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!

Sincerely,

Sara M. Smith  
Director of Concurrent Instruction  
Highland Community College
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Concurrent Enrollment Requirements

Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions through Concurrent Enrollments Partnerships

It is the policy of the Kansas Board of Regents 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. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership.

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.

Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student’s knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

Purposes of Concurrent Enrollment Partnerships

As established by the Kansas Board of Regents, the system-wide purposes of Concurrent Enrollment Partnerships are threefold:

1. **To Reduce Time-to Degree and Lower Costs**
   Concurrent Enrollment Partnerships enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

2. **To Challenge High School Students and Promote College-Level Success**
   Concurrent Enrollment Partnerships 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. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

3. **To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools**
   Concurrent Enrollment Partnerships are intended
to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

**Procedures and Standards for Implementing Concurrent Enrollment Partnerships**

1. **Definitions**

For purposes of this policy:

- **a.** “Concurrent Enrollment Partnership student” means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

- **b.** “Concurrent Enrollment Partnership agreement” means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day. (3) “Eligible postsecondary institution” means any state university, community college, technical college, municipal university or affiliated institute of technology.

2. **Agreement between Eligible Postsecondary Institutions and School Districts**

A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

- **a.** the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;

- **b.** an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution’s faculty;

- **c.** a clause addressing issues of compensation, awarding of credit and course listings for each party;

- **d.** acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;

- **e.** acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;

- **f.** acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community
college, technical college or institute of technology may be charged fees, but shall not
be charged tuition; (K.S.A. 72-4417, as amended)
g. a plan for ensuring that courses offered through a Concurrent Enrollment Partnership
are annually reviewed by college faculty in the discipline at the postsecondary partner
institution according to the criteria described in iii.(5); and
h. a statement indicating the Concurrent Enrollment Partnership agreement shall be
reviewed at least every five years by the postsecondary partner institution to assure
compliance and quality considerations as outlined in this policy.

3. Curriculum Standards, Course Content/Materials, and Assessment of Students
   a. Courses administered through a Concurrent Enrollment Partnership 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.
b. 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.
c. 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.
d. If a course has been approved by Board staff as competency-based, the
   competencies for the courses must be the same as those for courses not taught to
   concurrently enrolled students.
e. College faculty at the postsecondary partner institution shall annually review
   Concurrent Enrollment Partnership courses in their discipline to ensure that:
   i. Concurrent Enrollment Partnership students are held to the same grading
      standards and standards of achievement as those expected of students in on-
campus sections;
   ii. Concurrent Enrollment Partnership students are being assessed using the
      same methods (i.e., papers, portfolios, quizzes, labs) as students in on-
campus sections;
   iii. high school faculty are utilizing the same final examination for each
      Concurrent Enrollment Partnership course as is given in a representative
      section of the same course taught at the public postsecondary institution
      awarding the course credit; and
   iv. high school faculty are applying the same 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.
f. Remedial/developmental course work shall not be offered as a Concurrent
   Enrollment Partnership course.

4. High School Faculty
   a. Qualifications
      i. High school faculty teaching college-level, non-tiered Concurrent
         Enrollment Partnership courses shall attain instructional eligibility by
         meeting the standards established by the Higher Learning Commission of the
North Central Association, as stated that the body’s Criteria for Accreditation and Assumed Practices regarding faculty roles and qualifications.

ii. Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.

iii. Postsecondary partner institutions may set higher standards.

5. Orientation, Professional Development and Evaluation
   a. Before approving high school faculty to teach college-level Concurrent Enrollment Partnership courses, the postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and Concurrent Enrollment Partnership administrative requirements.
   b. The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.
   c. Orientation and/or professional development activities shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.
   d. The postsecondary partner institution shall annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

6. Student Eligibility for Enrollment, Advising and Student Guides
   a. High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution’s requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership 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.
   b. Students who are enrolled in grade 9 and are classified by a school district as “gifted” according to the State Department of Education’s definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.
   c. The student must be authorized by the high school principal to apply for enrollment.
   d. Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.
   e. Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership 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.

7. Concurrent Enrollment Partnership Courses that Include Students Enrolled for Secondary and/or Postsecondary Credit

A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.

