Early College
HIGHLAND COMMUNITY COLLEGE

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Early College Counselor Handbook

Welcome to Highland Community College!

Dear High School Counselor,

We are excited to welcome you as a partner in the Early College program at Highland Community College. Your role as a counselor is crucial in guiding students through the concurrent enrollment process, and we look forward to collaborating with you throughout the upcoming school year.

This handbook has been designed to serve as a supplement to the HCC Board of Trustees Policy Handbook and provides essential information regarding the college's operations, policies, and procedures. These guidelines are continually updated to reflect the evolving needs of our institution. The Board of Trustees, faculty, staff, and administration all play a role in shaping these policies to ensure a high-quality experience for students.

You can always access this handbook and its updates on the HCC website at www.highlandcc.edu.

We believe that strong collaboration between counselors, instructors, and administrators is key to providing a supportive and successful learning environment for our students. We hope this handbook will be a valuable resource as you assist students in navigating the Early College program and achieving their academic goals.

Thank you for your partnership, and we look forward to a great school year!

Sincerely,

Sara M. Smith
Associate Dean of Instruction,
Early College
Highland Community College

Table of Contents

Welcome to Highland Community College! 2
Table of Contents 3
Early College Enrollment Requirements 4
Building Representative Job Description 7
High School Counselor/Building Representative Duties 7
HCC Website, MyHCC & Email Account 8
Textbooks 9
Student Placement Testing 9
Placement Testing for Students Requesting Accommodations 9
Student Enrollment & Payment Policies 10
Guidelines for Use of Payment Plans 11
Principal Authorization 11
Final Grades 11
Grade Changes 11
Grade Appeals 11
Academic Advising 13
Degree Planning & Course Selection 13
Transferability of Courses 13
Systemwide General Education – Seven Bucket Framework 13
Tutoring 13
Student Support Services & Reference Guide 13
Concurrent Instructor Information 14
Adjunct Approval Process 14
Duties 14
Teaching Supplies & Equipment 14
Course Syllabus & First Day Handout 15
Memorandum of Understanding (MOU) 18
Observations 18
Professional Development 18
Class Rosters & Attendance Verification 18
HCC Mission, Vision, History & Equal Opportunity 19
Philosophy of the Institution & Accreditation 20
Location & Delivery Methods 20
Contact Information 22
Early College & Online 22
Highland Campus 22
Regional & Technical 22
Appendix 23
Placement Scores 23
High School Class Suggestions 24
Systemwide General Education – Seven Bucket 25
Degree Maps & Sheets 28

Early College Enrollment Requirements

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

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

a. Purposes of Dual Credit Cooperative Agreements

Systemwide purposes of Dual Credit Cooperative Agreements are:

i. To Reduce Time-to Degree and Lower Costs

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

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

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

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

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

b. Procedures and Standards for Implementing Dual Credit Cooperative Agreements

i. Requirements of Dual Credit Cooperative Agreements Entered into Pursuant to the Kansas Challenge to Secondary School Students Act For purposes of this policy:

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

(1) The academic credit to be granted for course work successfully completed by the student at the institution, which credit shall qualify as both high school and college credit;

(2) The requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;

(3) Except as otherwise provided in subsection b.ii below, the requirement that the student shall pay the negotiated amount of tuition and related costs charged by the institution for the student's enrollment; and

(4) The requirement that the eligible postsecondary educational institution shall notify the student or the student's parent or guardian if the course the student enrolled in is not a systemwide transfer course approved by the Board of Regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

ii. Payment for Dual Credit Courses

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

(2) Except as otherwise provided in K.S.A. 72-3223(b), and amendments thereto, each student enrolled in dual credit enrollment courses at an eligible postsecondary educational institution pursuant to K.S.A. 72-3220 et seq., and

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

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

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

c. Definitions

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

i. "Student" means a person who:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) Concurrent enrollment students are held to equivalent grading standards and standards of achievement as those expected of students in on-campus sections;

(2) concurrent enrollment students are being assessed using equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(3) high school faculty are utilizing an equivalent final examination for each concurrent enrollment course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and

(4) high school faculty are applying equivalent scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

(5) Remedial/developmental course work shall not be offered as a concurrent enrollment course.

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

i. Qualifications

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

(2) Faculty teaching college-level tiered technical courses through a dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution.

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

ii. Orientation, Professional Development and Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

(1) The number of students from each school district enrolled at the eligible postsecondary educational institution, including the number of students in the custody of the secretary for children and families;

(2) the number of students who successfully complete the courses in which such students are enrolled at the eligible postsecondary educational institution;

(3) the tuition rate charged for students compared to the tuition rate charged to individuals who are regularly enrolled and attending the eligible postsecondary educational institution; and

(4) the amount and percentage of tuition each school district is paying pursuant to K.S.A. 72-3223, and amendments thereto.

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

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

(1) Demographic information for each high school student enrolled;

(2) Credentials of high school faculty teaching concurrent enrollment courses; and

(3) College credit hours generated by each high school student regardless of enrollment type.

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

(1) A sample copy of the dual credit enrollment cooperative agreements used with local school districts; and

(2) A sample copy of the student guides for dual credit enrollment students.

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

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

Building Representative Job Description

1. Serve as the point of contact for their secondary school site and be the official person at the secondary school site to answer questions that students and parents may have about the program. Notify HCC of any problems or concerns.
2. Compile fall, spring, and “year-long” course schedules.
3. Assist with the online enrollment process. The first semester of online enrollment, HCC will schedule an appointment to assist with enrollment and training, if you deem necessary.
4. Assist with the management, collection, and submission of placement test scores. Responsible for keeping a record of all placement scores on all concurrent students. HCC will continue to administer the Asset Test.
5. Assist with textbook inventory. Responsible for keeping an inventory of all HCC textbooks within the building. Notify HCC when textbooks are needed, extras are available, and when not returned by student. Receive textbooks from HCC and distribute to appropriate classes. Most of this is done at the instructor level but I assistance is needed from time to time.
6. Assist with Attendance Verification and final grade rosters. This is also often completed at the instructor level.
7. Attendance required at in-services as requested. Attend meetings, as needed, to discuss issues, ideas, and suggestions. These are rare, most of the training and in-service is done on a one-on-one basis with the Early College department.
8. Facilitate instructor paperwork (MOU, payroll, etc.).
9. Distribute various mailings (instructor letters, HCC publications).

