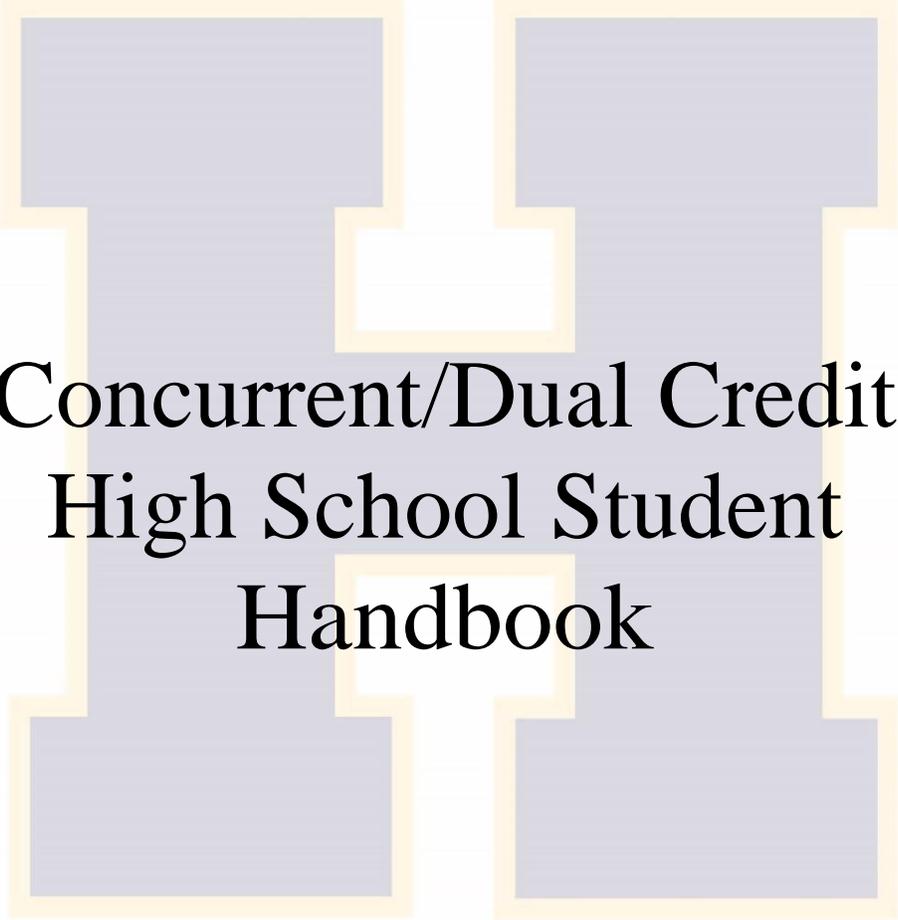




HIGHLAND COMMUNITY COLLEGE

CONCURRENT INSTRUCTION

(785) 442-6141 | concurrent@highlandcc.edu



**Concurrent/Dual Credit
High School Student
Handbook**

Welcome to Highland Community College!

Dear High School Student:

It is our pleasure to welcome you to Highland Community College (HCC). We think you made a good choice in joining the HCC academic community, and we look forward to helping you attain your educational goals. As a high school/college student, you are to be commended on challenging yourself and getting a jump-start on your college education. One of our goals at HCC is to deliver each student with the guidance and support needed to have a positive educational experience. As an HCC dual-credit student, you are a key part of our educational institution and we look forward to serving you.

This reference guide is designed to be a supplement to the Kansas Board of Regents dual credit enrollment policy. You will find here basic information about the college and its operations and policies, which are well established, continually assessed, and updated to reflect changes at the college and in higher education as well. The board of trustees, administration, faculty, and staff are all involved in determining policies and operating procedures. This guide and all updates to it are posted on the HCC Web site at www.highlandcc.edu.

We hope you will find this a useful guide. We promise to do our part to make your educational experience with us a good one, and we wish you all the best for your future.

Sincerely,



Sara M. Smith
Assistant Dean of Instruction, Concurrent Learning
Highland Community College

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Overview & Benefits

Concurrent enrollment courses are offered within the high school setting for students at that high school only, during their regular school day. Concurrent credit is given to students for one curriculum that the student is already taking through the high school. Students take one course but receive both high school and college credit.

Concurrent classes are completed in the high school classroom, a setting that students are familiar and comfortable with, and therefore they are more apt to perform better. This also allows for smaller student to instructor ratios than if the course was taken at a college or university

Dual-credit enrollment classes are taught by a postsecondary educational institution faculty member in which students receive both high school credit and college credit for completing the course. These courses can be completed in variety of formats: online, off-campus, on-campus, and hybrid.

Students get a jump start on the college experience, which will allow for more flexibility in their post-secondary education. Courses are affordably priced – the current cost of tuition and fees can be found at https://highlandcc.edu/pages/tuition-costs_1.

Students are not required to purchase textbooks; instead, the student rents books during the enrolled semester. Most college textbooks range from \$50-130 each. Students may be required to purchase consumable books (lab manuals, supplemental books, study guides).

High School Enrollment Requirements

Dual Credit Enrollment of High School Students in Eligible Public Postsecondary Institutions through Cooperative Agreements Entered Pursuant to the Kansas Challenge to Secondary School Students Act

The Kansas Challenge to Secondary School Students Act, K.S.A. 72-3220 through 72-3224, (Challenge Act) provides a means for school districts, in cooperation with eligible postsecondary institutions, to challenge high school students by procuring early college opportunities. The Kansas Board of Regents encourages all system postsecondary institutions to collaborate with local school districts and provide dual credit opportunities to high school students through cooperative agreements entered pursuant to the Challenge Act. The Challenge Act does not mandate system postsecondary institutions to offer dual credit enrollment to students in local school districts. However, if an eligible system postsecondary institution chooses not to offer dual credit enrollment with local districts pursuant to the Challenge Act, in accordance with Board policy for Off-Campus Delivery of Academic Courses and Programs, the home institution shall allow eligible system postsecondary institutions outside the institution's service area to provide the Challenge Act opportunities with those school districts. The Challenge Act requires dual credit to be offered only through a cooperative agreement.

a. Purposes of Dual Credit Cooperative Agreements

Systemwide purposes of Dual Credit Cooperative Agreements are:

i. To Reduce Time-to Degree and Lower Costs

Dual Credit Cooperative Agreements enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree.

ii. To Challenge High School Students and Promote College-Level Success

Dual Credit Cooperative Agreements are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. Systemwide Transfer courses are especially encouraged.

iii. To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

Dual Credit Cooperative Agreements are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

b. Procedures and Standards for Implementing Dual Credit Cooperative Agreements

i. Requirements of Dual Credit Cooperative Agreements Entered into Pursuant to the Kansas Challenge to Secondary School Students Act

Each eligible postsecondary educational institution that accepts high school students for dual credit enrollment pursuant to the Kansas Challenge to Secondary School Students Act must have a cooperative agreement with the respective school district. The cooperative agreement shall include, but need not be limited to, the following:

- (1) The academic credit to be granted for course work successfully completed by the student at the institution, which credit shall qualify as both high school and college credit;
- (2) The requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;
- (3) Except as otherwise provided in subsection b.ii below, the requirement that the student shall pay the negotiated amount of tuition and related costs charged by the institution for the student's enrollment; and
- (4) The requirement that the eligible postsecondary educational institution shall notify the student or the student's parent or guardian if the course the student enrolled in is not a systemwide transfer course approved by the Board of Regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

ii. Payment for Dual Credit Courses

- (1) The board of education of a school district, in its discretion, may pay all or a portion of the negotiated amount of tuition and related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution. As part of any agreement entered into pursuant to this section, the board of education of a school district shall not be required to pay any amount of tuition and required fees that are waived for an eligible foster child pursuant to the foster child educational assistance act, K.S.A 75-53,111 et seq., and amendments thereto, except that the board, in its discretion, may pay any related costs that are not waived pursuant to that act. Any such payment shall be paid directly to the eligible postsecondary educational institution and shall be credited to the student's account.
- (2) Except as otherwise provided in K.S.A. 72-3223(b), and amendments thereto, each student enrolled in dual credit enrollment courses at an eligible postsecondary educational institution pursuant to K.S.A. 72-3220 et seq., and amendments thereto, shall be responsible

for the payment of the negotiated tuition and related costs, including fees, books, materials and equipment, charged by such institution for the student's enrollment.

