www.adams.edu/gradschool/graduate%20handbook0708.pdf | n/a |
| HEAL Program | http://heal.adams.edu | 719-587-7934 719-587-8365 |
| Library | http://www.adams.edu/library/ | |
| One Stop Student Services | http://www.adams.edu/onestop/ | 866-344-1687 |
| School of Business | http://www.adams.edu/academics/business | 719-587-7161 |
| Registrar | http://www.adams.edu/records/ | 719 587 7321 |
| Technical Support | http://www.adams.edu/academics/ait/ | 719-587-7371 |
| Blackboard | https://adams9-1.blackboard.com/ | n/a |

CONTACT INFORMATION

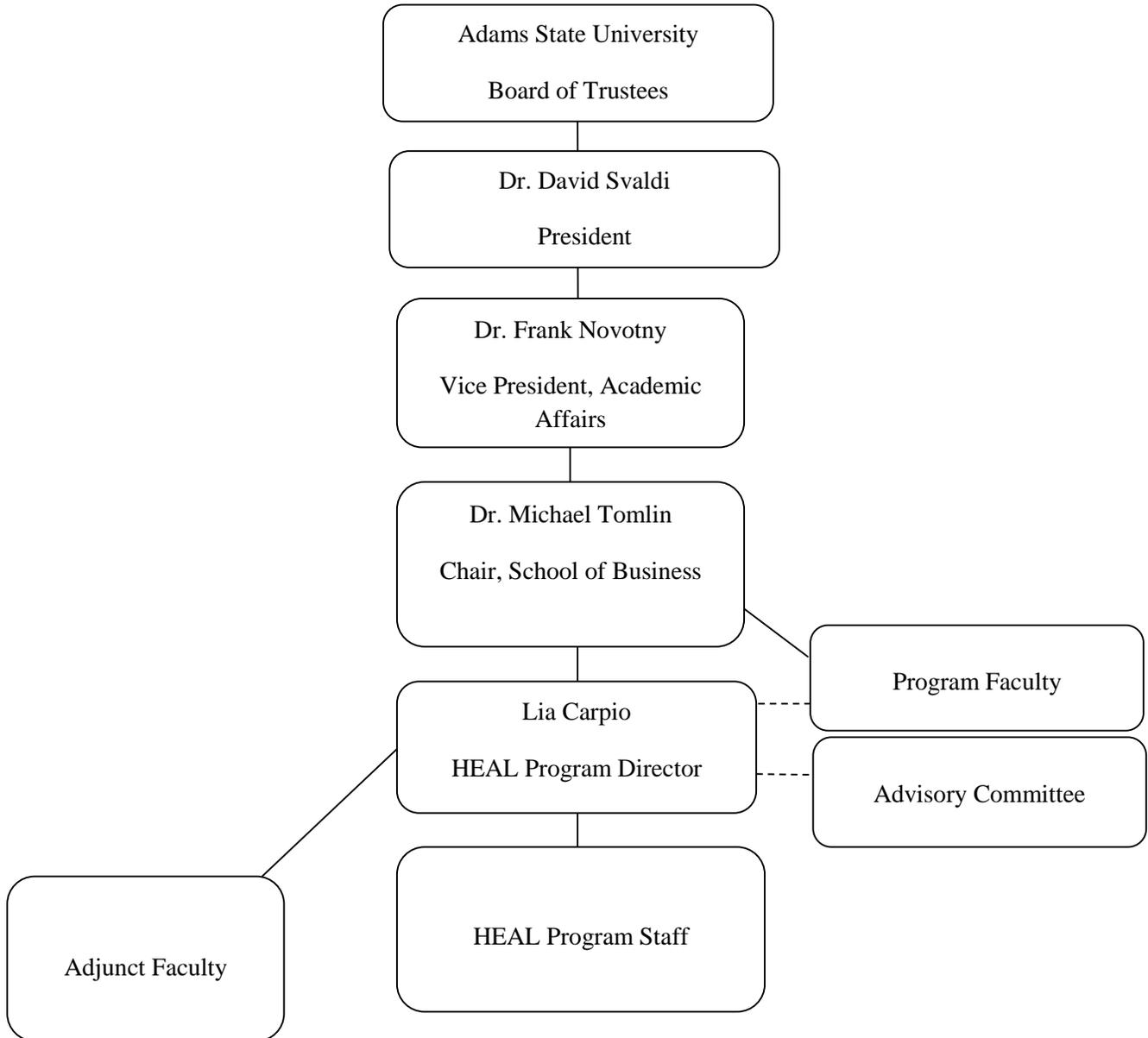
| School of Business | |
|---|---|
| Lia Carpio Program Director lcarpio@adams.edu 719-587-7934 | Michael Tomlin, Ed.D. Department Chair miketomlin@adams.edu 719-587-7161 |
| Program Office heal@adams.edu 719-587-8365 | Leslie Widger Administrative Assistant lesliewidger@adams.edu 719-587-7161 |
| Ed Lyell, Ph.D. E-Portfolio Coordinator ehlyell@adams.edu 719-587-7751 | |
| Academic Instructional Technology/WebCT | |
| Tyler Beagan Interim Director tbeagan@adams.edu 719-587-7371 | Stacy Davis Technology Specialist sdavis@adams.edu 719-587-7371 |
| Academic Affairs | |
| Dr. Frank Novotny Vice President for Academic Affairs fjnovotn@adams.edu 719-587-7622 | Margaret Doell Assistant Vice President for Academic Affairs mjdoell@adams.edu 719-587-7822 |
| Graduate Studies | |
| Eric Carpio Assistant Vice President for Enrollment Management ecarpio@adams.edu 719-587-8173 | Karie Young-Velleles Administrative Assistant kmyoung@adams.edu 719-587-8173 |
| Registrar | Nielson Library |
| Belen Maestas Registrar bmaestas@adams.edu 719-587-7321 | Carol Smith Library Director carolsmith@adams.edu 719-587-7820 |

