Welcome to Highland Community College

Dear Concurrent Adjunct Instructor:

It is our pleasure to welcome you as a part of Highland Community College as one of our Concurrent Adjunct Instructors. We look forward to working with you in the exciting semester ahead.

This handbook has been prepared to be used as a supplement to the adopted HCC Board of Trustees Policy Handbook. This handbook is intended to provide basic information regarding the college and its many areas of operations and policies. These policies have been established through time and do reflect changes continually taking place at the college. The Board of Trustees, administration, faculty and staff have been involved in the establishment of these policies and operating procedures. This handbook and all updates to it are posted on the HCC website, www.highlandcc.edu.

A good instructor is always seeking ways and means to do a better job by careful planning in the classroom and by implementing varied teaching techniques. Our hope is that all HCC employees will find this handbook to be a useful resource for a satisfactory and rewarding experience.

Welcome aboard and good luck!

Concurrent Instruction Office
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Chapter 1

Getting Started as a Concurrent Instructor

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Section A. Payroll Paperwork

Upon approval to work for Highland Community College as a Concurrent Adjunct Instructor by the HCC Human Resources Department, Instructors are required to complete the following forms and return them to Human Resources Office:

1. Federal Form W-4
2. Federal Form I-9 (With appropriate copies attached)
3. Kansas Form K-4 (Optional)
4. HCC New Hire Form
5. HCC Verification Form (Date of Birth and Social Security Number)
6. Oath or Affirmation of Employee

These forms shall be delivered by hand or mailed to:

Eileen Gronniger, Human Resources Manager
Administration Building
Highland Community College
606 West Main
Highland, KS 66035
egronniger@highlandcc.edu

Section B. Concurrent Instructor Duties

Under direction and supervision of the Concurrent Coordinator, instructors are responsible to:

1. Distribute First Day Handout during the initial class meeting. A First Day Handout should include: instructor’s name, contact information, day/time class meets, key dates to remember, and explanation of exam, homework and grading procedure/policies, list of prerequisites, course competencies, academic dishonesty policy and ADA guidelines. Much of this information can be obtained from the Standard Course Syllabus located on the HCC Website.

2. Provide activities to engage the student in the classroom or laboratory for the entire scheduled class time.

3. Confirm that students are properly enrolled, if taking the class for college credit. Refer any non-enrolled students that would like to enroll to the Concurrent Coordinator.

4. Remind students that the textbooks are rented from the Highland Community College Bookstore. Please be respectful of the college’s property and to any student who may use the textbooks in future semesters.
5. Afford an opportunity in class (before, during or after lecture) for students to ask questions about homework, handouts and lecture notes. At the very least, questions and answers create *dialogue*. Teaching and learning are not nearly as enjoyable when class becomes a monologue.

7. Check, correct if necessary, sign and return the attendance 20th Day Roster according to instructions provided by the Registrar and Concurrent Coordinator to the Concurrent office.

8. Keep grade records on every student. These records should be available for review on request by students or the College according to the Family Educational Rights and Privacy Act (FERPA). The use of MyHCC Grade book is required for submitting final grades.

9. Participate in Course Assessment. The duties rotate from one course to another on a year-by-year schedule as part of HCC’s Academic Quality Improvement Program (AQIP). More details will be provided by the Concurrent Coordinator if your course is chosen.

10. Complete an Administrative Evaluation, if your course is selected. HCC has questionnaires to serve that purpose.

11. Remember that HCC courses are for college credit. Make sure your class requires college level work. When planning, teaching and grading throughout the semester, be sure to frequently ask yourself, “Am I challenging my students as much as my college instructors challenged me?”

12. Report final grades online and to the Registrar as instructed by the Concurrent Coordinator.

13. Complete the concurrent Portfolio according to the requirements provided by the Concurrent Coordinator (new instructors only). These need to be turned in to the Concurrent Coordinator at the end of each semester.