Building Representative Stipend Scale (non-duplicated headcount) is $10 per student enrolled concurrently with a maximum payment of $500.

High School Counselor/Building Representative Duties

Under direction and supervision of the Early College office, the high school counselor/building representative responsibilities include:

1. Assist high school students in completing the “high school application for admission” and self-

enrollment process through their MyHCC account OR paper enrollment form by the concurrent deadline set for that current semester.

2. Ensure that instructors submit Attendance Verification correctly and timely.
3. Ensure that instructors track grades and submit them online by the concurrent schedule deadline for that semester.
4. Participate in email conversation with the Early College office on problems that may arise, or materials needed for the student to be enrolled in the requested classes.

5. Ensure that students enrolling for classes have the prerequisite required for that course before enrolling or requesting to enroll in the course and provide a copy of verification through either ACT score or high school transcript.
6. Counsel student on whether or not that student's academic records and integrity indicate that that they would be successful in upper-level education course work.
7. With the principal, authorize that enrollment and course selection is suitable for the high school student.
8. Work closely with HCC staff to schedule placement testing on site and at testing centers in order for students to obtain prerequisites necessary to take college courses.
9. Participate jointly with HCC Early College office in the planning and implementing of any informational meetings for parents and students interested in classes through HCC.
10. Be responsible for helping bridge communication between HCC staff and the students, parents, and faculty of your school.
11. Communicate any accommodations a student requires and help arrange those accommodations.
12. Encourage instructors to participate in professional development opportunities as outlined in the KBOR Policy.
13. Participate with HCC Early College office in periodic meetings to discuss the partnership.
14. Ensure that textbooks rented out from HCC are handled properly by students and instructors while also helping HCC staff keep an inventory of books in your schools' possession.
15. Ensure that, within reason, course materials and tools are available to instructors.
16. Be on site for students to utilize for problems they may face while taking their classes.
17. Encourage students to be independent, responsible, and timely as they partake in courses that will help advance them in their futures.
18. Promote HCC in a positive manner while encouraging students to take advantage of the opportunity both your school and HCC are providing for them.

HCC Website, MyHCC & Email Account

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

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

HCC utilizes an online interface for both students and instructors to view course information. The online system is called MyHCC. Students may use MyHCC to enroll, drop, and add concurrent (if instructed to do so), online, regional and on-campus classes, check grades, and pay tuition and fees.

Instructors use MyHCC to check class rosters, record grades, post final grades, etc. If an instructor

needs assistance setting up a MyHCC online account, please contact the Early College office.

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

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

Every student and instructor are issued an e-mail account through HCC. For instructors, the website is http://www.highlandcc.edu. After successfully logging into your HCC account, choose the e-mail application from the option screen.

Student and adjunct instructor e-mail addresses are lastname.firstname@highlandcc.edu. It is a good idea students check this account periodically as it is the college issued email account. All college information will be sent to this address.

Textbooks

The book rental program is offered by HCC at no cost to Early College students, excluding consumable items such as workbooks. Books are distributed through the Early College office and must be returned by the end of the semester. Some courses may use eBooks integrated into the Canvas classroom.

Students who do not return books as required will be charged the current replacement cost for the unreturned book(s). Transcripts will be withheld until payment is received.

Student Placement Testing

Placement testing may be required for math and English courses to ensure students are properly placed and have the best chance of success. HCC strongly encourages all prospective Early College students to complete the ACT during their junior year and have the results sent to HCC. This helps ensure accurate reporting and provides essential placement data for course assignments.

HCC offers placement tests by appointment and may arrange testing sessions at students' respective high schools. Students are permitted one free testing session. Any subsequent testing sessions will incur a $25 retesting fee, with a minimum two-week waiting period between tests. HCC may also administer placement tests for other institutions; however, a $25 fee per test will apply.

HCC is making positive changes to impact student enrollment. To view the full placement score chart, please visit HCC Placement Score Requirements. Virtual placement testing is also available for a fee. If you need to schedule a virtual Accuplacer test, please visit Placement Test Scheduling Form.

Placement Testing for Students Requesting Accommodations

Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation are designed to mitigate the impact of the individual's disability on their performance.

Common accommodation during placement testing may include extended time (up to time and one-half) or distraction-free testing environments. The appropriate accommodation is determined based on the student's disability and specific needs. However, the institution is not required to provide accommodation that would lower academic standards, fundamentally alter the nature of the program, or impose an undue burden on the college.

Students requesting accommodation during placement testing must submit the HCC online form and provide appropriate documentation from their Individual Education Plan (IEP) at least one week prior to the testing date. The Early College office will coordinate with the school to ensure proper testing conditions are arranged.

If a student fails to notify HCC or has not had accommodation verified, they may need to re-schedule their testing session off-site, at a time that works for both the student and the Early College office.

Student Enrollment & Payment Policies

The Early College office or the high school counselor initiates concurrent enrollment in college classes. Each high school has specific procedures, but generally, they will follow the following enrollment process:

1. Student applied for admission at www.highlandcc.edu and selects the High School Application for Admissions.
2. The student will receive a login id and password email from HCC's IT department and an Acceptance email from Early College. Included in the Acceptance email are step-by-step directions on the enrollment process, setting up payment plans, etc.
3. From their HCC account the student will be able to register for classes, view a statement of fees they owe, set up payment plans, and email Early College with questions or concerns.
4. Following enrollment, HCC will confirm student eligibility, placement testing scores, and any prerequisite requirements to complete the enrollment process.