(3) The board of education of a school district, in its discretion, may provide for the transportation of a student to or from any eligible postsecondary educational institution.

(4) School districts are precluded from paying tuition for any technical education courses that are funded as part of the Excel in Career Technical Education program, but in its discretion a school district may pay all or a portion of the negotiated amount of related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution.

c. Definitions

For purposes of this policy and the Kansas Challenge to Secondary School Students Act:

i. "Student" means a person who:

(1) is enrolled in grades 10, 11, or 12 maintained by a school district, or a gifted child who is enrolled in any of the grades 9 through 12 maintained by a school district;

(2) has an individualized plan of study or an individualized education program;

(3) has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary institutions;

(4) has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary educational institution; and

(5) is acceptable or has been accepted for enrollment at an eligible postsecondary educational institution as a degree-seeking or non-degree seeking student.

ii. "Dual Credit Courses" as defined by the Higher Learning Commission are courses taught to high school students for which the students receive both high school and college credit and involve the accredited institution's responsibility for the quality of its offerings.

iii. "Dual Credit Cooperative Agreement" means a written memorandum of understanding between an eligible postsecondary institution and a school district entered pursuant to the Kansas Challenge to Secondary School Students Act for the purpose of offering dual credit courses to eligible students who receive both high school credit and college credit.

iv. "Eligible postsecondary educational institution" means any state university, community college, technical college, municipal university, affiliated institute of technology, or accredited independent institution.

v. "Dual credit enrollment" is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by a postsecondary educational institution faculty member in which students receive both high school credit and college credit for completing the course.

vi. "Concurrent enrollment" is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by high school teachers during the regular high school day in which students receive both high school credit and college credit for completing the course.

vii. "Dual enrollment" means enrollment of high school students in college courses outside a

cooperative agreement between the district and postsecondary institution entered pursuant to the Kansas Challenge to Secondary School Students Act, in which a transcript is issued for credit from the institution without regard to high school credit. All modes of delivery of academic offerings and all campus locations are appropriate for dual enrollment courses including main campus, additional locations, and distance delivery.

d. Curriculum Standards, Course Content/Materials, and Assessment of Students Applicable to Public Eligible Postsecondary Educational Institutions

i. Courses administered through a dual credit cooperative agreement shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.

ii. The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

iii. Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.

iv. College faculty at the postsecondary partner institution shall annually, or as necessary, review concurrent enrollment courses in their discipline to ensure that:

- (1) Concurrent enrollment students are held to equivalent grading standards and standards of achievement as those expected of students in on-campus sections;
- (2) concurrent enrollment students are being assessed using equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
- (3) high school faculty are utilizing an equivalent final examination for each concurrent enrollment course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and
- (4) high school faculty are applying equivalent scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
- (5) Remedial/developmental course work shall not be offered as a concurrent enrollment course.

e. High School Faculty Teaching Concurrent Enrollment Courses Pursuant to a Cooperative Agreement with a Public Eligible Postsecondary Educational Institution

i. Qualifications

- (1) High school faculty teaching college-level, non-tiered concurrent enrollment courses through a dual credit cooperative agreement shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.
- (2) Faculty teaching college-level tiered technical courses through a dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution.

(3) Postsecondary partner institutions may set higher standards and are responsible for meeting the accreditation requirements for all course offerings.

ii. Orientation, Professional Development and Evaluation

(1) The postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and administrative requirements.

(2) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(3) Orientation and/or professional development activities shall include collaborative faculty development such as pedagogy, instructional design, course management, instructional delivery curricular reform initiatives, and student assessment strategies.

(4) The postsecondary partner institution shall conduct evaluations of high school faculty teaching concurrent enrollment courses within campus faculty evaluation schedules.

f. Student Eligibility for Enrollment, Advising and Student Guides Applicable to Dual Credit Cooperative Agreements with Public Eligible Postsecondary Educational Institutions

i. High school students enrolled dual credit in courses administered through a cooperative agreement shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each dual credit enrolled student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Dual credit enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a dual credit course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards and are responsible for meeting the accreditation requirements for all course offerings.

ii. Only students meeting the above requirements and authorized by the high school principal or designee, as having an individualized plan of study or individualized education program may apply for dual credit enrollment at an eligible postsecondary educational institution pursuant to the Kansas Challenge to Secondary School Students Act.

iii. Advising of students who desire to enroll in dual credit courses must be carried out by both the high school and postsecondary institution.

iv. Students shall be provided with a student guide created as part of the cooperative agreement that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system. Student guides shall include a link to the Kansas Board of Regents Transfer Kansas website and/or a link to the institution's course catalog if Systemwide Transfer (SWT) courses are clearly indicated to provide notification to students of courses approved for SWT. Student guides will include implications of student enrollment in courses not approved for SWT.

v. In order to remain eligible for participation in dual credit enrollment, a student shall remain in good standing at the eligible postsecondary educational institution.

g. Reporting of Dual Credit Enrollment Entered Pursuant to the Kansas Challenge to Secondary School Students Act

i. Each eligible postsecondary educational institution that accepts students for enrollment pursuant to the Kansas Challenge to Secondary School Students Act shall submit a report annually to the state board of regents. Such report shall include, but not be limited to, the following:

- (1) The number of students from each school district enrolled at the eligible postsecondary educational institution, including the number of students in the custody of the secretary for children and families;
- (2) the number of students who successfully complete the courses in which such students are enrolled at the eligible postsecondary educational institution;
- (3) the tuition rate charged for students compared to the tuition rate charged to individuals who are regularly enrolled and attending the eligible postsecondary educational institution; and
- (4) the amount and percentage of tuition each school district is paying pursuant to K.S.A. 72-3223, and amendments thereto.

ii. The state board of regents shall compile and prepare a summary report of the submitted reports pursuant to subsection g.i, above, and shall submit such report to the house standing committee on education and the senate standing committee on education on or before February 1 of each year.

iii. Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

- (1) Demographic information for each high school student enrolled;
- (2) Credentials of high school faculty teaching concurrent enrollment courses; and
- (3) College credit hours generated by each high school student regardless of enrollment type.

iv. By January 31 of each year, each public postsecondary institution shall provide to Board staff a list of high schools with which it has dual credit cooperative agreements. All institution will also submit the following to the Board office:

- (1) A sample copy of the dual credit enrollment cooperative agreements used with local school districts; and
- (2) A sample copy of the student guides for dual credit enrollment students.

v. All reports and information shall be reviewed for compliance and the results will be provided to the Board President and Chief Executive Officer.

¹ These definitions apply for purposes of this policy and the Kansas Challenge to Secondary School Students Act. Different definitions may apply for other purposes, such as data collections requiring IPEDS terminology and definitions.

Admissions & Preparing for Enrollment

HCC has an open admission policy. To be admitted, each student must complete an application for admission or enrollment form. Any high school student having a gifted IEP or who is classified a

sophomore, junior, or senior may be admitted as a student upon written approval from the high school principal. Students should complete the following to get started.