**Section C. HCC Adjunct Instructor E-Mail Account**

Every student and instructor has an e-mail account through HCC. For instructors, the website is [http://www.highlandcc.edu](http://www.highlandcc.edu). After, successfully logging into your MyHCC account, choose e-mail from the option screen.

Your e-mail address is **lastname.firstname@highlandcc.edu**. It’s a good idea to check this account periodically as it is the college issued email account.

**Section D. MyHCC Account**

Highland Community College utilizes an online interface for both students and instructors to view and post course information. The online system is called MyHCC. Students may use MyHCC to enroll, drop and add Concurrent, online and on-campus classes, check grades, view course material, pay tuition, and contact instructors. Instructors may use MyHCC to check class
rosters, record grades, contact students, post course information (documents and media), post final grades, etc. To set up a MyHCC online account, see your Concurrent Coordinator.

Section E. HCC Website

Highland Community College has a website, www.highlandcc.edu. In addition to general information about the college, nearly every document in this packet is available on the website. Some useful links for adjunct instructors are:

1. Course Description and Standard Course Syllabus page: http://highlandcc.edu/pages/course-descriptions_0
2. College Catalog page: http://highlandcc.edu/pages/catalog_1
3. Course Assessment page: http://highlandcc.edu/pages/assessment_1

Section F. Creating a First Day Handout

All instructors shall create a First Day Handout for each section of each course she/he teaches. Each First Day Handout shall contain the following information and use the template found at www.highlandcc.edu:

1. Course name, number and section
2. Instructor’s name and contact information
3. Scheduled day and time of class meetings
4. Key dates for students to remember (Obtained from Concurrent Coordinator)
5. Explanation of exam policies and procedures
6. Explanation of assignment (homework) policies and procedures
7. Explanation of grading and final grade assignment procedures
8. List of prerequisites
9. List of Course Competencies (Obtained from Standard Course Syllabus on website)
10. Academic Dishonesty Policy
11. Americans with Disabilities Act (ADA) instructions

The following information is highly recommended for the benefit of both the instructor and the students but is not required:
12. Outline of the topics in the order they will be covered in class
13. Dates of exams and/or student presentations during the semester
14. Lists of assigned homework sets
15. Due Dates of assignments and/or major projects
16. Dates of field trips (if any)
Section G. Americans with Disabilities Act

The following set of instructions for students to self-identify a need in accordance with the Americans with Disabilities Act (ADA) must be attached to the First Day Handout:

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College 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.

On-Campus Students: At enrollment, any on campus student may complete a form that will allow them to self-identify any disability.

Off-Campus Concurrent Students: Self-identify your disability and accommodation needs with the Concurrent Coordinator and/or instructor, preferably prior to the first class meeting.

Online Students: Self-identify your disability and accommodation needs by contacting the Disabilities Coordinator. Students must provide their own programs to allow accessibility on their home computer.

Any student may also identify their disability by completing an online form located on the HCC homepage under Students Services/Resources/Disabilities. Questions should be directed to the Disabilities Coordinator.

*Concurrent Instructors may state “The school handbook will be followed.”

Section H. Time Allocation Suggestions

Courses taught by concurrent adjunct instructors are often schedule in large blocks of hours. New concurrent adjunct instructors sometimes find it difficult to occupy these large blocks of time as scheduled. Following is a list of suggestions to help the instructor to engage students for the entire scheduled time of class.

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Time (min.)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
90 Min. 0 – 2 Roll Call  
2 – 5 Hand back homework  
5 – 20 Answer homework questions  
20 – 70 Lecture  
70 – 85 Group activity  
85 – 90 Miscellaneous  

150 Min. 0 – 2 Roll Call  
2 – 5 Hand back homework  
5 – 25 Answer questions  
75 – 85 Break  
85 – 125 Lecture  
125 – 145 Group activity  
145 – 150 Miscellaneous  

180 Min. 0 – 2 Roll Call  
2 – 5 Hand back homework  
5 – 25 Answer questions  
25 – 85 Lecture  
85 – 95 Break  
95 – 145 Lecture  
145 – 175 Group activity  
175 – 180 Miscellaneous  

Group Activities  
1. In class quiz.  
2. Grade in-class quiz.  
5. Problem races.  
6. Pass it on game.  
7. Start/Finish homework.  
8. Worksheet done in groups.  