Early College may ask for assistance from the high school counselor/ building representative to obtain ACT scores, transcripts, or set up a testing time for the student to try and obtain the prerequisite. Students with a hold on their account from previous semesters will not have their forms processed until the issue is resolved. Possible holds on the account could be due to missing account information or unpaid tuition and fees.

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

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

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 Early College office to be attached to the student's completed enrollment

form.

Payment plans are another way HCC makes college more affordable. Payment plans are set up to be made in 3-5 payments throughout the current semester. There is a $25 non-refundable fee plus 10% of the total anticipated balance due immediately to establish a payment plan for all fall and spring semesters. All payments are subject to a 2.85% servicing fee. No charge ACH options are available through your MyHCC account. Please login and choose the Finances tab and then Make a Payment for more details.

Guidelines for Use of Payment Plans

1. Students must be paid in full or signed up for the Payment plan by the posted deadlines.
2. Students may finance 90% of their semester bill and must *pay 10% of their semester bill upon signing up for the payment plan (*for fall and spring semesters only).
3. Students defaulting on payments may not be allowed to access the payment plan for subsequent semesters.
4. There will be no monthly service fee accessed for a payment plan set up to charge via ACH (bank account)
5. There will be a 2.85% service fee for a payment plan set up to charge your Debit or Credit Card
6. A $30 late fee will be charged for every payment missed.
7. Balances more than 90 days past due may be sent to collections.

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

Principal Authorization

Each semester the Early College office will send a Principal Authorization Letter to each high school participating in the concurrent course program through HCC. The letter should include a Principal Authorization Form and a listing of all students at that high school enrolled for concurrent or dual 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 Attendance Verification has been completed to confirm the students enrolled. The letter is first sent to the principal for authorization and signature and then forwarded to the Early College office for filing/documentation.

Final Grades

All instructors submit their Final Grades online through their MyHCC account. Grades must be submitted by noon on the first Monday following finals week.

Grade Changes

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. Grades cannot be changed online once they are saved in MyHCC. Please see Appendix for form.

Grade Appeals

Students are responsible for meeting the standards for academic performance established for each

course in which they are enrolled. The establishment of the criteria for grades and the consistent evaluation of student academic performance are the responsibilities of the instructor.

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

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

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

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

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

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

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

Academic Advising

Academic advising is available to HCC Early college 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 the Early College office if you need assistance.

Degree Planning & Course Selection

You can find associate degree and General Education Requirements in the Appendix. Degree planning can be difficult so we encourage students, even those in high school, to look at our degree planning sheets so they can choose the classes that best fit their goals for the future. Please visit Degree Planning & Course Info for more information on course descriptions, syllabi, and a full list of the academic disciplines offered at HCC. With the help of HCC, high school students have the opportunity to complete anywhere from their general education requirements to an associate degree while obtaining their high school diploma.

Transferability of Courses

The Kansas Board of Regents has now approved over 90 courses for guaranteed transfer among all Kansas public postsecondary institutions. A student who completes these courses at any Kansas public community college, technical college, or university can be certain that he or she can transfer that course to any other public institution in Kansas in pursuit of a degree or credential.

Course Equivalency Guides can be found at the Kansas Board of Regents website.

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

Systemwide General Education – Seven Bucket Framework

34-35 credit hours are required, and the variation will be based on the natural and physical sciences bucket. Some institutions will require a four-credit course to complete the natural and physical sciences bucket while others will require a five-credit hour course to complete the natural and physical sciences bucket. It is understood that most students will likely require 35-credit hours because most institutions employ five-credit hour general education science courses.

Tutoring

Student Support Services offer tutoring on campus Sunday through Thursday during the regular college semester. Students who are taking courses on campus are the ones most likely to utilize these services, but students not taking courses on campus are welcome to call Student Support Services for assistance during office house, 8:00 AM- 5:00 PM, Monday through Friday. Tutoring sessions are available through Zoom video connections for students not located near the HCC Campus. Students' services can be arranged by appointment by calling (785) 442-6058.

Student Support Services & Reference Guide

An Early College Student Reference Guide can be found on the HCC Early College webpage.

Concurrent Instructor Information

Adjunct Approval Process

All adjunct instructors follow the same approval process.

1. Early College adjunct instructors are approved based upon their educational background (minimum of undergraduate degree in discipline) and years of teaching experience.
2. Contact HR Manager at (785) 442-6010 or humanresources@highlandcc.edu to request an application packet.
3. Complete the application packet and submit official transcripts to Highland Community College Human Resources.
4. The Academic Dean will review all transcripts and provide a conditional approval to the Vice President of Academic Affairs (VPAA). Final approval will be granted by the VPAA.
5. If approved, the adjunct instructor is contacted by an HCC Dean or Director for more information and potential course assignments.

Duties

Under direction/supervision of the Early College office, the instructor's responsibilities are:

1. Complete all required paperwork as requested by the Human Resources, Business Office, and Early College Department.
2. Complete a Memorandum of Understanding (MOU) the first semester of employment. The instructor will sign, date, and return the document to the HCC Human Resources Department.
3. Distribute First Day Handout (FDH) during the initial class meeting (see FDH on page 15).
4. Provide activities to engage the student in the classroom or laboratory for the entire scheduled class time.
5. Confirm that students are properly enrolled, if taking the class for college credit. Refer any non-enrolled students that would like to enroll to their counselor.
6. Remind students that the textbooks are rented from the HCC Bookstore. Students should be respectful of the college's property. The instructor will notify the Early College office of any lost or damaged textbook at the end of the semester/course.
7. 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 between instructor and student. Learning is not nearly as enjoyable when class becomes a monologue.
8. Complete Attendance Verification reporting according to instructions provided by the Early College office.
9. Schedule a day and time for observations by HCC personnel.
10. Attend all required professional development opportunities as outlined in the KBOR Dual Credit Policy.
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. Keep grade records on every student. These records should be available for review on request by students or the College according to the Family Educational Rights and Privacy Act (FERPA). The use of MyHCC Grade book is required for submitting final grades.