ADAMS STATE UNIVERSITY GOVERNANCE

School of Business

Higher Education Administration & Leadership Program

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



Appendices—Faculty and Leader/Mentor Bios

Higher Education Administration and Leadership Program Faculty and Leader/Mentor 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. Brian D. Burnett of Colorado Springs, has been at the University of Colorado Colorado Springs (UCCS) since July 1, 2003. As the Vice Chancellor for Administration & Finance, Burnett oversees the university's \$171 million all-funds operating budget as well as the campus' capital funds budget of \$35 million in FY 12-13. The Vice Chancellor oversees the Human Resources department, Public Safety and Parking enterprise, Facilities Services, new construction, Physical Plant, the Campus Bookstore, Resource Management, Institutional Research, Campus Housing, the University Center, Recreation Center, Family Development Center, the NCAA Division II Mountain Lion Intercollegiate Athletic Program, the office of sustainability, real estate, property acquisitions, and mailing services. Since 2006, Burnett also holds a concurrent appointment as Associate Vice President for Administration for Foundation Relations for the University of Colorado System. In this role, Burnett assists in managing the Development Services Agreement between the University and the CU Foundation that supports fund raising activities at all of the CU campuses.

A second generation native of Colorado Springs, Burnett earned a bachelor's degree in economics from the University of Colorado Boulder, a Master's Degree in Finance from the University of Colorado Denver, and a Doctor of Philosophy in Educational Leadership from UCCS. In October 2000, he was named a Marshall Memorial Fellow by the German Marshall Fund of the U.S. As a Marshall Fellow, Burnett was one of 14 young leaders selected from the U.S. to visit NATO, the European Union, European government officials, non-profits and

businesses throughout Europe to build transatlantic ties. Burnett is a member of the National Association of College and University Business Officers.

Dr. Burnett came to UCCS after serving as the Chief Financial Officer for the Colorado Commission on Higher Education. Prior to his positions in higher education, he held the positions of Acting Executive Director, Deputy Director for Administration, Director of Finance and Legislative Liaison for the Colorado Department of Corrections, owned a small business, and served as a budget analyst for the Joint Budget Committee of the Colorado General Assembly.



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 Assistant Professor of higher education, business, & public administration, Director of the Higher Education Administration & Leadership program and Director of the School of Business Survey Research Center at Adams State University. 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.