Section I. Class Disruption Policy  

No acts of disruption in the classroom will be tolerated at Highland Community College. If students are being disruptive, they are violating the rights of others to an educational atmosphere, interfering with the operations of the College, and/or being insubordinate to College authorities. Every instructor will:  

1. State clearly in the first-day handout his/her 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 chief academic officer or appropriate Concurrent coordinator for review and acceptance. Situations which demean, embarrass, sexually harass, or threaten the life or physical safety of others will not be tolerated and the instructor will drop the student from the class. A grade of ‘W’ will appear on the academic transcript.

For other such disruptive acts, removal from the classroom the first time will serve as a warning to the student to discontinue the offending behavior(s) in any and all future class operations. Although no written record of this warning is required by the administration, it may be prudent for the instructor to keep one. The student is encouraged to discuss the situation with the instructor before the next class session.

A second offense by the student of disruptive behavior (which may or may not be the exact same offense as the first) will result in the student being removed from the course for the semester. A grade of ‘W’ will appear on the academic transcript. When the instructor feels it is necessary to remove a student from the class, a drop/add form will be completed and forwarded to the chief student services officer along with an explanation of the event.

The student may appeal the decision of the instructor to the chief student services officer. Thereafter, the student or instructor may appeal the decision of the chief student services officer to the President of Highland Community College. The President’s decision is final.

Further student policies may be found at http://highlandcc.edu/pages/handbook.

*Concurrent Instructors may state “The school handbook will be followed.”

**Section J. Academic Integrity Policy**

Highland Community College faculty and students have the responsibility to maintain high academic standards. Academic dishonesty by students, which includes, but is not limited to, cheating, fabrication, plagiarism, or facilitation of academic work, is reason for proper disciplinary action. Students should submit their own academic work. Faculty should not facilitate or leave unreported academic dishonesty by the student.

Every instructor will: State clearly in the first-day handout their personal policy about academic dishonesty and the consequences for such actions.

**Section K. Professional Development**

Each school year, HCC hosts a professional development in-service for all adjunct instructors. See your Concurrent Coordinator about future in-service offerings.
Kansas Board of Regents requires all concurrent instructors to attend at least one Highland Community College concurrent in-service per year.

**Section L. Teaching Supplies and Equipment**

Each Concurrent site has the required supplies and equipment to teach classes. Some sites have more equipment available than others. Refer to your Concurrent Coordinator to locate supplies, equipment, laboratory media, and instructor-editions of textbooks or any other instructional needs. Concurrent instructors will use equipment supplies at the high school where teaching.
Chapter 2

Documentation

A. Appointment Letter(s)
B. Course Syllabi
C. 20 Day Rosters
D. Grading Change
Section A. Appointment Letter(s)

Your Appointment Letter(s) will be distributed by your Concurrent Coordinator. You must complete one Appointment Letter per course. The Appointment Letter determines your salary for each course. Each course can have different salary amounts. This is your semester contract. Return to your Concurrent Coordinator immediately upon completion.

Section B. Course Syllabi

All course syllabi used in Concurrent Instruction have been reviewed and approved by the appropriate campus departments. They are on file at the HCC web page; www.highlandcc.edu. If you have trouble locating a syllabus, please contact your Concurrent Coordinator.

All academic areas utilize a standardized course syllabus. All concurrent instructors will utilize the standardized course syllabus. The course syllabus should be attached to your first day handout.

