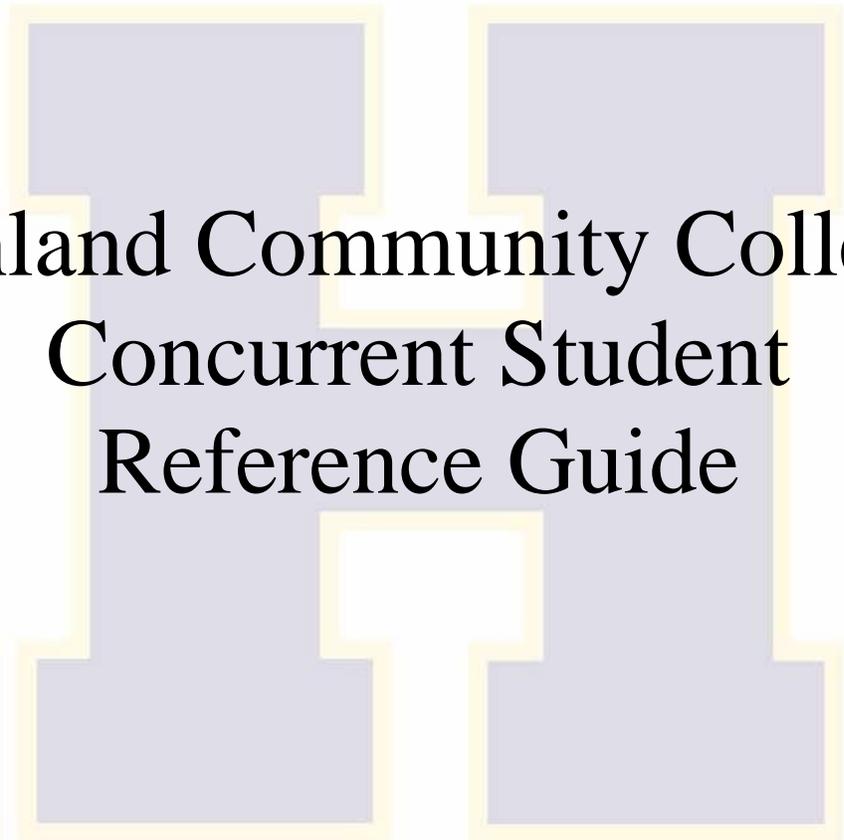




**HIGHLAND**  
COMMUNITY COLLEGE  
CONCURRENT INSTRUCTION



# Highland Community College Concurrent Student Reference Guide

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*From here, you can  
see anywhere!*

## Contents

<b>Welcome to Highland Community College!</b> .....	<b>3</b>
<b>Concurrent Enrollment Requirements</b> .....	<b>4</b>
<b>Admissions &amp; Preparing for Enrollment in Concurrent Classes</b> .....	<b>8</b>
<b>Placement Testing</b> .....	<b>9</b>
<b>Enrollment Procedure</b> .....	<b>10</b>
<b>Payment Policies</b> .....	<b>10</b>
<b>Textbooks</b> .....	<b>11</b>
<b>Transferability of Courses</b> .....	<b>11</b>
<b>Student Support Services</b> .....	<b>11</b>
<b>Americans with Disabilities Act</b> .....	<b>11</b>
<b>Classroom Disruption Policy</b> .....	<b>12</b>
<b>Academic Integrity</b> .....	<b>13</b>
<b>Final Grades &amp; Transcripts</b> .....	<b>14</b>
<b>Grade Appeals</b> .....	<b>14</b>
<b>Adverse Weather</b> .....	<b>15</b>
<b>MyHCC/HCC Moodle Account</b> .....	<b>15</b>
<b>Student E-mail Account</b> .....	<b>15</b>
<b>HCC Web Site</b> .....	<b>16</b>
<b>HCC Mission &amp; Vision Statement</b> .....	<b>16</b>
<b>History of the College</b> .....	<b>16</b>
<b>Philosophy of the Institution</b> .....	<b>17</b>
<b>Accreditation</b> .....	<b>17</b>
<b>Location and Service Area</b> .....	<b>17</b>

## **Welcome to Highland Community College!**

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Dear Concurrent Student:

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

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

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

Sincerely,



Sara M. Smith  
Director of Concurrent Instruction  
Highland Community College

## Overview & Benefits

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

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

Students get a jump start on the college experience, which will allow for more flexibility in their post-secondary education. Classes are affordably priced to support high school accessibility.

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

## Concurrent Enrollment Requirements

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### **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.

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

- i.** 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.
  - ii.** 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.
  - iii.** 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
- b. Procedures and Standards for Implementing Concurrent Enrollment Partnerships**
- i.** Definitions - For purposes of this policy:
    - 1.** “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.
    - 2.** “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.
  - ii.** 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:
    - 1.** 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;
    - 2.** 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;
    - 3.** a clause addressing issues of compensation, awarding of credit and course listings for each party;
    - 4.** 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;

5. acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;
  6. 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)
  7. 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
  8. 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.
- iii. Curriculum Standards, Course Content/Materials, and Assessment of Students**
1. 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.
  2. 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.
  3. 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.
  4. 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.
  5. College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:
    - a. Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;
    - b. Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;
    - c. 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
    - d. 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.
  6. Remedial/developmental course work shall not be offered as a Concurrent Enrollment Partnership course.
- iv. High School Faculty**

- 1. Qualifications**
  - a.** 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.
  - b.** 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.
  - c.** Postsecondary partner institutions may set higher standards.
- 2. 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.
- v. Student Eligibility for Enrollment, Advising and Student Guides**
  - 1.** 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.
  - 2.** 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.
  - 3.** The student must be authorized by the high school principal to apply for enrollment.
  - 4.** Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.