1. Complete at least one of the following tests: ACT, SAT, Asset, or Accuplacer test. Students should see their counselor for more information and to sign up for testing.
 - a. The ACT and SAT are given periodically throughout the year at various locations in Kansas. An application packet can be picked up in the Counselor's Office
 - b. The Asset test is given by HCC to interested sophomores and juniors during the school day at your school around April. There is no fee for this test.
 - c. The Accuplacer test is given by HCC at the main campus and regional centers. Other colleges often offer this test and test results can be used for HCC classes.
2. Check scores for placement (refer to Chapter 3 for details)
3. Identify plans to enroll in dual credit classes when completing class schedule with counselor.
4. Start saving money to pay for dual credit classes. Tuition and fees will be due in August/September for fall semester classes and January/February for spring semester classes.

HCC Website, MyHCC & Email Account

The college website is www.highlandcc.edu. In addition to general information about the college, nearly every document in this packet is available on the website.

For more information on the Dual Enrollment Program for High School Students please visit: [HCC Concurrent Program](#). There you will find an overview of our concurrent and dual credit programs, how to get started as a student, information on eligibility and prerequisites, tuition and payments, important dates for the semester, the student handbook, and much more. This website will be a helpful resource to the school counselor, building representative, students, and parents. We encourage that persons participating in dual credit programming visit this site as it was created as a resource for those needing questions answered about this program.

HCC utilizes an online interface for both students and instructors to view course information. The online system is called MyHCC. Students may use MyHCC to enroll, drop, and add classes, check grades, and pay tuition.

Students will log in to the homepage and enter the user name and temporary password in the HCC Login Box. The first-time user will be required to verify identity with the HCC User ID number and birthdate before accessing their MyHCC account. Upon successful verification, a "Congratulations" screen opens, and the account is ready for access.

Upon accessing the account for the first time, students should change the temporary password to a personal password that they will remember. To change your password, click on the "My Profile" in the HCC myLogin page. Please be sure to read and follow the password guidelines listed and enter your old and new passwords, and then click on save. For assistance, contact HCC's IT Help Desk at 785-442-6060.

Every student is issued an e-mail account through HCC. After successfully logging into your HCC account, choose the e-mail application from the option screen.

Your e-mail address is lastname.firstname@highlandcc.edu. It is a good idea to check this account periodically as it is the college issued email account. All college information will be sent to this address.

Textbooks

The book rental program is a service provided by HCC. For a nominal fee, textbooks are furnished to each student. This does not include consumable books such as workbooks.

Any student who fails to return books in accordance with this policy will be assessed the current replacement cost of the book(s). All academic transcripts will be held until payment is received.

Student Placement Testing

Placement testing may be required for College Algebra and Composition I. Proper placement ensures that students have the best chance of successfully completing the course work. HCC encourages all prospective high school student enrollment to complete the ACT test during the spring semester of their sophomore or junior year and have the results sent to HCC. This helps to ensure accurate reporting and provides the necessary placement data for the courses.

The ASSET test is a pen and paper placement test created by the ACT Corporation and used by HCC Concurrent Instruction for placement testing of students who have not completed an ACT test or who need to test for a higher score equivalent. The Concurrent Instruction office conducts these tests by appointment and schedule testing at their respective high schools at least once a year for those needing to be tested to meet placement score requirements. Students are allowed to test twice prior to the semester enrollment to qualify for placement. There is no fee for these two test sessions; additional testing sessions may require a \$25 testing fee. There is a minimum two-week wait between tests. The Concurrent Instruction office may test for other institutions; however, there will be a \$25 per test charge for that service.

Students may also schedule an Accuplacer placement test at our main campus or regional centers. For prerequisite and placement information please visit: [Dual Enrollment Eligibility & Prerequisites](#). HCC is making positive changes to impact student enrollment. To view the full placement score chart, please visit [HCC Placement Score Requirements](#). Virtual placement testing is also available through Accuplacer. If you need to schedule a virtual Accuplacer test, please visit [Placement Test Scheduling Form](#).

Placement Testing for Students Requesting Accommodations

Both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act require that tests be administered in a manner that does not unlawfully discriminate against individuals based on disability. Under the ADA and Section 504, accommodations are designed to neutralize the effects of the individual's disability.

Common accommodations for students during placement testing are extended time for testing, not to exceed time and one-half, or distraction-free testing. Appropriate testing accommodations are determined based on a student's disability and individual needs. However, an institution is not required to provide any academic adjustments that would lower standards, fundamentally alter the nature of the program, or impose an undue burden on the college.

Students requesting accommodation during placement testing must request such accommodation by completing the HCC online form and provide appropriate documentation from the student's Individual Education Plan (IEP). The form and documentation must be submitted to HCC one week prior to testing. The Concurrent Instruction office will then work with the school to schedule appropriate testing conditions for the student.

If a student does not notify HCC that accommodations are needed or the accommodations have not been verified, the student may need to schedule an ASSET testing appointment off site at a time convenient for the student and the Concurrent Instruction office.

Student Enrollment & Payment Policies

Each high school has specific procedures, but generally, students will follow the following enrollment process:

1. Apply for admission at www.highlandcc.edu. Select the High School Application for Admission. Applications are typically processed within 1-3 business days.
2. Once accepted to HCC, students will receive an Acceptance Email from HCC Concurrent. The email will provide instruction on how to enroll in classes through their MyHCC account. Students will also receive an email from HCC IT with their login ID and password.
3. Students can login to their HCC account to register for classes, view a statement of fees they owe, set up payment plans, and view and print unofficial transcripts as well as order an official transcript
4. Students can login to their HCC email account and email Concurrent Instruction with questions or concerns.

Following enrollment, HCC will confirm student eligibility, placement testing scores, and any prerequisite requirements to complete the enrollment process. Students with a hold on their account from previous semesters will not have their forms processed until the issue is resolved. Possible holds on the account could be due to missing account information or unpaid tuition and fees.

Enrollment is completed at the beginning of the fall and spring semesters or at the end of the previous semester. Some courses, such as science lab classes, may be taught the entire academic year with tuition and fees collected during the spring semester enrollment. The student must complete enrollment and submit payment in a timely manner to ensure college credit for the courses.

Payment for classes is typically due mid-September for the fall semester, early February for the spring semester or by the payment due date for students enrolling online through their MyHCC account. High school students are not eligible for federal financial aid until they have achieved a high school diploma.

Payment plans are another way HCC makes college more affordable. Payment plans are set up to be made in 3-5 payments throughout the current semester. There is a \$25 non-refundable fee plus 10% of the total anticipated balance due immediately to establish a payment plan for all fall and spring semesters.

Guidelines for Use of Payment Plans

1. Students must be paid in full or signed up for the Payment plan by registration day each semester. Contact your counselor or building representative for registration dates.
2. Students who have not signed up for the plan or paid in full by close of business on registration day may be dropped from classes.
3. Students may finance 90% of their semester bill and must *pay 10% of their semester bill upon signing up for the payment plan (*for fall and spring semesters only).
4. Students defaulting on payments may be dropped from classes upon default. (Note: Drops will be made after the second try to debit the card; equivalent to about the 27th of each month.)
5. Students defaulting on payments may not be allowed to access the payment plan for subsequent semesters.
6. A \$30 late fee will be charged for non-sufficient funds.
7. Balances more than 90 days past due may be sent to collections.

If a student is unable to make a payment to their payment plan on time, they should contact HCC Financial Services at (785) 442-6001. Visit [Payment Plans](#) to review payment plan options and directions for establishing a payment plan.

Dependents of full-time HCC employees are eligible for a waiver of fees. The employee must complete the Dependent Waiver of Fees form with the President's office each semester to confirm eligibility. The waiver is then forwarded to HCC Financial Services.