Section C. 20 Day Rosters

The 20 Day Roster is generated by the Registrar on or about the 20th day of class. These rosters are distributed by the Concurrent Coordinator. Please follow the directions by verifying the students in your class, sign and date. The 20 Day Roster is returned in the postage paid envelope to the Concurrent Instruction office. The instructor salary is determined by this roster. The first ½ of the instructor salary will be disbursed at the next payroll period (Fall and Spring semester) when all items are completed. If a school district is receiving the salary, it will be dispersed at the end of the semester.

Section D. Grade Change

Mistakes in grading do happen. When you become aware of an error and need to make a change in a grade reported to the Registrar, you must complete a Change of Grade form. Sign the form and return it to the Registrar to remove the grade from the student’s record. No changes will be accepted over the phone.

Contact your Concurrent Coordinator for a copy of the form.
Chapter 3

Ending the Semester

A. Final Exams
B. Final Grades
C. Grade Appeal Procedures
D. Evaluations
Section A. Final Exams

All classes are expected to utilize the common course final exam or project, completed during the last class session. An examination period should not exceed the scheduled time period for the class. Final exams should only be given at the conclusion of the semester during finals week and must be given during the regularly scheduled class time. Instructors should not deviate from the regular schedule of class meeting to administer the final exam.

The instructor is responsible for seeing that tests or examinations are conducted in a manner that insures that academic integrity is maintained throughout the testing period.

Section B. Final Grades

All instructors must submit their Final Grades online. A signed printed hard copy must be mailed to the Registrar’s office absences. Grades must be submitted by the end of the day on the first Tuesday following finals week. Step-by-step instructions for entering final grades will be provided to instructors by the Concurrent Coordinator at the completion of each semester.

Once the signed final roster is received, the remainder of your salary will be mailed directly to your home or submitted to your district office. All payroll paperwork and 20-day roster documentation must be on file before salary is released.

Grade Change

If you record a student grade incorrectly in MyHCC, you must submit a Change of Grade Form to the Registrar’s Office to request the change. The form can be obtained from your Concurrent Coordinator. Grades cannot be changed online once they are saved in MyHCC.

Section C. Grade Appeal Procedures

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 evaluation of student academic performance are the responsibilities of the instructor.

The grade appeal procedure is only intended for 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 the performance in the course;
2. the assignment of a grade to a particular student by resort to 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.
Students will use the following procedure to appeal a class grade:

1. The student and instructor should meet first to discuss the grade in question within thirty (30) calendar days after the close of each semester. If the student and instructor cannot arrange this meeting, the Concurrent Coordinator should assist them with scheduling.

2. If the matter cannot be resolved by consultation with the instructor, the student may request the instructor set up a hearing with the Concurrent Coordinator within ten (10) calendar days. The student, the instructor, and the Concurrent Coordinator should attempt to resolve the matter at this level.

3. If the matter is not resolved, the student may make an appeal to the Vice President of Academic Affairs within fifteen (15) calendar days after the student meeting with the instructor. The Vice President of Academic Affairs will request written statements from the student and instructor (outlining the events to date); and from the Concurrent coordinator (outlining his/her findings and his/her written recommendations regarding the appeal). The Vice President of Academic Affairs, following a review of all the materials presented, will communicate in writing his/her decision to the student and instructor.

4. If the matter is still unresolved, the student may appeal to the Vice President of Student Services. The student’s appeal to the Vice President of Student Services should be made within fifteen (15) calendar days after receiving notification of the Vice President of Academic Affairs’ decision. The Vice President of Student Services will establish an ad hoc academic appeal committee and appoint a committee chairperson to review the written records presented by the student, instructor, and the decision/recommendation of the Vice President of Academic Affairs. After the committee has had the opportunity to review all verbal or written data the committee will make its decision regarding the appeal.

5. If the matter is still unresolved, the student may appeal the committee’s decision to the college president within fifteen (15) calendar days after receiving notification of the committee’s decision. The president will review all written data collected regarding the student’s appeal. The president’s decision will be communicated in writing to the student, the instructor and the vice president’s.