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 the Early College office 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 have been reviewed and approved by the HCC Curriculum & Instruction committee and are available on the HCC website at www.highlandcc.edu. If you're unable to find a syllabus, please reach out to the Early College office for assistance.

All academic areas use a standardized course syllabus, which all instructors are required to follow. The syllabus should be incorporated into your FDH and submitted to the HCC Early College program.

All instructors shall create a FDH for each section of each course she/he teaches. Each FDH shall contain the following information and use the template found in the Appendix:

1. Course name, number and section
2. Instructor's name and contact information
3. Scheduled day and time of class meetings
4. Explanation of exam policies and procedures
5. Explanation of assignment (homework) policies and procedures
6. Explanation of grading and final grade assignment procedures
7. List of prerequisites
8. List of Course Competencies (obtained from Standard Course Syllabus on website)
9. Course Policies in addition to the following policies:
    a. Use of Artificial Intelligence (AI) Technology*
    b. Student Conduct*
    c. Academic Integrity*
    d. Americans with Disabilities Act (ADA)
    e. A Note on Harassment, Discrimination, and Sexual Misconduct

The following information is highly recommended for the benefit of both the instructor and the students but is not required:

1. Outline of the topics in the order they will be covered in class
2. Dates of exams and/or student presentations during the semester
3. Lists of assigned homework sets
4. Due Dates of assignments and/or major projects
5. Dates of field trips (if any)

*If these policies are covered in your school handbook; concurrent instructors may state, "**The USD Student Handbook policies and procedures will be followed.**"

Use of Artificial Intelligence (AI) Technology

HCC is seeing a growing use of AI technology to assist students in their coursework. Please add language to your first day handout regarding your policies toward AI tools. Below we have provided 2 examples of first day handout statements related to AI. Note: These statements were compiled from Western Michigan University's "AI in the Syllabus" page and Oklahoma State University's "Sample Syllabus Statements for AI in the Classroom" page.

Instructors are expected to investigate any suspected unauthorized use of AI in the classroom. If, after completing the investigation, the instructor determines that disciplinary action is warranted, a report must be submitted through Maxient. No grade penalties may be imposed without prior approval from the academic Director, Associate Dean, or Vice President.

AI Prohibited
This course assumes that all your coursework will be done by you. You will not need to use artificial intelligence (AI) tools such as ChatGPT for any of the assignments. In general, for this class, you should not have an AI instrument do the writing of any portion of any assignment, just as you would not have another person do your writing for you. My aim is to keep the focus on your originality and creativity, your learning, and reflection.

AI Permitted
You may use Artificial Intelligence (AI) tools to assist your learning in this course, including idea generation and grammar assessments for written assignments. However, you are prohibited from using generative AI tools to completely produce, reproduce, and/or manufacture paper and/or other assignments without using any personal effort devoted to the learning process. If you choose to use AI appropriately, you are expected to provide a citation for it using the following format: "Title of AI Tool. Prompt or brief description of topic of search depending on tool. Date of creation."

Student Conduct

All students are expected to maintain a high standard of academic and personal integrity in this course. Respectful behavior toward peers, instructors, and the learning environment is essential. Disruptive, disrespectful, or dishonest conduct will not be tolerated and may result in disciplinary action.

Students are responsible for understanding and adhering to the college's code of conduct. For complete details on student rights, responsibilities, and disciplinary processes, please review the **Student Handbook**, available online at: https://highlandcc.edu/pages/handbook.

Academic Integrity

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

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

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

Every instructor will:
1. State clearly in the FDH his/her personal policy about academic dishonesty and the consequences for such actions.

2. List examples of academic dishonesty and how those specific acts will be handled (not all acts of academic dishonesty can be anticipated, and this list is not all inclusive).
3. Send his/her policy (FDH) to the Vice President for Academic Affairs or appropriate Dean or Director for review and acceptance.

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

Subsequent violations will generate an institutional response via the student conduct process. Additionally, a meeting with the instructor is required for first offense academic integrity violations. After more than one academic integrity violation, the student must also meet with the Vice President for Academic Affairs.

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

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

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

Academic integrity appeals will go through the Student Conduct Process.

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). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

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

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

A Note on Harassment, Discrimination, Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an online report about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our Equity Grievance Policy.

Memorandum of Understanding (MOU)

The Human Resources office will distribute your MOU, which must be completed during your first semester of employment. The MOU outlines your payment details—whether to the district, school, or as an adjunct instructor (please note that Doniphan County instructors do not receive payment). Each course may have a different salary based on credit hours and the number of students enrolled. Please return the completed MOU as directed without delay.

Observations

HCC will observe all concurrent instructors in the Early College program. The purpose of instructor observation is to improve the quality of instruction at HCC. In keeping with this purpose, the following instructor observation procedures have been established.

Early College adjunct instructors follow the same schedule as full-time faculty. In the first two (2) consecutive years, instructors are observed once (1) a semester. In the third and fourth year, instructors are observed once (1) a year. After the fourth year of teaching, instructors are evaluated once every three (3) years. Should the observation reveal potential problems, the instructor will be informed, along with notification to school personnel. Observations will be scheduled in advance and will last approximately 30 minutes each. The instructor will receive feedback via email. Data reported from observations will guide professional development topics.

Professional Development

Each school year, HCC hosts a professional development in-service for all adjunct instructors. Contact the Early College office about future in-service offerings. The Kansas Board of Regents requires all concurrent instructors to attend at least one HCC in-service per year.

Class Rosters & Attendance Verification

To gain access to your class rosters, before or during the semester, select the tab labeled “Classes” from

the secondary menu bar "Course Management". Choose the period and course. From the menu on the left side of the screen select "Class List", you can choose to print, download, or e-mail the students.