8. Reporting of Concurrent Enrollment Partnerships
   a. Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:
      i. Directory information for each high school student enrolled;
      ii. Credit hours generated by each high school student;
      iii. Credentials of faculty teaching Concurrent Enrollment Partnership courses; and
      iv. Concurrent Enrollment Partnership credit hours generated by each high school student.
   b. By January 31 of odd-numbered years, each public postsecondary institution shall provide to Board staff a list of high schools with which it has Concurrent Enrollment Partnership agreements. For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to the Board office:
      i. Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
      ii. Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and
      iii. Report resulting from the annual review of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5).
   c. By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).
   d. All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.

**Concurrent Instructor Duties**

Under direction and supervision of the Concurrent Coordinator, the adjunct instructor’s responsibilities include:

1. Distributing 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. Providing activities to engage the student in the classroom or laboratory for the entire scheduled class time.

3. Confirmation 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. Reminding students that the textbooks are rented from the Highland Community College Bookstore. Students should be respectful of the college’s property. The instructor will notify the concurrent coordinator of any lost or damaged textbook at the end of the semester/course.

5. 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.

6. Completes an Appointment Letter each semester for each course section (see class roster policy). The instructor will complete his/her personal information, sign and date and forward the document to a district administrator for salary information and signature. The completed form is returned to the HCC Academic Affairs office for processing.

7. Confirms, correcting as necessary, signs and returns the attendance 20th Day Roster according to instructions provided by the Registrar and Concurrent Coordinator to the Concurrent office.

8. Keeping 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. Participating 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. Completing an Administrative Evaluation, if your course is selected. HCC has questionnaires to serve that purpose.

11. 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. Recording final grades online using the MyHCC gradebook and to the Registrar’s office as instructed by the Concurrent Coordinator.

13. Completing 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 the each semester.

Teaching Supplies & 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.
Course Syllabus & First Day Handout

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.

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)

Americans with Disabilities Act

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).
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 this link: https://highlandcc.edu/pages/disability-services.

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

*Concurrent Instructors may state, “The USD ____ Student Handbook policies and procedures will be followed.”

Classroom Disruption Policy & Academic Integrity

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 being insubordinate to college authorities.

All instructors will state clearly in the first-day handout their policy on disruptive acts in the classroom. They will list examples of disruptive acts and state how such acts will be dealt with (not all acts of disruption can be anticipated and this list is not all inclusive). Instructors will also send their 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 if the student is dropped from the class before or on the last withdrawal date for the semester. A grade of “WF” will appear on the academic transcript if the student is dropped from the class after the last withdrawal date for the semester.

For other disruptive acts, instructors will warn the student on the first offense to discontinue the offending behavior in any and all future class operations. The warning may be verbal, written, or dismissal from a class and must be documented by the instructor and copied to the student by e-mail or letter before the next class period. The student is encouraged to discuss the situation with the instructor before the next class session.

A second offense of disruptive behavior (which may or may not be the 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 if the student is dropped from the class before or on the last withdrawal date for the semester. A grade of “WF” will appear on the academic transcript if the student is dropped from the class after the last withdrawal date for the semester.

When an instructor feels it is necessary to remove a student from the class, a drop form will be completed and forwarded to the chief student services officer along with an explanation of the event and prior documentation of a first offense, if appropriate.
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 the college. The president’s decision is final.

*Concurrent Instructors may state “The USD ____ Student Handbook policies and procedures will be followed.”

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 disciplinary action. Students should submit their own academic work. Faculty should not facilitate or leave unreported academic dishonesty by the student.

All instructors will state clearly in the first-day handout their policy on academic dishonesty. They will list examples of academic dishonesty and state how such acts will be dealt with (not all acts of academic dishonesty can be anticipated and this list is not all inclusive). Instructors will also send their first-day handout to the chief academic officer or appropriate concurrent coordinator for review and acceptance.

The penalties could range from loss of credit or points on student work to removal from the course. If a student is dropped from the course, a grade of “W” will appear on the academic transcript if the student is dropped from the class before or on the last withdrawal date for the semester. A grade of “WF” will appear on the academic transcript if the student is dropped from the class after the last withdrawal date for the semester.