Final Grades

Final grades represent your instructor's evaluation of your academic work. These grades will be posted to your official transcript. Grade reports are available online by accessing your MyHCC account at www.highlandcc.edu. Your GPA will have an effect on Federal financial aid as well as scholarships and scholastic standing.

An HCC transcript is the record of a student's academic work. It contains a list of courses taken and the grades earned. To request an official transcript, please visit your MyHCC account.

Grade Appeals

Students are responsible for meeting the standards for academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the consistent evaluation of student academic performance are the responsibilities of the instructor.

This grade appeal procedure is available only for the review of allegedly capricious grading, and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as the term is used here, consists only of any of the following:

1. The assignment of a grade to a particular student on some basis other than documented performance in the course;
2. The assignment of a grade to a particular student by applying more exacting or demanding standards than were applied to other students in the course;
3. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

Step 1: A student who wishes to appeal a course grade must notify the Vice President for Academic Affairs' (VPAA) office within 30 working days of the date on which the grade was posted. The VPAA's office outlines the allowable criteria for appealing a grade (see above) and, if appropriate, provides the student with the grade appeal form and assists in contacting the instructor to begin the process.

Step 2: The student meets with the instructor to review assignment grades, attendance, and any other factors that affected the final grade. The instructor should check all calculations and ensure that any assignments accepted for credit have been posted and included. This meeting must take place within 30 working days of the end of the term for which the grade was posted. The result of the meeting will be to leave the grade as posted or raise the grade. The instructor will notify the VPAA's office of the result of the meeting. If a grade change is necessary, the instructor submits a grade change request to the Registrar with a copy to the VPAA's office. The VPAA's office will notify the student of the decision via email.

Step 3: If the student is unsatisfied with the decision from step 2 and wishes to file a formal grade appeal, the student must notify the Vice President for Academic Affairs within 10 working days of the decision. The student and the instructor will receive an email from the VPAA requesting all documentation pertinent to the grade appeal. This will include copies of assignments, documentation of absences due to college events, tests, and any other material that is relevant. These materials must be received by the VPAA's office within 10 working days of the date of the request.

Step 4: The VPAA (or designee) reviews all materials from the student and instructor. Within 10 working days, emailed notification is sent to student and instructor of the decision to uphold the grade as posted or change the grade. If a grade change is necessary, the VPAA submits a request to the Registrar.

Step 5: If the student chooses to appeal the Step 4 decision, he or she must notify the VPAA within 10 working days of the notification. A 3-panel review committee, composed of two instructors and an academic advisor/regional director, is convened to review the appeal. This committee may decide to uphold the grade as posted or raise the grade; the committee must send its decision to the VPAA within 15 working days of being convened. The decision is emailed by the VPAA's office to the student, instructor, and Registrar (if a grade change is required). The decision of the committee is final and may not be appealed.

Academic Advising

Academic advising is available to all HCC students in order to make the transition from high school to college. Academic advisors help students explore careers, learn about college majors, and obtain

information regarding course prerequisites, graduation requirements, and course load limits. Please contact your counselor or the Concurrent Instruction office if you need assistance.

Students Rights and Responsibilities

Students at HCC are dedicated to growing both academically and personally. The HCC Community has defined six “Shared Performance Expectations” that are essential for all members of the community to exhibit in order to grow personally and academically. The College reserves the right to sanction students for conduct that violates the Shared Performance Expectations. The purpose of the [Student Conduct Process](#) is to document the College’s due process for responding to Student Code of Conduct violations. Title IX violations follow the due process from *The Policy and Procedure for Civil Rights Equity Grievance Resolutions for All Faculty, Students, and Employees at HCC*.

Degree Planning & Course Selection

You can find Associate Degree and General Education Requirements in the Appendix. Degree planning can be difficult so we encourage students, even those in high school, to look at our degree planning sheets so they can choose the classes that best fit their goals for the future.

Please visit [Degree Planning & Course Info](#) for more information on course descriptions, syllabi, and a full list of the academic disciplines offered at HCC. HCC has also developed a [Course Suggestion](#) guide to aid High School students course selections. With the help of HCC, high school students have the opportunity to complete anywhere from their general education requirements to an associate degree while obtaining their high school diploma.

Transferability of Courses



The Kansas Board of Regents has now approved over 90 courses for guaranteed transfer among all Kansas public postsecondary institutions. A student who completes these courses at any Kansas public community college, technical college, or university can be certain that he or she can transfer that course to any other public institution in Kansas in pursuit of a degree or credential. [Course Equivalency Guides](#) can be found at the Kansas Board of Regents website. Courses not listed on the Kansas Board of Regents Seamless Systemwide Transfer are not guaranteed to transfer to other colleges.

HCC has developed transfer guides to assist HCC students in making the smoothest possible transition to other institutions of higher learning. In transferring, nothing will substitute for sound planning. Students should consult closely with their advisor and the college they are transferring to ensure they enroll in courses that transfer. More information can be found at HCC Transfer & [Credit for Prior Learning](#).

Tutoring

Student Support Services offer tutoring on campus Sunday through Thursday during the regular college semester. Students who are taking courses on campus are the ones most likely to utilize these services, but students not taking courses on campus are welcome to call Student Support

Services for assistance during office hours, 8:00 AM- 5:00 PM, Monday through Friday.

Tutoring sessions are available by Zoom video connections for students not located near the HCC Campus. Students' services can be arranged by appointment by calling (785) 442-6058.

Americans with Disabilities Act

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of HCC to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students must complete the "[Disabilities Self-Identification Form](#)" at [Disability Services](#).

This form can also be accessed at the HCC homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

Classroom Disruption Policy

Your instructor will have a variation of the below policy in their First Day Handout.

No acts of disruption in the classroom will be tolerated at HCC. If students are being disruptive, they are violating the rights of others to an educational atmosphere, interfering with the operations of the College, being insubordinate to HCC authorities.

Every instructor will:

1. State clearly in the First Day Handout their personal policy about disruptive acts in accordance with their expectations of their students.
2. List examples of disruptive acts and how those specific acts will be handled (not all acts of disruption can be anticipated, and this list is not all inclusive).
3. Send his/her policy (First Day Handout) to the Vice President for Academic Affairs or appropriate Regional Center Director for review and acceptance.

First Offense

For disruptive acts that do not require immediate removal, instructors will warn the student on the first offense to discontinue the offending behavior in all future class sessions. After the instructor has given warning, if the behavior continues, the student may be removed from that class session and directed to the classroom readmission process. The instructor will send a

notification of the offense and relevant documentation through the Maxient conduct system. To be readmitted to class, the student must go to the Office of Academic Affairs. The student will meet with the Vice President for Academic Affairs/designee and complete the Classroom Readmission Form with the VPAA/designee. The student should not be allowed back into the classroom until the instructor has received the Classroom Readmission Form or direct communication from the VPAA, VPSS, or Director of Student Life. The instructor is not obligated to allow the student to make up any work that is missed after removal from a class session and before readmission.

Second Offense

When an instructor observes a second incident of classroom disruption (possible immediate removal from class), the instructor will send a notification of the offense and relevant documentation through the Maxient conduct system and the student will enter the Student Conduct Process. The student will not be allowed to return to class until the Student Conduct Process is completed.

Incidents of classroom disruption recorded in the student conduct system are cumulative; multiple or repeated incidents of classroom disruption will ordinarily result in a medium-level sanction which may include removal from the course and forfeiture of any remaining points. However, repeated or severe violations may result in high-level sanctions, such as a loss of scholarship or expulsion from the College.

Immediate Removal

Situations that demean, embarrass, sexually harass, or threaten the life or physical safety of others will not be tolerated. If this happens in the classroom, the instructor will immediately ask the student to leave the classroom and the instructor will forward an incident form to the Student Conduct Office for entry into the Student Conduct Process. The student will not be allowed to return to the classroom until the process has been completed. This offense will result in a medium to high consequence which may include removal from the course with an F.