6. If the matter is still unresolved, the student may thereafter appeal to the Board of Trustees of Highland Community College by filing a written Notice of Appeal with the chairperson and the president or primary administrative officer as appropriate to be placed on the Board of Trustee’s agenda. Such Notice of Appeal must be filed within ten- (10) days of the notification of action by the president. Upon the filing of a Notice of Appeal to the board, the president shall cause the records of the case, including any written memoranda received during their consideration, to be promptly filed with the secretary of the board through the office of the president. The decision of the Board of Trustees will be final and binding upon all parties of the appeal.

Section D. Evaluations

The Concurrent Coordinator will evaluate concurrent instructors in the Concurrent Instruction program. The purpose of concurrent instructor evaluation is to improve the quality of instruction at Highland Community College. In keeping with this purpose, the following concurrent
instructor evaluation procedures have been established.

I. Administrative Evaluation
Concurrent instructors will be evaluated by the Concurrent Coordinator through a class visit. During the class visitation the Concurrent Coordinator will complete a classroom visitation form. The Concurrent Instruction Office and the instructor will each receive a copy of the evaluation. In the event instructional deficiencies are noted during the class visit, the adjunct instructor will be counseled by the Vice president of Academic Affairs or the Concurrent Coordinator, and given direction for remedial action. Another visit may be scheduled at the discretion of the Vice President for Academic Affairs or the Concurrent Coordinator.

II. Student Evaluation
The purpose of student evaluation of instructor performance is to assist instructors in improving their instructional abilities. Each semester students in selected classes will be asked to complete a student evaluation of instructor performance.

The Concurrent Coordinator or his/her representative will distribute the evaluation materials to the students of the selected class(es).
Chapter 4

Concurrent Policies

A. Concurrent Information
B. Principal Authorization Letter
C. Placement Testing
D. Instructor Portfolios
E. KBOR Policy
F. Student Handbook
G. Concurrent Section Division Policy
Section A. Concurrent Information

The Kansas Board of Regents Concurrent Policy. It is the policy of the Kansas Board of Regents (KBOR) to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 2008 Supp. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act relates to the eligibility of high school students to enroll in, and the credentials/training required for the teaching of, concurrent courses taught by eligible postsecondary institutions. A high school teacher may teach a college-level course to high school students at the high school during the regular high school day. Instruction must conform to section b. of this policy.

This new act affects the way Highland Community College is able to conduct the concurrent classes provided in our nine county service area.

1. Concurrent enrollment classes are those taught at a high school that has approved high school teachers who teach college credit classes during the normal school day. The student is in either grade 10, 22, or 12 or is gifted, and is accepted for enrollment at an eligible postsecondary institution. Not included in the definition are:
   a. Classes where the student travels to the college campus or one of its Concurrent sites prior to graduation or during the summer.
   b. Programs in which college faculty travel to the high school to teach separate courses to high school students.
   c. Advanced placement programs.
2. Curriculum, textbooks, and grading criteria are the same as the postsecondary institution delivers to any of its students.
3. Concurrent teachers must have strictly defined educational credentials in the discipline being taught. The same final exam as given in a representative section of the course taught at the postsecondary institution is required. A rigorous orientation and training program must be in place for the high school instructors including professional development, on-site visits, and ongoing communication with the postsecondary institution’s faculty and administration.
4. Concurrent student must meet the institutional enrollment requirements, follow institution procedures regarding assessment/placement, and satisfy course prerequisites. Highland Community College Region will use the Asset Reading, Writing and Mathematics tests or a selected baseline for ACT scoring for its initial placement requirements. Compass is used for this baseline placement testing on the main campus. KBOR and Highland Community College requires any student enrolling for a concurrent class to initially take and pass the Reading test. Institutions may establish higher standards not listed herein.
5. Up to 24 semester credit hours may be earned by an individual student through concurrent enrollment classes.
6. The pupil shall pay the institution the negotiated amount of tuition, fees, and related costs charged by the institution for enrollment of the pupil.
Section B. Principal Authorization Letter

Each semester the Concurrent Coordinator will send a Principal Authorization Letter to each high school participating in the concurrent course program through Highland Community College. The letter should include: a Principal Authorization Form and a listing of all students at that high school enrolled for concurrent credit. The listing may be included on the Principal Authorization Form to be signed or may be an attached spreadsheet roster of students.