The Attendance Verification is reported to the Registrar's Office on or about the 20th day of class. Instructors receive information via email to complete this process. This roster determines the instructor salary. Salaries are dispersed in January and May for district and school paid employees. Adjunct paid employees receive ½ payments in October and December for fall courses, and March and May for spring courses.

HCC Mission, Vision, History & Equal Opportunity

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

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

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

Approximately 4,000 students (1,699 FTE) are enrolled on the main campus (Highland), at regional centers in Atchison, Baileyville, through HCC Online, or concurrently at one of the 30 high schools in HCC's service area. The main campus is located in a small, rural Northeast Kansas community surrounded by agricultural land. The main campus has 22 apartment-style residence halls, thriving athletics programs, and active student life. Across all of its locations, HCC offers 14 different Associate degrees and 16 technical certificates.

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

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

Equal Opportunity Statement
Highland Community College is an equal opportunity institution and does not discriminate on the basis of sex, race, color, national origin, disability, age, religion, genetic information, marital status, veteran's status, sexual orientation, or other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations. Inquiries concerning the College's compliance with its nondiscrimination policies or Title IX may be referred to the Vice President for Student Services or Human Resources Manager at 785-442-6000, 606 West Main, Highland, KS 66035. Inquiries concerning the College's compliance with Section 504 and its policies may be directed to the

Vice President for Academic Affairs at 785-442-6000, or 606 West Main, Highland, KS 66035.

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 authorized to operate by the Kansas Board of Regents and is regionally accredited by the Higher Learning Commission (HLC). HLC offices are located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, hlcommission.org, (800) 621-7440/(312) 263- 0456. We are authorized by the U.S. Department of Education to participate in the Title IV, HEA programs listed in our Program Participation Agreement available on file in the Financial Aid Office at Highland Community College, 606 W Main, Highland, KS 66035. Program specific accreditations are available on file at Highland Community College Technical Center, Atchison, KS. HCC's Auto Technology Program is ASE Education Foundation (formerly NATEF - National Automotive Technician Education Foundation) certified. HCC Nursing Programs are approved by the Kansas State Board of Nursing (KSBN). The curriculum for both the LPN - RN Program and the PN Program support the statewide alignment as outlined by the Kansas Post-Secondary Technical Education Authority (TEA) under the auspices of KBOR as approved by KSBN. The associate degree nursing program at Highland Community College at the Highland Community College Technical Center located in Atchison, KS is accredited by the:

Accreditation Commission for Education in Nursing (ACEN) 3390
Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.com/accreditedprograms/programsearch.htm

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 & Delivery Methods

Highland Campus

Highland, Kansas, is a rural Northeast Kansas community surrounded by agricultural land and is an easy drive to several large metro areas including St. Joseph, Missouri, Kansas City, and Topeka. The Highland campus is home to over 500 students with 22 apartment-style residence halls, 14 competitive athletic programs, and an active student life including numerous student clubs, music and theatre

performances, intramurals, and cam-pus events. The majority of classes are taught by full-time faculty members in a face-to-face setting with a 17:1 student to teacher ratio.

Regional Centers

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

Interactive Distance Learning (IDL)

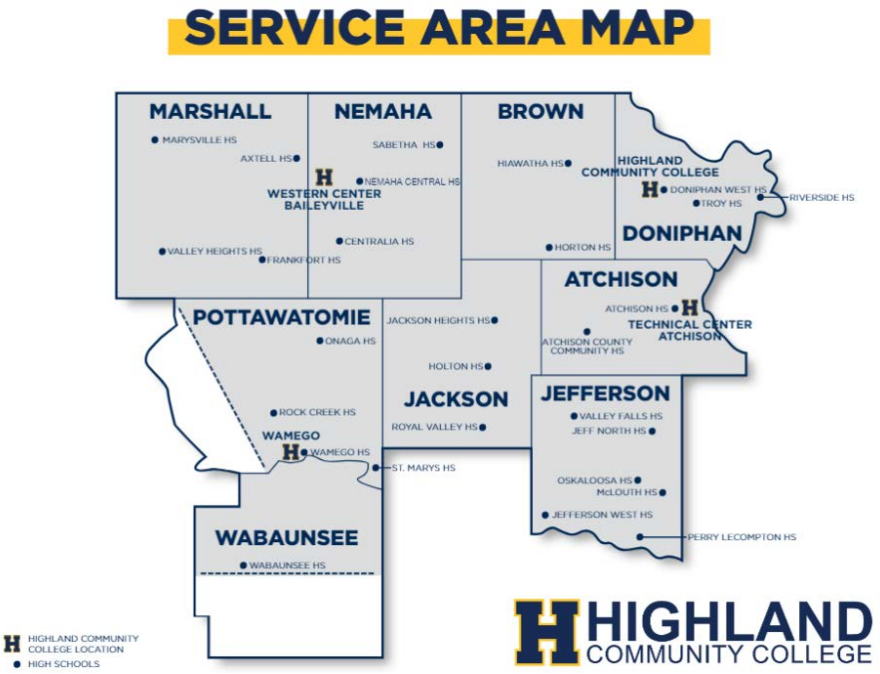
The IDL system allows students to complete courses being taught at other HCC sites without having to travel to that location. Through a TV, camera setup, and microphone, students are able to physically attend class at one location and fully participate and interact with the instructor and classmates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

Hybrid

Hybrid classes combine face-to-face classroom learning with computer-assisted online learning. Time in a hybrid course is divided between classroom learning activities and online classroom participation in the HCC Online platform. Students benefit from the quality instruction delivered through different modes and the flexibility of both the online and classroom learning environments through independent and collaborative work.