In all cases of academic dishonesty, the instructor will meet with the student about the event and the intended punishment. When the instructor feels it is necessary to remove a student from their class, a drop form will be completed and forwarded to the chief academic officer along with an explanation of the event.

The student may appeal the decision of the instructor to the chief academic officer. Thereafter, the student or instructor may appeal the decision of the chief academic officer to the president of the college. The president’s decision will be final.

**Appointment Letter & 20 Day Rosters**

Your Appointment Letter(s) will be distributed by your Concurrent Coordinator. You must complete one Appointment Letter per course section as defined by the class roster policy. The Appointment Letter determines your salary for each course, each semester. Each course can have different salary amounts, depending on credit hours and number of enrolled students. This is your semester contract. Return to the HCC Academic Affairs office as directed by your Concurrent Coordinator immediately upon completion.

The 20 Day Roster is generated by the Registrar on or about the 20th day of class. For concurrent classes these are issued mid-semester. These rosters are distributed by the Concurrent Coordinator. Please follow the directions by verifying the students listed as enrolled in the class, then 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.

**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 25 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.

**Final Examinations**

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 (80-100 minutes in block schedules). Instructors at schools using traditional class scheduling (7 or more periods per school day) may need to two class periods for the final exam to allow enough time.

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.

**Instructor Portfolios**

Highland Community College requires all new concurrent instructors to submit a course portfolio one time per semester for each class they teach. A full time faculty member will review the completed portfolios. The portfolio must include the following items:

1. Your course **First Day Handout**, which details grading scales, assignment points and weights, attendance, late work, class disruptions, and integrity policies. If you use your school district policies/handbook this should explicitly be stated on the FDH. The FDH should be on the First Day Handout template available to all instructors on the HCC Intranet.
2. Copies of **5 different completed and graded homework assignments with the assignment description**. (Most helpful if not all the work comes from the same student and that you include work at different levels of performance so that the reviewer can get an overview of your grading practices.)
3. Copies of **5 different completed and graded writing assignments, the assignment description, and the grading rubric, when appropriate**. (Same note as on #2 above.)
4. **Quizzes** – include one graded copy of ALL quizzes.
5. **Exams** – include one graded copy of ALL exams.

*Updated March 2015*
6. One graded copy of the completed *Common Course Final* (provided by HCC to all instructors).

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.

**Final Grades**

All instructors must submit their Final Grades online. A signed printed hard copy must be mailed to the Registrar’s office. Grades for traditional, regional and online courses must be submitted by the end of the day on the first Tuesday following finals week. Concurrent class grades are due at the completion of the school semester.

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 HCC Registrar’s Office. A signed, hard copy must be received by in the HCC Registrar’s office to complete the final grade process.

Additional step-by-step instructions for entering final grades will be provided to instructors by the Concurrent Coordinator at the completion of each semester.

**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.
Grade Appeals

Students are responsible for meeting the standards for academic performance established for each course in which they are enrolled. The criteria for grades and 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 is defined here as:

1. The assignment of a grade to a particular student on some basis other than performance in the course.
2. The assignment of a grade to a particular student based on 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.

The grade appeal procedure consists of the following steps:

1. The student should first discuss the course grade fully with the instructor of the course. This must be done within thirty calendar days after grades have been mailed out by the college at the close of each semester. If the student cannot arrange such a meeting, he/she should contact the vice president for academic affairs to arrange for such a meeting.
2. If the matter cannot be resolved by consultation with the instructor, the student may request that the instructor set up a hearing with the vice president for academic affairs within ten calendar days. The student, the instructor, and the vice president for academic affairs should attempt to resolve the matter at this level.
3. If the matter is not resolved, the student may appeal to the vice president for student services. The student’s appeal to the vice president for student services should be made within fifteen calendar days after receiving notification of the vice president for academic affairs’ decision. The vice president for student services will establish an ad hoc academic appeals committee and appoint a committee chairperson to review the written records presented by the student, instructor, and recommendation of the vice president for 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. The decision of the committee will be communicated to the student, the instructor, the vice president for academic affairs, and the vice president for student services by the committee chairperson.
4. The student may appeal the committee’s decision to the college president within fifteen calendar days after receiving notification by the committee’s chairman. 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, the vice president for academic affairs, and the vice president for student services.
5. The student may thereafter appeal to the Board of Trustees of the 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 Trustees agenda. Such Notice of Appeal must be filed within ten (10) days of the notification of action by the president.
6. 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 the 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 to the appeal.