5. 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.
  - vi. 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.
- c. **Reporting of Concurrent Enrollment Partnerships**
- i. Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:
    1. Directory information for each high school student enrolled;
    2. Credit hours generated by each high school student;
    3. Credentials of faculty teaching Concurrent Enrollment Partnership courses; and
    4. Concurrent Enrollment Partnership credit hours generated by each high school student.
  - ii. 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:
    1. Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
    2. Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and
    3. 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).
  - iii. 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)).
  - iv. All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.

## **Admissions & Preparing for Enrollment in Concurrent Classes**

HCC has an open admission policy. To be admitted, each student must complete an application for admission or enrollment form. Any high school student having a gifted IEP or who is classified a sophomore, junior, or senior may be admitted as a student upon written approval from the high school principal. Students should complete the following to get started.

1. Complete at least one of the following tests: ACT, SAT, Asset, or Accuplacer test. Students should see their counselor for more information and to sign up for testing.
  - a. The ACT and SAT are given periodically throughout the year at various locations in Kansas. An application packet can be picked up in the Counselor's Office
  - b. The Asset test is given by HCC at your school. There is no fee for this test.
  - c. The Accuplacer test is given by HCC at the main campus and regional centers. Other colleges often offer this test and test results can be used for HCC classes.
2. Check scores for placement (refer to Chapter 3 for details)
3. Identify plans to enroll in concurrent classes when completing class schedule with counselor.

4. Start saving money to pay for concurrent classes. Tuition and fees will be due in September for fall semester classes and February for spring semester classes.

## Placement Testing

Placement testing is required for English and Math 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 staff 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. HCC 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 and main campus.

### Students must have the following minimum scores:

TEST	Composition I*	College Algebra
ASSET Elementary Algebra		46
ASSET English	39	
ACT	18 English	22 Math
Accuplacer Sentence Skills	69	
Accuplacer Elementary Algebra		81

\*If a student has not met the placement score requirement for Composition I, a Junior English GPA of B will be considered.

### 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.

## **Enrollment Procedure**

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Concurrent enrollment in college classes is initiated by the concurrent staff 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 staff 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 account 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 Policies**

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Payment is due at the time of enrollment for concurrent enrollment classes (September or 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. HCC offers payment plans. 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 staff to be attached to the student's completed enrollment form.

## Textbooks

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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

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The Kansas Board of Regents has now approved over 80 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](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>.

## Student Support Services

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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 staff if you need assistance.

## Americans with Disabilities Act

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### 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.

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.

## **Classroom Disruption Policy**

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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:

- State clearly in the first-day handout their personal policy about disruptive acts in accordance with their expectations of their students.
- 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).
- Send his/her policy (first-day handout) to the Vice President for Academic Affairs or appropriate regional director for review and acceptance.

### **First Offense**

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

To be readmitted to class, the student must meet with the Director of Student Life (office in LSU-E) or designee (e.g. Regional Director) and complete the Classroom Readmission Form. The instructor is not obligated to allow the student to make up any work that is missed after removal from a class session and before readmission.

### **Second Offense**

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

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

### **Immediate Removal**

Situations that demean, embarrass, sexually harass, or threaten the life or physical safety of others will not be tolerated. If this happens in the classroom, the instructor will immediately ask the student to leave the classroom and the instructor will forward an incident form to the student conduct office for entry into the Student Conduct Process. The student will not be allowed to return to the classroom until

the process has been completed. This offense will result in a medium or high consequence which may include removal from the course with an F.

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

## **Academic Integrity**

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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 allow or leave unreported academic dishonesty by the student.

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

Every instructor will:

- State clearly in the first-day handout his/her personal policy about academic dishonesty and the consequences for such actions.
- List examples of academic dishonesty and how those specific acts will be handled (not all acts of academic dishonesty can be anticipated and this list is not all inclusive).
- Send his/her policy (first-day handout) to the Vice President for Academic Affairs or appropriate regional director for review and acceptance.

First violations of academic integrity will generate sanctioning by the classroom instructor and will be entered into the database system for tracking of multiple academic integrity issues. Subsequent violations will generate an institutional response via the student conduct process. Additionally, a meeting with the instructor is required for first offense academic integrity violations. After more than one academic integrity violation, the student must also meet with the Vice President for Academic Affairs.

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

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

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

Academic integrity appeals will go through the Student Conduct Process.

## Final Grades & Transcripts

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

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

## Grade Appeals

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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.

## **Adverse Weather**

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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.

## **MyHCC/HCC Moodle Account**

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MyHCC is the software used at Highland Community College for students to manage their information. Students use MyHCC to enroll in classes, download media, access e-mail, check grades, and view transcripts. Students use HCC Moodle to access course activity grades.

Upon processing a concurrent student's original enrollment form, a temporary password and User ID will be sent to the e-mail address the student listed on the form. The User ID and temporary password will then be used by the student to set up the account. Any concurrent student who did not set up the MyHCC account during the first semester of enrollment should contact the concurrent enrollment coordinator for help in setting up the account.

The student will then 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, students 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 the area coordinator or the college IT Help Desk at 785-442-6060.

## **Student E-mail Account**

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Your e-mail address is [lastname.firstname@highlandcc.edu](mailto:lastname.firstname@highlandcc.edu).

## **HCC Web Site**

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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.

## **HCC Mission & Vision Statement**

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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.

## **History of the College**

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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**

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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.

## **Accreditation**

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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
- 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 and Service Area**

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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, Perry, and Wamego.