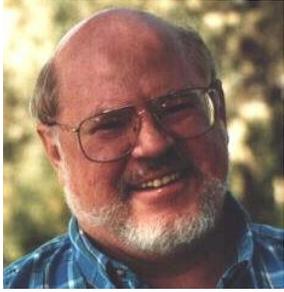
Before coming to Adams State University, Freeman spent 22 years working for the State of Ohio, 18 of which were at Ohio University. There she served in several capacities including, research administration, legislative liaison, special projects, grant and budget management, research associate, and adjunct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



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. Chris Linder brings over 10 years professional experience in student affairs administration, including work in Greek Life and Women's Centers. In addition to her work as a student affairs educator, Chris's pedagogy also draws on several years' experience teaching women's studies, ethnic studies, higher education, and qualitative research methods. Her research interests include exploring the dynamics of power and privilege in education and social justice movements. Mostly recently, Chris is exploring the racialized experiences of Students of Color in student affairs and higher education programs. Her previous work explores the development processes of anti-racist White feminist college women and ways Women of Color activists experience exclusion and marginalization in mainstream feminist movements. Based on her research about racialized experiences of Students of Color in predominantly White classrooms, Chris has also developed workshops to assist faculty in developing inclusive classroom climates. This demonstrates Chris's commitment to the practical aspects of conducting research that is applicable and helpful to those engaged in practice. Chris received her PhD in Higher Education and Student Affairs Leadership from the University of Northern Colorado, her MA in Educational Administration, Higher Education, from the University of Nebraska, Lincoln; and a BSBA in Human Resource Management at the University of Nebraska, Lincoln.



Dr. Ed Lyell is currently a Professor of Business at Adams State University. 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. Mario Martinez has been a professor of higher education for fifteen years and currently teaches at the University of Nevada, Las Vegas. He has written books and articles in the areas of higher education policy, strategy making and innovation, and competency modeling. Mario has consulted with Gates, Lumina and the Ford Foundations on issues of state level policy and innovation in postsecondary systems. Mario's higher education policy work operates from the perspective of examining states as organizations and systems, which are influenced not only by postsecondary institutions but also by the political, demographic, geographic and economic realities that

surround them. His teaching at UNLV encompasses organizational theory, management communications, policy, and research design courses. Mario advised a seminar and teaching company for seven years and has worked as a management consultant and speaker for over ten years.



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.



Suzanne Scott is currently the Director of the Office of Budget and Planning at the University of Colorado Colorado Springs. Ms. Scott has been at the university since May of 2000 when she started as a student employee in the Office of Budget and Planning and has worked her way up to become the director in 2011. As the Director, Scott oversees the daily operations of the campus' \$171 million dollar all-funds operating budget and works closely with the Executive Director of Resource Management to model the campus' budget for upcoming years. Ms. Scott is responsible for the budget publications for the Colorado Springs campus, such as the Approved Departmental Budget and Personnel Roster, the Budget Data Book and the CCHE Tuition and Fee Survey.

Ms. Scott earned her bachelor's degree in Sociology and her Master's degree in Public Administration from the University of Colorado Colorado Springs. In May of 2012, Scott was selected to be a participant in the University of Colorado's Excellence in Leadership program, a year-long commitment to further develop and mentor future leaders of the university. She has also been awarded Employee of the Quarter in 2006 and the University of Colorado Staff Council Service Excellence Award in 2007. Ms. Scott has been very involved with staff governance on the Colorado Springs campus.

Ms. Scott began teaching "Budget and Finance in Higher Education" in the summer semester 2012 at the University of Colorado Colorado Springs. She has taught this class in both the online and traditional in class formats.



Dr. Robert Vela, LPC-S, NCC is the current Vice President of Student Affairs at San Antonio College, one of the Alamo Colleges. His educational background consists of a B.A. in psychology and sociology with a minor in Spanish and a M.S. degree in counseling and guidance from Texas A&M University – Kingsville. He earned his doctoral degree in a joint doctoral program in Educational Leadership from Texas A&M University - Kingsville and Texas A&M University – Corpus Christi. Dr. Vela also serves as a part-time professor at Capella University. Furthermore, he is a Licensed Professional Counselor and a National Certified Counselor. Dr. Vela has served as a higher education administrator and educator for the last fifteen years in various capacities at various institutions of higher education.