Updated March 2015
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.

1. **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.

2. **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).

HCC Website, MyHCC & Email Account

The college Web site is [www.highlandcc.edu](http://www.highlandcc.edu). In addition to general information about the college, nearly every document in this packet is available on the Web site.

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 (if instructed to do so), 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.

The instructor will log in to the homepage and enter the user name and temporary password in the MyHCC Login Box. The first time user will be required to verify identity with the HCC User number and birth date. Upon successful verification, a “Congratulations” screen opens and the account is ready for access.

Upon accessing the account for the first time, instructors should change the temporary password to a personal password that they will remember. To change your password, click on the “My Profile” tab of the MyHCC home page. Then 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 passwords, and then click on save. For assistance, contact your concurrent coordinator or the college IT Help Desk at 785-442-6060.

Every student and instructor has an e-mail account through HCC. For instructors, the website is 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.

Access Class Rosters

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

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.

Student Support Services & Reference Guide

Academic advising is available to HCC concurrent 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 concurrent coordinator if you need assistance.

A Concurrent Student Reference Guide can be found on our website at www.highlandcc.edu

Student Placement Testing

Placement testing is required for concurrent enrollment courses. Proper placement ensures that students have the best chance of successfully completing the course work. HCC encourages all prospective concurrent enrollment students 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 for placement testing of students who have not completed an ACT test or who need to test for a higher score equivalent. Concurrent enrollment coordinators conduct 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. Coordinators may test for other institutions; however there will be a $25 per test charge for that service. These tests are done by appointment only through the regional center.

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

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<th>TEST</th>
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<th>College Algebra</th>
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<tr>
<td>ACT</td>
<td>17 Reading</td>
<td>18 English</td>
<td>22 Math</td>
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**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 coordinator 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 coordinator.
Concurrent Adjunct Instructor Handbook

Student Enrollment & Payment Policies

Concurrent enrollment in college classes is initiated by the concurrent coordinator assigned to the high school within the HCC service area or the high school counselor. Each high school has specific procedures, but generally they will follow one of the below enrollment processes:

1. The concurrent coordinator distributes enrollment forms to the high school and then these are given to students along with instructions and payment information. The forms are then collected by the concurrent coordinator or high school counselor at a scheduled time at the school after the start of classes, or
2. The high school counselor assists student with online enrollment through their MyHCC account.

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 accounts from previous semesters will not have their forms processed until the issue is resolved.

Enrollment is completed at the beginning of the fall and spring semesters or in some cases 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 is due at the time of enrollment for concurrent enrollment classes (August/September or January/February) or by the payment due for students enrolling online. High school students are not eligible for federal financial aid until they have been granted a diploma. At this time, HCC will allow students enrolling in concurrent classes to pay one-half of the fees due and then pay the balance upon direct billing to the student 30 days following enrollment. Students with a hold on their accounts from previous semesters will not be enrolled until the issue is resolved.

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 the concurrent coordinator to be attached to the student’s completed enrollment form.

Principal Authorization

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

Updated March 2015
the principal, first, for authorization and signature and then forwarded to the HCC Registrar’s Office for filing/documentation.

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. Books are distributed by the concurrent coordinator and must be returned at the end of the semester. 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.

Transferability of Courses

The Kansas Board of Regents has now approved 56 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 KBOR website at http://kansasregents.org/transfer_articulation.

Highland Community College 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. HCC Transfer guides can be found at http://highlandcc.edu/pages/transfer-guides. If you have questions about the information in these guides, or transferring in general, please contact Therese Crary, Transfer/Articulation Coordinator, at 442-6056.

Adverse Weather

Highland Community College 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

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.

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

Updated March 2015
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 tribes 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.

In 1857 Father Irvin joined with others to survey the present 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 James W. 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 1960–61 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 were viewed more in line with the state’s four-year institutions. The continuing development of the college’s curriculum, off-campus offerings, enrollments, facilities, and organization truly give Highland Community College a proud past and a planned future.