A student may appeal all decisions of classroom disruption through the Student Conduct Process.

Academic Integrity Policy

Your instructor will have a variation of the below policy in their First Day Handout.

HCC faculty and students have the responsibility to maintain high academic standards. Academic dishonesty by students, including cheating, fabrication, plagiarism, or facilitation of academic work, is reason for disciplinary action. This includes but is not limited to giving, receiving, or using unauthorized help on individual and group academic exercises through any delivery system in any learning environment. This includes impersonating another student, sharing content without authorization, fabricating data, and altering academic documents, including records, with or without the use of personal and College electronic devices.

Examples of plagiarism include but are not limited to: representing or turning in someone else's work without proper citation of the source. This includes unacknowledged paraphrase, quotation, or complete use of someone else's work in any form. Students should submit their own academic work. Faculty should not allow or leave unreported academic dishonesty by the

student. Not all acts of academic dishonesty can be anticipated and this list is not all inclusive.

Cheating affects more than just the cheat; it frustrates the honest efforts of other students, degrades the learning environment, and reflects poorly on any institution that tolerates it. At HCC, a record of cheating does not go away at the end of the course or semester. Integrity violations become part of the violator's record. Multiple violations may result in more serious penalties, including possible dismissal from HCC.

Every instructor will:

1. State clearly in the First Day Handout his/her personal policy about academic dishonesty and the consequences for such actions.
2. List examples of academic dishonesty and how those specific acts will be handled (not all acts of academic dishonesty can be anticipated, and this list is not all inclusive).
3. Send his/her policy (First Day Handout) to the Vice President for Academic Affairs or appropriate Regional Center Director for review and acceptance.

First violations of academic integrity will generate sanctioning by the classroom instructor and will be entered into the database system for tracking of multiple academic integrity issues.

Subsequent violations will generate an institutional response via the student conduct process.

Additionally, a meeting with the instructor is required for first offense academic integrity violations. After more than one academic integrity violation, the student must also meet with the Vice President for Academic Affairs.

Incidents of academic dishonesty recorded in the student conduct system are cumulative; multiple or repeated incidents of academic dishonesty will be turned over to the Conduct Officer and ordinarily result in a medium-level sanction, which may include removal from the course with an F. However, repeated or severe violations may result in high-level sanctions, such as loss of scholarship or expulsion from the College.

A student may appeal decisions of academic dishonesty for the following reasons:

1. There were procedural errors made which significantly impacted the sanction or the findings.
2. The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances.
3. New information is discovered that was not available at the time of the investigation that would significantly impact the sanction or the findings.

Academic integrity appeals will go through the Student Conduct Process.

Student Support Services & Reference Guide

The Concurrent Student Reference guide can be found on the [HCC Concurrent Program](#) webpage.

Adverse Weather

HCC concurrent classes will follow the high school administration's decisions for adverse weather cancellations. Students should refer to their high school handbook.

HCC Mission, Vision Statement, History, Equal Opportunity

MISSION STATEMENT

HCC, the first college in Kansas, provides lifelong learning opportunities and contributes to economic development to enhance the quality of life in the communities we serve.

Vision Statement

Highland Community College is recognized as the college of choice in Northeast Kansas.

History

Highland Community College began as Highland University in 1858, making it the first college in Kansas. After eight name changes, the college has now provided higher education opportunities to the people of Northeast Kansas for more than 160 years. The college has traditionally prepared students to continue their studies at baccalaureate institutions. Studies conducted at the Regents universities in Kansas show that students who begin their college careers at HCC and then transfer do as well or better academically as all other students who transfer to those universities and those who start there

Approximately 4,000 students (1,699 FTE) are enrolled on the main campus (Highland), at regional centers in Atchison, Baileyville, and Wamego, through HCC Online, or concurrently at one of the 31 high schools in HCC's service area. The main campus is located in a small, rural Northeast Kansas community surrounded by agricultural land. The main campus has 22 apartment-style residence halls, thriving athletics programs, and active student life. Across all of its locations, HCC offers 14 different Associate degrees and 16 technical certificates.

The history and mission of the college can best be described as providing opportunities for higher education that citizens in the region would not have had otherwise. Whether as a conduit to a four-year degree, for professional enhancement, or personal development, the college has provided affordable access to higher education in Northeast Kansas.

The college is governed by a six-member Board of Trustees elected from Doniphan County and is coordinated by the Kansas Board of Regents.

Equal Opportunity Statement

HCC is an equal opportunity institution and does not discriminate on the basis of sex, race, color, national origin, disability, age, religion, genetic information, marital status, veteran's status, sexual orientation, or other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations. Inquiries concerning the College's compliance with its nondiscrimination policies or Title IX may be referred to the Vice President for Student Services or Human Resources Manager at 785-442-6000. Inquiries concerning the College's compliance with Section 504 and its policies may be directed to the Vice President for Academic Affairs at 785-442-6000.

Philosophy of the Institution & Accreditation

HCC practices an open-door admissions policy and believes it must provide high quality, comprehensive programs that respond to the needs and desires of many different individuals and groups within the service area. Because we are an open-door institution, we serve a wide variety of students: recent high school graduates, nontraditional students, students completing their junior or senior year of high school, and other residents of our service area for which we provide educational and cultural opportunities.

HCC is authorized to operate by the Kansas Board of Regents and is regionally accredited by the Higher Learning Commission (HLC). HLC offices are located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, hlcommission.org, (800) 621-7440/(312) 263- 0456. We are authorized by the U.S. Department of Education to participate in the Title IV, HEA programs listed in our Program Participation Agreement available on file in the Financial Aid Office at HCC. Program specific accreditations are available on file at HCC Technical Center, Atchison, KS. HCC's Auto Technology Program is ASE Education Foundation (formerly NATEF - National Automotive Technician Education Foundation) certified. HCC Nursing Programs are approved by the Kansas State Board of Nursing (KSBN). The curriculum for both the LPN - RN Program and the PN Program support the statewide alignment as outlined by the Kansas Post-Secondary Technical Education Authority (TEA) under the auspices of KBOR as approved by KSBN. The associate degree nursing program at HCC at the HCC Technical Center located in Atchison, KS is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000.

The college is approved by the Veterans Administration for the training of veterans and veterans' children. HCC is listed in the United States Office of Education Directory Part 3: Higher Education. The College is also authorized by the Immigration and Naturalization Service to admit non-immigrant students.

Location & Delivery Methods

The College serves nine counties in Northeast Kansas. HCC operates a main campus in Highland and Regional Centers in Atchison, Wamego, and the Western Center is in Baileyville, Kansas. All administrative services for students — advising, placement testing, and enrollment are available at each regional center and online. Regional Centers offer day, evening, and weekend class options to meet our students' schedules.

The IDL system allows students to complete courses being taught at other HCC sites without having to travel to that location. Through a TV, camera setup, and microphone, students are able to physically attend class at one location and fully participate and interact with the instructor and classmates located at other sites. Instructors utilize lecture, board work, videos, and computer sharing to provide a high-quality learning environment.

Hybrid classes combine face-to-face classroom learning with computer-assisted online learning. Time in a hybrid course is divided between classroom learning activities and online classroom participation in the HCC Online platform. Students benefit from the quality instruction delivered

through different modes and the flexibility of both the online and classroom learning environments through independent and collaborative work.

The College has an active online program which offers courses in 8-week and 16-week sessions. Several degree programs are available entirely online, offering students the opportunity to pursue their educational goals, such as earning transfer credit or achieving personal and career growth. Online courses are an excellent option when attending college in a traditional classroom is not convenient. Courses taught in the online format meet the same competencies as those in a classroom yet fit the student's schedule.