He is a member of numerous professional organizations, including the Board of Directors (Executive Committee) for the National Community College Hispanic Council, National Council on Student Development, the Texas Public Policy Committee Representative for NASPA Region III, National Association of Student Personnel Administrators, American College Counseling Association, Texas Association of Chicanos in Higher Education, Hispanic Association of

Colleges and Universities, National Institute for Staff & Organizational Development, American Counseling Association, National Association of Developmental Education, and Texas Community College Teachers Association. His honors include the 2008 National Community College Hispanic Council – Leadership Fellows at North Carolina State University, and the National Institute for Staff and Organizational Development Excellence Award in Teaching, Leadership and Learning 2007.



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.

Appendices: Practica Documents



Practicum: Policies and Procedures

Overview

A HEAL Practicum in the School of Business is a planned, meaningful work experience granting academic credit. Supervision consists of a site supervisor (who is a qualified professional in the organization where the internship is arranged) and a faculty sponsor (who is the instructor of record for HEAL 580/581 or HEAL 590/591). The site supervisor evaluates the work performed by the student on the job. The faculty sponsor, in consultation with the site supervisor and the student, is responsible for maintenance of the academic quality and assignment of the course grade. The internship must be academic in nature, since academic credit is awarded for the experience. The practicum may or may not be for-pay.

Purpose

The primary purpose of the HEAL Practicum Program is to allow the student to work directly in an outside business, agency, or organization, appropriate to the student's major, so that she or he may experience a meaningful relationship between the classroom-course material and the work environment. This relationship may focus on special projects, assignments and presentations that require an understanding and integration of the functional areas of business and the practical considerations for decision making. While there will likely be some routine aspects to the internship, it must be noted that performing routine assembly-line tasks on the production floor, answering the phone, filing materials, data entry in the absence of analysis, making copies, mail sorting and general office tasks are not recognized as meaningful internship activities. The HEAL Practicum Program provides an opportunity to experience the working world, to solidify career goals and to test possible career choices.

Requirements of the Practicum

Because academic credit is awarded, individual faculty sponsors may require periodic meetings with the student, outside readings, papers, reports, and a journal (recounting the assignments and learning that took place). A log of time and tasks associated with the practicum **MUST** be maintained. The course syllabus will outline the specific requirements for credit.

Student Eligibility

A student who has completed HEAL 500, 510, 520, 530, 540, 550, 560, 570, and is concurrently enrolled in either HEAL 580 or HEAL 590 may register for HEAL 581 or HEAL 591,

respectively, for internship for credit pending Program Director approval. A student on academic probation is not allowed to register for internship credit.

Course Credit and Registration

The maximum practicum credit that a student may earn toward the degree is 6 credit hours (3 per practicum). In no case will credit be awarded after the fact. Students must be registered for credit prior to starting the practicum course. Students may not register for the practicum course until all the forms have been completed and submitted to the proper office. It is the student's responsibility for completion and submission of all forms. Registration information is below.

1. The student interested in completing a practicum must visit with the faculty sponsor and the HEAL Program Director. The faculty sponsor should discuss the student's interests, goals and career objectives prior to pursuing a practicum site.
2. The student must complete a Practicum Information Form and return to the HEAL Program Director to verify eligibility.
3. The student must complete an Academic Practicum Contract Form which must include the signature of the student, faculty coordinator, and site supervisor.

Where possible, faculty sponsors or advisors should encourage the student to pre-register for the practicum at the time of early registration for other classes. The student is expected to work within the same drop-add period as other courses. Students are strongly encouraged to seek out an appropriate internship and have it approved prior to the beginning of the class and practicum.

Development of the Practicum Site

A practicum site may be suggested by the student or by the faculty sponsor. In particular, the faculty "network" of alumni, employers and professional contacts represents a rich source of potential internship sites. From time to time, potential sites are developed when the department chair's office is contacted directly with a request for a student. Information will be circulated to inform faculty about the practicum opportunity.