Online

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



Updated August 2025

Contact Information

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Dr. Jenn Schiller	Executive Vice President	jschiller@highlandcc.edu
Mr. Andrew Gutschenritter	Vice President of Finance	agutschenritter@highlandcc.edu
Mr. Eric Ketchum	Vice President of Academic Affairs	eketchum@highlandcc.edu
Mr. Lucas Hunziger	Vice President of Technical Ed.	lhunziger@highlandcc.edu

Early College & Online

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Brandon Henderson
Assoc. Dean of Instruction, eLearning
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bhenderson@highlandcc.edu

Gentry Howell
Student Support Services for Early College/Online Programming
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earlycollege@highlandcc.edu

Nicole Bartel
Student Services Coordinator for Online Programming
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hcconline@highlandcc.edu

Highland Campus

Admissions (Campus Visits)
(785) 442-6106
admissions@highlandcc.edu

Business Office (Payments)
(784) 442-6001
payments@highlandcc.edu

Bookstore
(785) 442-6009
bookstore@highlandcc.edu

Student Services (Applicants)
(785) 442-6020
admissions@highlandcc.edu

Registrar (Transcripts)
(785) 442-6025
registrar@highlandcc.edu

IT HelpDesk (MyHCC Account)
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helpdesk@highlandcc.edu

Regional & Technical

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Appendix

Placement Scores

HIGHLAND COMMUNITY COLLEGE

Early College PLACEMENT SCORES

785-442-6141 | earlycollege@highlandcc.edu

TEST/GPA	ENG101 Composition I	MAT103* Intermediate Algebra	MAT104 College Algebra	MAT105 Trigonometry	MAT106 Calculus	MAT203 Basic Statistics/ MAT108 Contemporary Math	CHM 111 Chemistry I	PS203 College Physics
Prerequisite Course	N/A	MAT100* Beginning Algebra with grade ≥ C	MAT103* Intermediate Algebra with grade ≥ C	MAT104 College Algebra with grade ≥ C	MAT105 Trigonometry with grade ≥ C	MAT103* Intermediate Algebra with grade ≥ C	MAT103* Intermediate Algebra with grade ≥ C	MAT104 College Algebra with grade ≥ C
GPA	CUM GPA ≥3.0 after 5 semesters **OR** CUM GPA ≥2.7 after 5 semesters + B or higher (not B-) in most recent high school English course	CUM GPA ≥2.75 + Algebra I Completion with a B or higher	≥3.25 CUM GPA + second semester Algebra II Grade B- or higher	CUM GPA ≥3.0 + second semester Algebra II Grade B- or higher + C or higher (not C-) in upper level high school math course	≥3.0 CUM GPA + HS Trig/Precalculus with grade ≥ B	≥3.0 CUM GPA + second semester Algebra II Grade C- or higher	≥3.25 CUM GPA + second semester Algebra II Grade B- or higher	≥3.0 CUM GPA + HS Trig/Pre-Calc with grade ≥ B
ACT	18+ Reading & English **OR** 16+ Reading & English + B or higher (not B-) in most recent high school English course	19+ Math	22+ Math	23+ Math	25+ Math	19+ Math	22+ Math	25+ Math
ASSET	39+ Reading & Writing	36+ Elementary Algebra	46+ Elementary Algebra	NA	NA	NA	46+ Elementary Algebra	NA
ACCUPLACER	255+ Reading & Writing	250+ (QAS)	263+ (QAS)	260+ (AAF)	276+ (AAF)	255+ (QAS)	263+ (QAS)	276+ (AAF)

*Remedial math courses will no longer be offered beginning Summer 2026.

Updated Spring 2025
4/7/2025

http:// highlandcc.edu/pages/earlycollege-eligibility

ESTABLISHED IN 1858 | HIGHLAND, KS | WWW.HIGHLANDCC.EDU | (785) 442-6000
Highland Community College is accredited by the Higher Learning Commission (hlcommision.org), a regional accreditation agency recognized by the US Department of Education. Highland Community College does not discriminate on the basis of sex, race, color, nation origin, disability, age, religion, genetic information, marital status, veteran's status, sexual orientation, or other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations. Inquiries concerning the college's compliance with its nondiscrimination policies may be referred to the Vice President for Student Services or Human Resources Manager.

High School Class Suggestions

HIGH SCHOOL STUDENTS
HIGH SCHOOL STUDENTS
HIGH SCHOOL STUDENTS

HIGHLAND IS YOUR POST-SECONDARY EDUCATION PARTNER!

Taking college classes while still working towards earning a high school diploma is a great opportunity for students to get a head start on their college experience. Highland Community College enables dual enrollment students to explore a wide range of courses that may not generally be offered through their high school program. Whether working towards an HCC degree or certificate, preparing to transfer to another college upon completion of high school, or simply getting insight into the college experience, dual enrollment exposes students and their families to valuable lessons that will support their remaining college career. High school students who have completed their freshman year can enroll in HCC courses. Check out these course suggestions by career area or give us a call to discuss the best path for you!

AGRICULTURE

AB 108 Principles of Animal Science^
AB 126 Principles of Agronomy^
AB 207 Fund of Animal Nutrition^
AB 224 Range Management^

ALLIED HEALTH

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

BUSINESS

BUS101 Intro to Business^*
BUS103 Accounting I^*
BUS105 Accounting II^*
BUS201 Principles of Management^*
BUS210 Marketing^*
BUS216 Managerial Accounting^*

CRIMINAL JUSTICE

CJ 100 Intro to Criminal Justice*
CJ 105 Intro to Corrections^
CJ 110 Fund of Investigation^
CJ 120 Juvenile Delinquency & Justice
CJ 140 Criminal Procedures^

EARLY CHILDHOOD

ECH101 Recognizing Child Abuse, Neglect & Head Trauma^
ECH109 Bullying Prevention and Response
ECH150 Creative Experiences^
ECH160 Observing & Interacting w/ Young Children^
ECH180 EC Literacy & Language Development

HUMAN SERVICES

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

MEDICAL CODING

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

GENERAL EDUCATION

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

Contact Us!