Atchison Technical Center	hcctc@highlandcc.edu	785.442.6180
Highland	admissions@highlandcc.edu	785.442.6020
Wamego Center	wamego@highlandcc.edu	785.442.6280
Western Center (Baileyville)	western@highlandcc.edu	785.442.6240

Contact Information

HCC Administration

Deborah Fox	President	dfox@highlandcc.edu	785.442.6144
Sharon Kibbe	Vice President of Academic Affairs	skibbe@highlandcc.edu	785.442.6050
Lucas Hunziger	Vice President of Tech. Education	lhunziger@highlandcc.edu	785.442.6201
Eric Ingmire	Vice President of Student Services	eingmire@highlandcc.edu	785.442.6021
Randy Willy	Vice President of Finance	rwilly@highlandcc.edu	785.442.6002

Dual Enrollment & Concurrent Programs

Sara M. Smith	Asst. Dean of Instruction - Concurrent	ssmith@highlandcc.edu	785.442.6027
Margarita Loxley	Concurrent/Online Student Services	mloxley@highlandcc.edu	785.442.6141
Denise Peters	Assoc. Dean of Instruction - Online	dpeters@highlandcc.edu	785.442.6170
Nicole Bartel	Online Student Services	nbartel@highlandcc.edu	785.442.6171

HCC Campus Contacts

Admissions	Campus Visits	admissions@highlandcc.edu	785.442.6106
Business Office	Payments	payments@highlandcc.edu	785.442.6001
Bookstore	Online Textbooks/Gear	bookstore@highlandcc.edu	785.442.6009
IT HelpDesk	MyHCC Account Issues	helpdesk@highlandcc.edu	785.442.6060
Registrar	Transcripts	registrar@highlandcc.edu	785.442.6025
Student Services	Applications	admissions@highlandcc.edu	785.442.6020

Regional & Technical Campuses

Amy DuLac	Atchison Center Director	adulac@highlandcc.edu	785.442.6204
Darlene Lee	Allied Health Coordinator	dlee@highlandcc.edu	785.442.6207
Jolene McConnell	Wamego Center Director	jmccconnell@highlandcc.edu	785.442.6284
Lindsey Milburn	Wamego Student Services	lmilburn@highlandcc.edu	785.442.6294
Cara Baker	Western Center Director	cbaker@highlandcc.edu	785.442.6250
Stacey Jones	Western Center Student Services	sjones@highlandcc.edu	785.442.6251

Appendix

Recommended Courses Based on Interest Area

GH SCHOOL STUDENTS HIGH

ATTENTION: HIGH SCHOOL STUDENTS! HIGHLAND IS YOUR POST-SECONDARY EDUCATION PARTNER!

Students can take college courses in conjunction with regular high school class offerings to earn college credit while in high school.

High school students can earn college credits completely online through Highland Community College's online program. High school students who have completed their freshman year can enroll in HCC courses. Excel in CTE funding is available. Courses are taught by experienced faculty and provide students the opportunity to get a head start on their college degree or jump start their career.

Approval of these courses is subject to change. To find out which Excel in CTE courses will be offered, including career and technical programs not listed, please contact the HCC location nearest you.

AGRICULTURE

- AB 108 Principles of Animal Science[^]
- AB 126 Principles of Agronomy[^]
- AB 207 Fundamentals of Animal Nutrition[^]
- AB 224 Range Management[^]

ALLIED HEALTH

- BS 104 Human Anatomy*
- BS 105 Human Physiology*
- BS 109 Medical Terminology*
- BS 110 Nutrition*
- NUR201 Certified Nurse Aid (hybrid)[^]
- PSY205 Human Growth & Development*

BUSINESS

- BUS101 Intro to Business**
- BUS103 Accounting I**
- BUS105 Accounting II**
- BUS116 Intro to Accounting[^]
- BUS210 Marketing**
- BUS216 Managerial Accounting**

CRIMINAL JUSTICE

- CJ 100 Intro to Criminal Justice*
- CJ 105 Intro to Corrections[^]
- CJ 110 Fundamentals of Investigation[^]
- CJ 120 Juvenile Delinquency & Justice
- CJ 140 Criminal Procedures[^]

EARLY CHILDHOOD

- ECH100 Early Childhood Fundamentals[^]
- ECH101 Recognizing Child Abuse, Neglect & Trauma[^]
- ECH150 Creative Experiences w/ Young Children[^]
- ECH180 ECH Literacy & Language Development[^]
- ECH220 Principles of Inclusion[^]

Some courses require consumable items (workbook, access code, software, etc.). These charges are the responsibility of the student and applied to the student account per course when applicable.

**Excel in CTE courses. Tuition and Fees are waived. Students are still responsible for \$15 per credit hour textbook rental and any consumable items.*

GENERAL EDUCATION

- A 101 Art Appreciation*
- BS 101 College Biology*
- ENG101 Composition I*
- ENG102 Composition II*
- M 103 Music Appreciation*
- MAT104 College Algebra*
- POL100 US Government*
- PSY101 General Psychology*
- SOC101 General Sociology*

HUMAN SERVICES

- PSY101 General Psychology*
- PSY205 Human Growth & Development*
- SOC102 Marriage & the Family*
- SOC104 Intro to Social Work*

MEDICAL CODING

- BS 104 Human Anatomy*
- BS 105 Human Physiology*
- BS 109 Medical Terminology**
- HS 101 Intro to Health Information[^]
- HS 105 Insurance & Health Information Compliance[^]
- HS 110 Pathopharmacology for Health Sciences[^]

*The Kansas Board of Regents has approved over 100 courses for guaranteed transfer among all Kansas public post-secondary institutions. Additional courses may also be eligible for transfer. Please contact the Registrar's Office of your university or college for more information. Students are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

System Wide Transfer courses transfer to any Kansas public institution offering an equivalent course.

The decision of lower division courses to count toward upper division credit hours is at the discretion of the receiving institution. Visit kansasregent.org/transfer_articulation for complete details.

Online Excel in CTE Courses

(785) 442-6170 hconline@highlandcc.edu highlandcc.edu/online

EXCEL in CTE

**Tuition Free Online Classes for Kansas High School Students



Summer 2022-Fall 2022-Spring 2023

Online Course Options

Excel in CTE allows Highland Community College to offer tuition free online courses to Kansas high school students. Qualifying online Career and Technical Education (CTE) courses are listed below by course ID, name, credit hours, and planned semester offering. F=Fall S=Spring ALL=Fall, Spring & Summer

AGRICULTURE

Course # Title	Credits	Term	Cost
AB 108 Principles of Animal Science	3	F,S	\$45
AB 126 Principles of Agronomy	3	F	\$0
AB 207 [^] Fundamentals of Animal Nutrition	3	S	\$45
AB 224 [^] Range Management	3	S	\$0

BUSINESS

Course # Title	Credits	Term	Cost
BUS101 Introduction to Business	3	ALL	\$45
BUS103 Accounting I	3	F,S	\$45
BUS105 [^] Accounting II	3	F,S	\$45
BUS117 [^] Computerized Accounting	3	S	\$130
BUS125 Human Resources	3	S	\$45
BUS201 Principles of Management	3	F	\$45
BUS205 Business Law	3	F	\$45
BUS210 Marketing	3	S	\$45
BUS216 [^] Managerial Accounting	3	S	\$45

CRIMINAL JUSTICE

Course # Title	Credits	Term	Cost
CJ 105 Introduction to Corrections	3	S	\$45
CJ 110 Fundamentals of Investigation	3	F	\$45
CJ 116 Interview & Report Writing	3	S	\$45
CJ 140 Criminal Procedures	3	S	\$45
CJ 205 Law Enforcement Operations & Procedures	3	S	\$45
CJ 212 [^] Agency Administration	3	F	\$45
CJ 220 [^] Practicum in Criminal Justice	3	varies	\$45