A practicum may occur at a local site or a variety of geographic locations. A practicum may be done in conjunction with employment, but will require CAREFUL SEPARATION of the duties and projects that are specific for internship credit. Please meet with your faculty sponsor to ensure credit will be given for your project. Registration for the practicum will require enrollment during the Early or Regular Session.

Evaluation of the Intern

The practicum instructor is directly responsible for assigning grades. Grading for the practicum will be outlined in the course syllabus by the instructor.

Student Responsibilities

1. Learn the registration procedures and assume the leadership to ensure that all forms and requirements are met.
2. Develop a resume.
3. Schedule an interview at the desired practicum site.
4. Provide personal transportation to the site.
5. Assume responsibility for arranging and meeting practicum hours at the site, unless changes are mutually agreed to by the site supervisor.
6. Confer with the instructor about practicum requirements.
7. Be honest and professional in attitude, appearance and behavior.
8. Be willing to be supervised and evaluated, and willing to engage in self-evaluation.
9. Complete all requirements as outlined in the course syllabus.

Site Supervisor Responsibilities

The Site Supervisor is a professional person who assumes responsibility, usually on a voluntary basis, to work with a student intern. She or he has the obligation to do the following:

1. Interview and provide the student with a job description outlining the scope and goals of the practicum, the student's duties, hourly requirements, and the skills necessary for the tasks associated with the practicum. The job description should include a brief outline of any specific projects or special assignments associated with the practicum. Assist the student to develop learning objectives for the semester's work and for the final evaluation.
2. Sign the Academic Contract Form and attach the job description and learning objectives.
3. Meet with the intern on a regular basis, providing immediate feedback to the student so she or he knows when the work is satisfactory or unsatisfactory.
4. Inform the student intern of any required safety standards, health and/or safety hazards, statements of confidentiality, the proprietary nature of the information and data, special organization rules, and legal requirements. (It is best to do this in writing, confer with the faculty coordinator and student intern, and then have the student sign the documents.)
5. Coordinate and communicate with the instructor about the student's progress.
6. Complete an evaluation of the intern at the end of the semester in a timely manner.

Note: Neither parents nor relatives may serve as a site supervisor for an intern. If a student is placed in a business or organization where a parent or other relative is employed, the student must be placed under direct supervision of another employee preferably not in the office or

department. The student is not allowed to do a practicum in businesses or agencies operated by a parent.



HEAL PRACTICUM INFORMATION & APPROVAL FORM

Please submit this form to the School of Business HEAL Program Director **prior to the first week** of the semester to determine practicum eligibility. The Program Director will register the student for the course.

To be completed by student intern:

HEAL (581 or 591) _____ Credit Hours: _____ Semester: _____

| | |
|-----------------------------|--|
| Student Name | |
| Student ID (900#) | |
| Student Phone Number | |
| Student Email | |
| Student Signature | |

To be completed by HEAL Program Director:

| | | |
|---|--|--|
| Number of Hours to be Completed (minimum 60 hrs) | | |
| Classification (prereqs complete) | | |
| Academic Probation (Y/N) | | |
| CRN | | |
| Signature Approval & Date: HEAL Program Director | | |
| Signature Approval & Date: Department Chair, School of Business | | |



HEAL PRACTICUM ACADEMIC CONTRACT

| | |
|---------------------------------|--|
| Student Intern | |
| Name of Organization | |
| Name/Title of Supervisor | |
| Supervisor Address | |
| Supervisor Phone | |
| Supervisor Email | |

Please attach the following information:

Site Supervisor: Describe the general nature and responsibilities of the practicum (a job description). Please attach the description.

Student Intern: Describe the learning objectives you seek from this experience. Please attach the list of learning objectives and overall practicum goals.

Academic Contract Signatures:

Student Intern/Date

Instructor/Date

**By signing below, I agree to supervise the above-mentioned intern and affirm that I am not related to the student intern.

Site Supervisor/Date



HEAL PRACTICUM – SITE SUPERVISOR INFORMATION

Thank you for your interest in providing a workplace learning opportunity for Adams State University students. This information is provided to potential employers of student interns.