The student listing and request for principal authorization should be done each semester after the 20 Day Rosters have been completed to confirm the students enrolled. The letter should be sent to the principal, first, for authorization and signature and then forwarded to the HCC Registrar’s Office for filing/documentation.

Section C. Placement Testing

Highland Community College requires that students wishing to enroll in any concurrent course provide an ACT, SAT, COMPASS, or ASSET reading score. Additionally, students who wish to enroll in ENG101: College English I must provide an ACT, SAT, COMPASS, or ASSET writing score, and students who wish to enroll in MAT104: College Algebra must provide an ACT, SAT, COMPASS, or ASSET math score. HCC will administer the COMPASS (on campus) or ASSET (in the region) test free of charge to any student.

The ASSET test is a pen and paper placement test utilized by HCC for placement testing. The ASSET test is created by the ACT Corporation and modeled after their tests. HCC utilizes it for placement testing for those students who have not yet completed an ACT or SAT test or who need to test for a higher score equivalent. Concurrent Coordinators conduct the tests by appointment and most coordinators schedule testing at their respective high schools at least once a year for those needing the test. There is no charge for the initial test session; additional retakes may incur charges. Students are allowed to test twice prior to the semester enrollment to qualify for placement.

**Students must have the following minimum scores:**

<table>
<thead>
<tr>
<th></th>
<th>ALL classes</th>
<th>College English I &amp; II</th>
<th>College Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSET Reading</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSET Elementary Algebra</td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>ASSET English</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>or ACT</td>
<td>17 (reading subscore)</td>
<td>18 (English subscore)</td>
<td>22 (math subscore)</td>
</tr>
</tbody>
</table>
Section D.  

Instructor Portfolios

Highland Community College requires new concurrent instructors submit a course portfolio one time per year for each class they teach. The portfolio must include the following items:

1. A First Day Handout which includes the HCC standard syllabi.
2. A copy of 5 different completed homework assignments.
3. A copy of 5 different completed writing assignments.
4. One copy of each quiz given during the course of the class.
5. One copy of each exam given during the course of the class.
6. One copy of the completed Common Course Final

All submitted documentation should be graded work. Student work can be chosen randomly, all copies do not need to be from the same student or the “best” work in the class.

- Portfolios must be completed every semester.
- Please gather documentation as you progress through the school year.
- At the end of the semester, bind together with First Day Handout on top in an envelope. Your Concurrent Coordinator will pick up or make arrangements for delivery.
- If an instructor teaches more than one section of the same class – one portfolio is required.
- If an instructor teaches several different classes – a portfolio is required for each different class.

Fall Due Date February 1 to Concurrent Coordinator
Spring Due Date June 1 to Concurrent Coordinator

Turn in materials to your Concurrent Coordinator on the designated dates.

Section F.  

Student Handbook


Section G.  

Concurrent Section Division Policy

If two or more sections of the same course are being taught for concurrent credit at a high school, the enrollment is combined into one section if the total enrollment is 22 or less. If the enrollment for the two sections totals more than 25, the high school’s class rosters should be used to divide the students into two sections for the course for the semester.
Chapter 5

Online Tools: MyHCC

A. Account Setup
B. Access Class Roster
C. Final Grades
Section A.  Account Setup

MyHCC is the software package utilized at Highland Community College for instructors to manage their class information. Using MyHCC instructors can view class rosters, e-mail to students or groups of students, keep an electronic grade book accessible to students online, post media including documents, presentations and audio/video, and post final grades. Students use MyHCC to enroll in classes, download media, e-mail, check grades, and view transcripts.