**Philosophy of the Institution & Accreditation**

Highland Community College 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.

Highland Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, and is authorized to operate by the Kansas Board of Regents.

Highland Community College is a member of the following:
- Kansas Association of Community Colleges
- Council of North Central Junior Colleges

*Updated March 2015*
• American Association of Junior Colleges
• American Council of Education
• Association of Colleges and Universities

The college is approved by the Veterans Administration for the training of veterans and veterans’ children.

Highland Community College 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 & 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 is 25 miles west of St. Joseph, Missouri on U.S. Highway 36.

Situated in a rural area, the college offers living suited to various lifestyles. It is located close enough to major cities, such as St. Joseph, the Kansas City metro area, Topeka, and Omaha to provide the advantages of those urban areas, while retaining for the student the wholesome friendly community life provided by a small town setting.

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, and parts of Pottawatomie and 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: Northwest, North Central, Northeast, Southwest, South Central and Southeast.

In June 2014, Highland Community College opened a new regional center at Baileyville named the Western Center. Along with the inception of the Western Center, HCC has locations at Atchison, Highland, Holton, Perry, and Wamego.
## Administration, Concurrent, Online & Regional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Mr. David Reist</td>
<td>President</td>
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<tr>
<td>Dr. Craig Mosher</td>
<td>Vice President of Institutional Advancement</td>
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<tr>
<td>Dr. Jerry Reid</td>
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<td>Dr. Cheryl Rasmussen</td>
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<td>Ms. Peggy Forsberg</td>
<td>Vice President of Academic Affairs</td>
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<tbody>
<tr>
<td>Sara M. Smith</td>
<td>Director of Concurrent Instruction</td>
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<td></td>
<td>PO Box 204</td>
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<tr>
<td></td>
<td>Frankfort, KS 66427</td>
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<tr>
<td></td>
<td>(785) 292-6022</td>
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<tr>
<td></td>
<td><a href="mailto:concurrent@highlandcc.edu">concurrent@highlandcc.edu</a></td>
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<tr>
<td></td>
<td><a href="mailto:ssmith@highlandcc.edu">ssmith@highlandcc.edu</a></td>
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<tr>
<td>Krista Bruggeman</td>
<td>Concurrent Coordinator</td>
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<tr>
<td></td>
<td>606 W. Main</td>
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<tr>
<td></td>
<td>Highland, KS 66035</td>
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<td>(785) 442-6129</td>
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<td></td>
<td><a href="mailto:kbruggeman@highlandcc.edu">kbruggeman@highlandcc.edu</a></td>
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<tbody>
<tr>
<td>Greta Funk</td>
<td>Concurrent Coordinator</td>
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<td></td>
<td>PO Box 129</td>
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<tr>
<td></td>
<td>Perry, KS 66073</td>
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<td></td>
<td>(785) 215-2232</td>
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<td><a href="mailto:funk.greta@highlandcc.edu">funk.greta@highlandcc.edu</a></td>
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<tr>
<td>Atchison Regional &amp; Technical Center</td>
<td>Lucas Hunzinger, Director</td>
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<tr>
<td></td>
<td>1501 W. Riley</td>
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<tr>
<td></td>
<td>Atchison, KS 66002</td>
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<td></td>
<td>(913) 367-6204</td>
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<td></td>
<td><a href="mailto:hctc@highlandcc.edu">hctc@highlandcc.edu</a></td>
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<tr>
<td>Holton Center</td>
<td>Therese Crary, Interim Director</td>
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<tr>
<td></td>
<td>430 S. Arizona</td>
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<tr>
<td></td>
<td>Holton, KS 66436</td>
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<tr>
<td></td>
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<td>Perry Regional Center</td>
<td>Erin Shaw, Director</td>
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<tbody>
<tr>
<td>Wamego Regional Center</td>
<td>Diane Hinrichs, Director</td>
</tr>
<tr>
<td></td>
<td>500 Miller Drive</td>
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<tr>
<td></td>
<td>Wamego, KS 66547</td>
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<tr>
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<tbody>
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<td>Western Center – Baileyville</td>
<td>Cara Baker, Director</td>
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<tr>
<td></td>
<td>313 Nemaha</td>
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