Highland Campus
785-442-6020
Technical Center
785-442-6180
Western Center
785-442-6240
HCC Online
785-442-6170

^Excel in CTE courses. Tuition and Fees are waived. Students are responsible for $18.00 per credit hour textbook rental and any consumable items.
*The Kansas Board of Regents has approved over 100 courses for guaranteed transfer among all Kansas public post-secondary institutions. Additional courses may also be eligible for transfer. System Wide Transfer courses transfer to any Kansas public institution offering an equivalent course. The decision of lower division courses to count toward upper division credit hours is at the discretion of the receiving institution. Visit http://kansasregents.org/transfer_articulation for complete details.

Systemwide General Education – Seven Bucket

Highland Community College
General Education Program
34 Credit Hours

In alignment with the Kansas Board of Regents (KBOR) Systemwide General Education (SGE) Framework, students satisfying the requirements outlined in these seven bucket areas will be verified as completing the Kansas General Education Program. Completion will be notated on the student transcript and meet general education core course requirements for Associate in Arts (AA), Associate in Fine Arts (AFA), Associate in Science (AS), and Baccalaureate degrees from community colleges and public universities in Kansas.

Courses marked with an asterisk (*) are part of the KBOR Systemwide Transfer Matrix. These courses transfer seamlessly among the community colleges and public universities in Kansas.

Some courses require prerequisites that must be met prior to enrolling. A course used for fulfillment of bucket area 020 thru 060 can not also be used to meet the requirements of bucket area 070.

010 ENGLISH BUCKET AREA - 6 Credit Hours

Students must complete two courses from this area.
ENG101 Composition I*
ENG102 Composition II: Literature & Research*
ENG103 Composition II: Rhetoric & Research*

020 COMMUNICATION BUCKET AREA - 3 Credit Hours

Students must complete one course from this area.
SP 105 Interpersonal Communications*
SP 106 Public Speaking*

030 MATHEMATICS & STATISTICS BUCKET AREA - 3 Credit Hours

Students must complete one course from this area.
MAT104 College Algebra*
MAT105 Trigonometry*
MAT106 Calculus I*
MAT108 Contemporary Math*
MAT203 Basic Statistics*

040 NATURAL & PHYSICAL SCIENCE BUCKET AREA - 4 Credit Hours

Students must complete one course from this area. Course must include lab credit.
BS 101 College Biology w/ Lab*
BS 104 Human Anatomy w/ Lab*
BS 105 Human Physiology w/ Lab*
BS 107 Introduction to Environmental Science w/ Lab*
CHM107 Introductory Chemistry w/ Lab*
CHM111 General Chemistry I w/ Lab*
PS 101 College Physical Science w/ Lab*
PS 104 General Geology w/ Lab*
PS 108 Astronomy w/ Lab*
PS 215 College Physics I w/ Lab*

Contact Us 785-442-6125 registrar@highlandcc.edu http://highlandcc.edu

Updated August 2025

050 SOCIAL & BEHAVIORAL SCIENCES BUCKET AREA - 6 Credit Hours

Students must complete two courses from this area. The courses must be from two different subject areas.

ANTHROPOLOGY
ANT112 Cultural Anthropology*

CRIMINAL JUSTICE
CJ 100 Introduction to Criminal Justice*
CJ 120 Juvenile Delinquency & Justice

ECONOMICS
BUS203 Macroeconomics*
BUS204 Microeconomics*

GEOGRAPHY
GEO212 World Regional Geography*

POLITICAL SCIENCE
POL100 US Government*
POL101 Introduction to Political Science*
POL115 State & Local Government*

PSYCHOLOGY
PSY101 General Psychology*
PSY205 Human Growth & Development*

SOCIOLOGY
SOC101 General Sociology*
SOC102 Marriage & the Family*
SOC104 Introduction to Social Work*

060 ARTS & HUMANITIES BUCKET AREA - 6 Credit Hours

Students must complete two courses from this area. The courses must be from two different subject areas.

ART
A 101 Art Appreciation*
A 107 Drawing I
A 201 Art History Survey: Prehistoric to Medieval*
A 202 Art History Survey: Renaissance to Contemporary*

FOREIGN LANGUAGE
LG 101 Spanish I*

HISTORY
HIS101 US History to 1877*
HIS102 US History since 1877*
HIS103 World History I*
HIS104 World History II*
HIS202 Introduction to Ancient History

EDUCATION
ED 105 Children's Literature*

PHILOSOPHY
PHI101 Introduction to Philosophy*
PHI102 Introduction to Ethics*
PHI103 Logic & Critical Thinking*
PHI105 Religions of the World*

LITERATURE
ENG104 Introduction to Literature*
ENG202 American Literature: Pre-Colonial to Civil War*
ENG208 Introduction to Short Story
ENG209 American Literature: Reconstruction to Present*
ENG210 World Literature: Beginnings to Renaissance
ENG211 World Literature: Enlightenment to Present
ENG212 British Literature: Middle Ages to 1800
ENG213 British Literature: 1800 to Present
ENG215 Diverse Voices in Literature

MUSIC
M 103 Music History & Appreciation*
M 146 Musical Theatre History (does not count if TH 146 completed)
M 162 Introduction to World Music
M 223 History of Jazz

SPEECH
SP 101 Oral Communications
SP 103 Oral Interpretation

THEATRE
TH 105 Introduction to Drama
TH 108 History & Appreciation of Theatre Arts*
TH 146 Musical Theatre History (does not count if M 146 completed)
TH 208 Film Literature

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070 INSTITUTIONALLY DESIGNATED BUCKET AREA - 6 Credit Hours

Students must complete 6 credit hours of courses from this area. Courses already being used to fulfill requirements in a bucket area 020 thru 060 can not also be used to meet the requirements of bucket area 070.