Every instructor and student is assigned a nine-digit identification number. The format of this number is the same as a social security number, but the HCC System ID is not your SSN. It will be a different number. Most likely, your HCC System ID will begin with 000. To set up your MyHCC account, go to http://www.highlandcc.edu. On the main web page you will use your username and password, provided to you by HCC. The first time you sign into your account you will need to verify your identity. The form that is presented will ask for your HCC system ID, First name, Last name and your Date of birth. After, successfully verifying your account you will see a Congratulations screen. Your account is now setup and ready for you to use. It is important for you to change your password once you have successfully signed into your account. To change your password, click on the “My Profile” tab of the MyHCC’s home screen. Next, click on the “Account Information” link in the secondary menu bar, and then click “Password” from the left side of the page. Please, be sure to read and follow the password guidelines listed and enter your old and new password’s then save.

Section B.  Access Class Rosters

To gain access to your class rosters, before or during the semester select the tab labeled “Classes” then from the secondary menu bar “Enrollment”. Choosing the year and term, then selecting the course section for the class to view. From the menu on the left side of the screen you can choose to Print, download or e-mail the students.

Section C.  Final Grades

To record final grades, click on the “Classes” tab and then from the secondary menu choose “Grading”. From the menu on the left side of the page choose “Overall Grades” and select the correct year/term session and course. Assign a letter grade for each student by clicking the drop down menu for each student. Double-check the grades before clicking the Save and Submit button before printing. Print a copy, sign, and date and submit to the Registrar.
Chapter 6

About Highland Community College

A. HCC Mission Statement
B. History of the College
C. Philosophy of the Institution
D. Accreditation
E. Location and Service Area
F. Administration
G. Concurrent Instruction Personnel
Section A. HCC Mission Statement

MISSION STATEMENT OF HIGHLAND COMMUNITY COLLEGE
(2/13/97)

Highland Community College, the first college in Kansas, promotes lifelong learning by efficiently providing educational opportunities for our students, our employees, and our northeast Kansas constituents.

Purpose of the College
Highland Community College exists to serve the community which includes Doniphan County and other areas which the State Board of Education has assigned as the College’s “service area.” It serves by offering the community educational programs as well as cultural and recreational activities.

The College also exists to serve each student. It provides educational leadership to help each individual become a well-informed, responsible citizen and a productive member of society.

Goals and Objectives:
1. This College will offer a general education program designed to help each student better understand himself/herself and his/her relationship to his/her environment:
   a. By providing courses which will enable the student to better understand the physical environment and the living organisms which inhabit this physical environment;
   b. By providing courses and experiences which will enable the student to better understand the psychological, social, political, and economic environment of the world;
   c. By providing courses and programs which will enable the student to understand and appreciate art, music, literature, drama, and other aspects of the cultural environment;
   d. By providing counseling and guidance in choice of courses of study and exploration of student interest and goals.

2. The College will offer an educational program designed to help each student develop his/her abilities and talents:
   a. By providing courses and activities which will improve skills in oral and written communications and mathematics which are essential to any career a student chooses;
   b. By providing courses and other opportunities for the student to develop and display his/her talents in art, music, and drama;
   c. By providing courses, intramural and intercollegiate athletic competition, and other recreational activities which will enable the student to develop physical skills.

3. The College will prepare students to find employment:
   a. By providing guidance and counseling for a student which will enable him/her to choose the type of work which suits individual abilities and interests;
   b. By offering two year associate degree programs in pre-professional training to prepare the student to transfer to other colleges to complete his/her professional training;
c. By offering certain vocational and occupationally oriented courses and programs to equip the student for employment opportunities following a one or two year program.