EARLY CHILDHOOD

Course # Title	Cr	Term	Cost
ECH101 Recognizing Child Abuse, Neglect & Head Trauma	1	ALL	\$0
ECH150 Creative Experiences	3	F	\$0
ECH160 [^] Observing & Interacting with Young Children	3	S	\$0
ECH180 [^] EC Literacy & Language Development	3	F	\$0
ECH200 [^] Program Planning & Development	3	varies	\$0
ECH210 [^] Family Involvement in Education	3	varies	\$0
ECH220 [^] Principles of Inclusion	3	varies	\$0
ECH250 [^] Early Childhood Practicum	3	varies	\$0

HEALTH SCIENCES

Course # Title	Cr	Term	Cost
BS 109 Medical Terminology	3	ALL	\$45
HS 101 Introduction to Health Information Systems	4	F	\$0
HS 105 Insurance and Health Information Compliance	3	F	\$0
HS 110 Pathopharmacology for Health Science	4	F,S	\$0
HS 115 [^] ICD Coding I	3	F	\$0
HS 118 [^] CPT Coding I	3	S	\$0
HS 125 [^] ICD Procedural Coding	3	S	\$0
HS 130 Reimbursement Methodologies	3	F	\$0
HS 210 [^] ICD Coding II	3	S	\$0
HS 218 [^] CPT Coding II	3	F	\$0
HS 225 [^] Healthcare Coding Practicum	3	ALL	\$0

ICD = International Classification of Disease
CPT = Current Procedural Terminology

[^]Prerequisite required - visit <http://online.highlandcc.edu> for details.
!Not fully online, requires clinical or training hours to be completed in an approved facility, giving students hands-on experience.

GET STARTED!

- ➔ Apply for admission at highlandcc.edu. After your application has been processed, you will receive email communication with directions for accessing your Highland account and enrolling in courses.

**Excel in CTE funding is for approved Kansas high school students. Classes, offerings, and costs are subject to change per program regulations. Students are responsible for book rental and consumable fee expenses.



Updated 12/12/22

Degree Sheets

Highland Community College Associate in Arts (60 total credit hours)

BASIC SKILLS (14 Credits)

- ENG 101 Composition I (3)**
- ENG 102 Composition II: Literature & Research**
OR **ENG 103 Composition II: Rhetoric & Research (3)**
- SP 106 Public Speaking**
OR **SP 101 Oral Communications (3)**
- MAT 108 Contemporary Math**
OR **MAT 104 College Algebra**
OR **Higher level mathematics (3)**
- Computer Literacy (1)**
 - ___ AB 227 Agriculture Microcomputer I (3)
 - ___ A 113 Typography (3)
 - ___ A 121 Design Software Applications (3)
 - ___ A 139 Computer Graphics: Web Design (3)
 - ___ A 215 Graphic Design (3)
 - ___ A 223 Computer Graphics: Illustration (3)
 - ___ A 224 Computer Graphics: Enhanced Photo (3)
 - ___ BUS 130 Microcomputer Applications I (3)
 - ___ BUS 132 Micro App. I: Outlook (1)
 - ___ BUS 133 Micro App I: Spreadsheet (3)
 - ___ BUS 136 Micro App I: Desktop Publishing (3)
 - ___ BUS 139 Micro App I: Word Processing (3)
 - ___ BUS 181 Micro App I: Word Processing (1)
 - ___ BUS 182 Micro App I: Database Manage (1)
 - ___ BUS 183 Micro App I: Spreadsheet (1)
 - ___ BUS 185 Micro App I: Desktop Publishing (1)
 - ___ BUS 186 Micro App I: Integrated Software (1)
 - ___ BUS 188 Computer Applications I: Windows (1)
 - ___ BUS 189 Micro App I: Electronic Bus Pres (1)
 - ___ BUS 246D Micro App I: Web Design (2)
- Orientation (1)**
 - ___ COL 103 College Success (1)
 - ___ AB 114 Agriculture Orientation (2)

HUMANITIES and FINE ARTS (9 Credits)

Select from 3 DIFFERENT areas

- Art**
 - ___ A 101 Art Appreciation (3)
 - ___ A 107 Drawing I (3)
 - ___ A 201 Art History Survey: Prehistoric to Medieval (3)
 - ___ A 202 Art Hist Survey: Renaissance to Contemporary (3)
- Foreign Language**
 - ___ LG 101 Spanish I (5)
 - ___ LG 102 Spanish II (5)
 - ___ LG 201 Spanish III (3)
- History**
 - ___ HIS 101 United States History to 1877 (3)
 - ___ HIS 102 United States History since 1877 (3)
 - ___ HIS 103 History of Western Civilization I (3)
 - ___ HIS 104 History of Western Civilization II (3)
 - ___ HIS 202 Introduction to Ancient History (3)
 - ___ HIS 204 Readings in Western Civilization I (3)
- Library Science**
 - ___ LS 102 Children's Literature (3)
- Literature**
 - ___ ENG 104 Introduction to Literature (3)
 - ___ ENG 202 American Lit: Pre-Colonial to Civil War (3)
 - ___ ENG 208 Introduction to Short Story (3)
 - ___ ENG 209 American Lit: Reconstruction to Pres (3)
 - ___ ENG 210 World Lit: Beginnings to Renaissance (3)
 - ___ ENG 211 World Lit: Enlightenment to Present (3)
 - ___ ENG 212 British Literature: Middle Ages to 1800 (3)
 - ___ ENG 213 British Literature: 1800 to Present (3)
 - ___ ENG 215 Diverse Voices in Literature (3)
- Music**
 - ___ M 103 Music History/Appreciation (3)
 - ___ M 146 Musical Theatre History (3) (= to TH 146)
 - ___ M 162 Introduction to World Music (3)
 - ___ M 223 History of Jazz (3)
- Philosophy**
 - ___ PHI 101 Introduction to Philosophy (3)
 - ___ PHI 102 Introduction to Ethics (3)
 - ___ PHI 103 Logic & Critical Thinking (3)
 - ___ PHI 105 Religions of the World (3)
- Photography**
 - ___ PHO 107 History of Photography (3)
- Speech**
 - ___ SP 103 Oral Interpretation (3)
 - ___ SP 105 Interpersonal Communication (3)
- Theatre**
 - ___ TH 105 Introduction to Drama (3)
 - ___ TH 108 History/Appreciation of Theatre Arts (3)
 - ___ TH 146 Musical Theatre History (3) (= to M 146)
 - ___ TH 208 Film Appreciation (3)

Highland Community College
Associate in Science
 (60 total credit hours)

BASIC SKILLS (14 Credits)

- ENG 101 Composition I (3)**

- ENG 102 Composition II: Literature & Research**
OR ENG 103 Composition II: Rhetoric & Research (3)

- SP 106 Public Speaking**
OR SP 101 Oral Communications (3)

- MAT 104 College Algebra**
OR Higher level mathematics (3)

- Computer Literacy (1)**
 - ___ AB 227 Agriculture Microcomputer I (3)
 - ___ A 113 Typography (3)
 - ___ A 121 Design Software Applications (3)
 - ___ A 139 Computer Graphics: Web Design (3)
 - ___ A 215 Graphic Design (3)
 - ___ A 223 Computer Graphics: Illustration (3)
 - ___ A 224 Computer Graphics: Enhanced Photo (3)
 - ___ BUS 130 Microcomputer Applications I (3)
 - ___ BUS 132 Micro App. I: Outlook (1)
 - ___ BUS 133 Micro App I: Spreadsheet (3)
 - ___ BUS 136 Micro App I: Desktop Publishing (3)
 - ___ BUS 139 Micro App I: Word Processing (3)
 - ___ BUS 181 Micro App I: Word Processing (1)
 - ___ BUS 182 Micro App I: Database Manage (1)
 - ___ BUS 183 Micro App I: Spreadsheet (1)
 - ___ BUS 185 Micro App I: Desktop Publishing (1)
 - ___ BUS 186 Micro App I: Integrated Software (1)
 - ___ BUS 188 Computer Applications I: Windows (1)
 - ___ BUS 189 Micro App I: Electronic Bus Pres (1)
 - ___ BUS 246D Micro App I: Web Design (2)

- Orientation (1)**
 - ___ COL 103 College Success (1)
 - ___ AB 114 Agriculture Orientation (2)

HUMANITIES and FINE ARTS (6 Credits)

Select from 2 DIFFERENT areas.