A 101 Art Appreciation*
A 103 2-D Design*
A 104 3-D Design*
A 105 Prints I
A 107 Drawing I
A 108 Drawing II
A 110 Painting I
A 111 Painting II
A 112 Ceramics I
A 113 Typography
A 114 Watercolor I
A 117 Ceramics II
A 121 Design Software Applications
A 201 Art History Survey: Prehistoric to Medieval*
A 202 Art History Survey: Renaissance to Contemporary*
A 215 Graphic Design
A 223 Comp Graphics: Illustration
A 224 Comp Graphics :Enhanc Photo
A 260 Portfolio Preparation
AB 114 Ag Orientation
ANT112 General Anthropology*
BS 101 College Biology with lab*
BS 104 Human Anatomy with Lab*
BS 105 Human Physiology with Lab*
BS 109 Medical Terminology
BS 110 Nutrition*
BS 111 Nutrition for Health-Fitness-Sports
BS 112 Nutrition for health, Fitness, and Sports w/Lab
BS 203 Microbiology with Lab*
BS 241 CPR-Basic
BS 107 Introduction to Environmental Science with Lab
BUS101 Introduction to Business*
BUS102 Personal Finance*
BUS103 Accounting I*
BUS105 Accounting II*
BUS125 Human Resources
BUS127 Principles of Entrepreneurship I
BUS201 Principles of Management*
BUS203 Macroeconomics*
BUS204 Microeconomics*
BUS205 Business Law*
BUS210 Marketing*
BUS213 Business Communications*
BUS216 Managerial Accounting*
BUS230 Principles of Entrepreneurship II
CHM107 Introductory Chemistry with Lab
CHM111 General Chemistry I with Lab*
CHM112 General Chemistry II with Lab*
CHM211 Organic Chemistry I with Lab*
CHM212 Organic Chemistry II with Lab
CJ 100 Introduction to Criminal Justice*
CJ 105 Introduction to Corrections
CJ 110 Criminal Investigation
CJ 111 Forensic Investigation
CJ 116 Criminal Justice Interview & Report Writing
CJ 120 Juvenile Delinquency & Justice
CJ 140 Criminal Procedures
CJ 201 Criminal Law*
CJ 204 Professional Responsibility in Criminal Justice
CJ 205 Law Enforcement Operations & Procedures
CJ 212 Agency Administration
CJ 220 Practicum in Admin of Justice
COL103 College Success
COL182 Student Success Seminar
ED 101 Pre-Professional Lab I
ED 102 Pre-Professional Lab II
ED 105 Children's Literature*
ED 110 Introduction Elementary-Secondary Education*
ENG104 Introduction to Literature*
ENG110 Technical Composition
ENG202 American Literature: Pre-Colonial to Civil War*
ENG205 Old Testament Literature*
ENG208 Introduction to Short Story
ENG209 American Literature: Reconstruction to Present*
ENG215 Diverse Voices in Literature
ENG223 Creative Writing*
GEO212 World Regional Geography*
HIS101 U.S. History to 1877*
HIS102 U.S. History since 1877*
HIS103 World History I*
HIS104 World History II*
HIS202 Introduction to Ancient History
IDS120 Introduction to Leadership Concepts*
LG 101 Spanish I*
LG 102 Spanish II*
M 101 Music Fundamentals
M 103 Music History/Appreciation*
M 135 Aural Skills I
M 145 Aural Skills II
M 146 Musical Theatre History
M 162 Introduction to World Music
M 200 Music Theory I*
M 201 Music Theory II*
M 223 History of Jazz
MAT104 College Algebra*
MAT104L College Algebra with Lab*
MAT105 Trigonometry*
MAT106 Calculus I*
MAT107 General Calculus & Linear Algebra*
MAT108 Contemporary Math*
MAT110 Calculus II
MAT201 Calculus III
MAT202 Differential Equations
MAT203 Basic Statistics*
MT 110 Introduction Mass Communications
PE 102 PE for Women
PE 110 Rules and Officiating I
PE 112 Personal/Community Health*
PE 113 First Aid and Safety
PE 119 Tennis

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CONTINUED:
070 INSTITUTIONALLY DESIGNATED BUCKET AREA - 6 Credit Hours

PE 122 Archery
PE 123 Introduction to Physical Education
PE 124 Weightlifting I
PE 125 Introduction to Recreation
PE 135 Running Awareness
PE 139 Lifetime Fitness
PE 139A Lifetime Fitness
PE 141 PE for Men
PE 143 Introduction to Athletic Train I
PE 220 Theory of Coaching Basketball
PE 221 Theory of Coaching Track/Field
PE 222 Theory of Coaching Football
PE 223 Theory of Coaching Baseball
PE 224 Care/Prevention Athletic Injuries*
PE 250 Exercise Physiology
PHI101 Introduction to Philosophy*
PHI102 Introduction to Ethics*
PHI103 Logic and Critical Thinking*
PHI105 Religions of the World*
PHO107 History of Photography
PHO110 Photography Fundamentals
PHO210/PHO210A Landscape Photography
POL100 United States Government*
POL101 Introduction to Political Science*
POL115 State & Local Government*
PS 101 College Physical Science with Lab*
PS 104 Physical Geology with Lab*
PS 108 Astronomy with Lab*
PS 203 General Physics I with Lab*
PS 204 General Physics II with Lab*
PS 210 Organic Chemistry I with Lab
PS 215 College Physics I with Lab*
PS 216 College Physics II with Lab*
PSY101 General Psychology*
PSY202 Child Psychology*
PSY205 Human Growth & Development*
PSY206 Social Psychology
PSY280 Health Psychology
PSY290 Abnormal Psychology
SOC101 General Sociology*
SOC102 Marriage & the Family*
SOC104 Introduction to Social Work*
SOC105 Death, Loss, Grief
SOC210 Social Problems*
SP 101 Oral Communications
SP 105 Interpersonal Communication*
SP 106 Public Speaking*
TH 108 History/Appreciation of Theatre Arts*
TH 109 Fund Style/Principle of Acting
TH 110 Acting I*
TH 146 Musical Theatre History
TH 206 Acting II*
TH 208 Film Appreciation

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Degree Maps & Sheets

Visit https://highlandcc.edu/pages/degreeplanningcourseinfo for the most up-to-date degree maps and sheets.

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