Site Supervisor Responsibilities—The Site Supervisor is a professional person who assumes responsibility, usually on voluntary basis, to work with a student intern. She or he has the obligation to do the following:

1. Interview and provide the student with a job description outlining the scope and goals of the internship, the student's duties, hourly requirements, and the skills necessary for the tasks associated with the internship. The job description should include a brief outline of any specific projects or special assignments associated with the internship. Assist the student to develop learning objectives for the semester's work and for the final evaluation.
2. Sign the Academic Contract Form and attach the job description and learning objectives.
3. Meet with the intern on a regular basis, providing immediate feedback to the student so she or he knows when the work is satisfactory or unsatisfactory.
4. Inform the student intern of any required safety standards, health and/or safety hazards, statements of confidentiality, the proprietary nature of the information and data, special organization rules, and legal requirements. (It is best to do this in writing, confer with the faculty coordinator and student intern, and then have the student sign the documents.)
5. Coordinate and communicate with the instructor about the student's progress.
6. Complete an evaluation of the intern at the end of the semester in a timely manner.

Note: Neither parents nor relatives may serve as a site supervisor for an intern. If a student is placed in a business or organization where a parent or other relative is employed, the student must be placed under direct supervision of another employee preferably not in the office or department. The student is not allowed to do an internship in businesses or agencies operated by a parent.

The following information is provided to explain the student practicum final evaluation form (attached).

1. Secretary's Commission on Achieving
2. Necessary Skills (SCANS) Competencies
3. The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor in 1991 to determine the skills needed to succeed in the world of work.

The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment.

SCANS has focused on one important aspect of schooling: “learning a living.” In 1991, the Commission issued their initial report, *What Work Requires of Schools*. As outlined in that report, a high-performance workplace requires workers who have a solid foundation in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.

High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

The list on the following page outlines the Foundation Skills and Workplace Competencies that Practicum students are expected to master.

SECRETARY’S COMMISSION ON ACQUIRING NECESSARY SKILLS (SCANS)

| <i>Foundation Skills:</i> | <i>Workplace Competencies:</i> |
|---|---|
| <ul style="list-style-type: none"> • Basic Skills Reading - Finding, reading, and using written information • Writing - Sending messages in writing • Arithmetic - Using whole numbers • Mathematics - Solving problems with numbers • Listening - Hearing and understanding others • Speaking - Sending messages in words • Thinking Skills Creative Thinking - Developing new ideas • Decision Making - Making good choices • Problem Solving - Fixing something • Visualizing - Thinking about what will be • Learning - Knowing how to learn • Reasoning - Thinking about a problem • Personal Qualities Responsibility - Doing what is expected of you • Self-Esteem - Believing in yourself • Sociability - Showing others you care about them • Self-Management - Being responsible for yourself • Honesty/Integrity - Being truthful | <ul style="list-style-type: none"> • Managing Resources Managing time • Managing money • Managing things and space • Managing others • Managing Information Locating information • Organizing information • Sharing information with others • Managing information with computers • Interpersonal Skills Team member - Caring about your team • Teacher - Sharing what you know • Service - Helping others • Leadership - Leading others • Negotiation - Finding a way to agree • Diversity - Respecting differences • Working with Technology Knowing technology • Using technology • Making technology work better |



HEAL PRACTICUM – STUDENT EVALUATION FORM

Student Name: _____

Organization Name: _____ Hours Completed: _____

| | Superior | Above Average | Competent | Needs Improvement | Unsatisfactory |
|---|----------|---------------|-----------|-------------------|----------------|
| Basic Skills (reading, writing, speaking) | | | | | |
| Thinking Skills (creative thinking, critical thinking, decision-making, problem solving) | | | | | |
| Personal Skills (prof. demeanor, responsibility, sociability, self-management) | | | | | |
| Work Skills (pertinent to work tasks and academic study of Intern) | | | | | |

Comments:

 Supervisor's Signature/Date

 Instructor's Signature/Date

WORKPLACE LEARNING SUMMARY

1. Do you feel your intern/student was adequately prepared to work at your company? Did he/she come prepared with relevant foundation coursework from Adams State University? If not, what additional courses might you suggest?

2. Now that this practicum has concluded, do you feel that your expectations were met? Please describe:

3. Please provide any suggestions you may have for improving this practicum program.

Supervisor _____
Name Organization

Supervisor Signature: _____