- Art**
 - ___ A 101 Art Appreciation (3)
 - ___ A 107 Drawing I (3)
 - ___ A 201 Art History Survey: Prehistoric to Medieval (3)
 - ___ A 202 Art Hist Survey: Renaissance to Contemp (3)

- Foreign Language**
 - ___ LG 101 Spanish I (5)
 - ___ LG 102 Spanish II (5)
 - ___ LG 201 Spanish III (3)

- History**
 - ___ HIS 101 United States History to 1877 (3)
 - ___ HIS 102 United States History since 1877 (3)
 - ___ HIS 103 History of Western Civilization I (3)
 - ___ HIS 104 History of Western Civilization II (3)
 - ___ HIS 202 Introduction to Ancient History (3)
 - ___ HIS 204 Readings in Western Civilization I (3)

- Library Science**
 - ___ LS 102 Children's Literature (3)

- Literature**
 - ___ ENG 104 Introduction to Literature (3)
 - ___ ENG 202 American Lit: Pre-Colonial to Civil War (3)
 - ___ ENG 208 Introduction to Short Story (3)
 - ___ ENG 209 American Lit: Reconstruction to Pres (3)
 - ___ ENG 210 World Lit: Beginnings to Renaissance (3)
 - ___ ENG 211 World Lit: Enlightenment to Present (3)
 - ___ ENG 212 British Literature: Middle Ages to 1800 (3)
 - ___ ENG 213 British Literature: 1800 to Present (3)
 - ___ ENG 215 Diverse Voices in Literature (3)

- Music**
 - ___ M 103 Music History/Appreciation (3)
 - ___ M 146 Musical Theatre History (3) (= to TH 146)
 - ___ M 162 Introduction to World Music (3)
 - ___ M 223 History of Jazz (3)

- Philosophy**
 - ___ PHI 101 Introduction to Philosophy (3)
 - ___ PHI 102 Introduction to Ethics (3)
 - ___ PHI 103 Logic & Critical Thinking (3)
 - ___ PHI 105 Religions of the World (3)

- Photography**
 - ___ PHO 107 History of Photography (3)

- Speech**
 - ___ SP 103 Oral Interpretation (3)
 - ___ SP 105 Interpersonal Communication (3)

- Theatre**
 - ___ TH 105 Introduction to Drama (3)
 - ___ TH 108 History/Appreciation of Theatre Arts (3)
 - ___ TH 146 Musical Theatre History (3) (= to M 146)
 - ___ TH 208 Film Appreciation (3)

Highland Community College
Associate in General Studies
 (60 total credit hours)

BASIC SKILLS (14 Credits)

- ENG 101 Composition I (3)**
- ENG 102 Composition II: Literature & Research**
- OR** **ENG 103 Composition II: Rhetoric & Research (3)**
- SP 106 Public Speaking**
- OR** **SP 101 Oral Communications (3)**
- MAT 100 Beginning Algebra**
- OR** **higher level mathematics (3)**
- Computer Literacy (1)**
 - ___ AB 227 Agriculture Microcomputer I (3)
 - ___ A 113 Typography (3)
 - ___ A 121 Design Software Applications (3)
 - ___ A 139 Computer Graphics: Web Design (3)
 - ___ A 215 Graphic Design (3)
 - ___ A 223 Computer Graphics: Illustration (3)
 - ___ A 224 Computer Graphics: Enhanced Photo (3)
 - ___ BUS 130 Microcomputer Applications I (3)
 - ___ BUS 132 Micro App. I: Outlook (1)
 - ___ BUS 133 Micro App I: Spreadsheet (3)
 - ___ BUS 136 Micro App I: Desktop Publishing (3)
 - ___ BUS 139 Micro App I: Word Processing (3)
 - ___ BUS 181 Micro App I: Word Processing (1)
 - ___ BUS 182 Micro App I: Database Manage (1)
 - ___ BUS 183 Micro App I: Spreadsheet (1)
 - ___ BUS 185 Micro App I: Desktop Publishing (1)
 - ___ BUS 186 Micro App I: Integrated Software (1)
 - ___ BUS 188 Computer Applications I: Windows (1)
 - ___ BUS 189 Micro App I: Electronic Bus Pres (1)
 - ___ BUS 246D Micro App I: Web Design (2)
- Orientation (1)**
 - ___ COL 103 College Success (1)
 - ___ AB 114 Agriculture Orientation (2)

HUMANITIES and FINE ARTS (6 Credits)

Select from 2 DIFFERENT areas.

- Art**
 - ___ A 101 Art Appreciation (3)
 - ___ A 107 Drawing I (3)
 - ___ A 201 Art History Survey: Prehistoric to Medieval (3)
 - ___ A 202 Art Hist Survey: Renaissance to Contemporary (3)
- Foreign Language**
 - ___ LG 101 Spanish I (5)
 - ___ LG 102 Spanish II (5)
 - ___ LG 201 Spanish III (3)
- History**
 - ___ HIS 101 United States History to 1877 (3)
 - ___ HIS 102 United States History since 1877 (3)
 - ___ HIS 103 History of Western Civilization I (3)
 - ___ HIS 104 History of Western Civilization II (3)
 - ___ HIS 202 Introduction to Ancient History (3)
 - ___ HIS 204 Readings in Western Civilization I (3)
- Library Science**
 - ___ LS 102 Children's Literature (3)
- Literature**
 - ___ ENG 104 Introduction to Literature (3)
 - ___ ENG 202 American Lit: Pre-Colonial to Civil War (3)
 - ___ ENG 208 Introduction to Short Story (3)
 - ___ ENG 209 American Lit: Reconstruction to Pres (3)
 - ___ ENG 210 World Lit: Beginnings to Renaissance (3)
 - ___ ENG 211 World Lit: Enlightenment to Present (3)
 - ___ ENG 212 British Literature: Middle Ages to 1800 (3)
 - ___ ENG 213 British Literature: 1800 to Present (3)
 - ___ ENG 215 Diverse Voices in Literature (3)
- Music**
 - ___ M 103 Music History/Appreciation (3)
 - ___ M 146 Musical Theatre History (3) (= to TH 146)
 - ___ M 162 Introduction to World Music (3)
 - ___ M 223 History of Jazz (3)
- Philosophy**
 - ___ PHI 101 Introduction to Philosophy (3)
 - ___ PHI 102 Introduction to Ethics (3)
 - ___ PHI 103 Logic & Critical Thinking (3)
 - ___ PHI 105 Religions of the World (3)
- Photography**
 - ___ PHO 107 History of Photography (3)
- Speech**
 - ___ SP 103 Oral Interpretation (3)
 - ___ SP 105 Interpersonal Communication (3)
- Theatre**
 - ___ TH 105 Introduction to Drama (3)
 - ___ TH 108 History/Appreciation of Theatre Arts (3)
 - ___ TH 146 Musical Theatre History (3) (= to M 146)
 - ___ TH 208 Film Appreciation (3)