4. **The College will offer members of the community an opportunity for educational development and cultural enrichment:**
a. By providing basic adult education programs and testing for those who have not obtained their high school diploma;
b. By providing credit and non-credit courses, workshops, seminars, customized training, and other organized learning opportunities as needed or requested by the public or by businesses or industries in the College’s service area;
c. By providing art shows, lectures, athletic events, musical and dramatic performances for the cultural enrichment of the community;
d. By providing facilities that can be available for community use, including a learning resource center.

**Section B. History of the College**

Highland Community College is two years older than the state of Kansas. The college had its beginnings as a dream of Rev. Samuel Irvin, who established a mission for the Iowa, Sac and Fox Indians in this area in 1837. With the help of the Presbyterian Church, his dream of a college here came true. Before the College was made a reality, classes were conducted in a big cabin near the site of the present Irvin Hall.

It was in 1857 that Father Irvin joined with pioneers to survey the present town site of Highland and to provide on its highest location a site for an institution of higher learning. Our institution was then chartered as Highland University. Acting territorial Governor Denver signed the charter on February 9, 1858. This charter made Highland University the first institution of higher learning in the Territory of Kansas.

Our name was later changed to Highland College. After the Presbyterian Church discontinued aid to the College, we became a junior college in 1920. In 1937, a law was passed enabling the College to share in the tax funds from Doniphan, Brown and Atchison counties. This type of school funding was new to the educational world at that time, but has grown in popularity. Kansas now has 19 of these colleges.

The College continued to be at the forefront of the modern community college movement. Beginning with the 1960 – 1961 school year, the College, with the approval of the Kansas Department of Public Instruction and by legislative enactment, established an off-campus branch at the military post area of Fort Leavenworth. This addition represented a new approach to the advancement of the public junior college movement not only in the state of Kansas, but in the United States. Our current name reflects our continued development. With the approval of the legislature in 1966, the state’s junior colleges became community colleges and came to be viewed more in line with their four-year sister institutions. The continuing development of the
College’s curriculum, off-campus offerings, enrollments, facilities and organization truly make Highland Community College a college with a proud past and a planned future.

Section C. Philosophy of the Institution

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

Section D. Accreditation

Highland Community College is accredited by the North Central Association of Colleges and Schools, 30 North LaSelle Street, Suite 200, Chicago, IL 60602-2504, and the Kansas State Department of Education.

Highland is a member of the following:

- Kansas Association of Community Colleges
- Council of North Central Junior Colleges
- American Association of Junior Colleges
- American Council of Education
- Association of Colleges and Universities

The college is recognized by the Veterans Administration as “approved for the training of veterans and for veteran’s children.”

Highland Community College is listed in the United States Office of Education publication, “Education Directory Part 3; Higher Education.” Also, the College is authorized by the Immigration and Naturalization Service to admit non-immigrant students.

Section E. Location and Service Area

Highland Community College is located in the rolling hills of Doniphan County, in the town of Highland, Kansas. The campus lies within a ten-mile radius of the Nebraska State Line and 25 miles from St Joseph, Missouri on Highway 36.

Situated in a rural area, the college offers living suited to various lifestyles. It is located close enough to larger cities to provide the advantages of the larger community, while retaining for the student the wholesome friendly community life provided in the country.
In August 1978, the Kansas State Department of Education divided the state into nineteen community college service areas. The service area assigned to Highland Community College includes the following counties: Atchison, Jefferson, Brown, Marshall, Doniphan, Nemaha, Jackson, part of Pottawatomie and part of Wabaunsee. On the following page is a map of the geographic area within the Highland Community College service area.

In January 2002, Highland Community College reorganized the region. The service area was divided into local regions with a full time Coordinator to facilitate services in each region. We now have the following regions: Atchison, Holton, Perry and Wamego.
Section F. Administration

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Dr. Craig Mosher  Vice President of Institutional Advancement
Ms. Cynthia Haggard  Vice President of Finance & Operations
Dr. Cheryl Rasmussen  Vice President of Student Services
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