



**Concurrent Enrollment
Instructor
& Faculty Liaison
Handbook**

2023-2024

High School Partnerships - Contact Guide

319-296-4038

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Overview/Introduction

Welcome to Hawkeye Community College's Concurrent Enrollment Program. While we also offer concurrent enrollment classes for high school students on our campus and online, this handbook is intended as a resource for both concurrent enrollment instructors (CEIs) and Faculty Liaisons (FLs) working to offer our courses in the high school setting. This handbook also includes some policies and procedures related to students in the program. We have included as many policies and guidelines as possible to assist you in this professional undertaking.

About Hawkeye Community College (HCC)

Since Hawkeye opened its doors in 1966, it has focused on meeting the needs of the community, providing quality, affordable training for learners at all stages of life. First opened as Hawkeye Institute of Technology, today Hawkeye Community College serves more than 25,000 individuals and awards almost 1,500 diplomas and degrees annually. Hawkeye has a community impact of \$106 million and 1,400 jobs. Since 1966, the college has graduated more than 50,000 students, with 94 percent staying in Iowa.

Mission

Empowering students, strengthening businesses and enriching communities.

Vision

Improving the quality of life in the communities we serve.

Our Pledge

As a college we will provide focus, meaning and skills necessary for qualified individuals to live competently in their communities.

Institutional Goals

To effectively demonstrate our mission, we are committed to provide:

- Educational opportunities that are student centered, comprehensive and responsive to the individual and society.
- Leadership activities that support a dynamic framework for students, faculty, staff and the community to reach their potential.
- Quality services to each qualified individual.
- Access sensitivity to diversity, support for equal opportunities for all qualified individuals.
- Cooperative community relationships which foster human, social, cultural, economic and civic development.

At Hawkeye Community College We Believe:

- We are in the business of changing lives.
- Our students are the top priority in everything we do.
- The people who work here are outstanding.
- This is a great place to work.
- The communities we serve are better because of us.
- Partnership and collaboration are central to everything we do.
- The future of our college is limitless.

Hawkeye Community College is:

- Committed to creating a culture where everyone is respected, appreciated and valued.
- Committed to providing relevant and innovative educational opportunities for all students, businesses and communities.
- Committed to offering programs and pathways that help all students, businesses and communities reach their goals.

Nondiscrimination Statement

Hawkeye Community College does not discriminate on the basis of sex; race; age; color; creed; national origin; religion; disability; sexual orientation; gender identity; genetic information; political affiliation; or actual or potential parental, family, or marital status in its programs, activities, or employment practices. Veteran status is also included to the extent covered by law. Any person alleging a violation of equity regulations shall have the right to file a formal complaint. Inquiries concerning application of this statement should be addressed to: Equity Coordinator and Title IX Coordinator for employees, 319-296-4405; or Title IX Coordinator for students, 319-296-4448; Hawkeye Community College, 1501 East Orange Road, P.O. Box 8015, Waterloo, Iowa 50704-8015; or email equity-titleIX@hawkeyecollege.edu, or the Director of the Office for Civil Rights U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, TDD 800-877-8339 Email: OCR.Chicago@ed.gov.

About our Concurrent Enrollment Program

Hawkeye Community College's Concurrent Enrollment Program provides high school students the opportunity to earn college credit while earning high school credit. Working primarily with the 25 school districts within our service area, students can attend these courses at an HCC location, online or by attending class in their own high schools. Upon successful completion of the course, students will be awarded college credit and will receive a Hawkeye Community College transcript.

Senior Year Plus

Enacted in 2008 by the Iowa Legislature, *Senior Year Plus* is the foundation for concurrent enrollment policies and procedures. Hawkeye Community College's High School Partnerships office uses the *Senior Year Plus Guide* to ensure both equitable access to college-level courses and policy compliance.

The *Senior Year Plus Guide* is available at www.educateiowa.gov.

Education Service Agreement

The Education Service Agreement is a contract listing district-approved concurrent enrollment courses, as well as the responsibilities of Hawkeye Community College and the district. A signed Education Service Agreement is required before concurrent enrollment courses are conducted in the district.

Hawkeye is responsible for preparing the required Education Service Agreement and obtaining the appropriate signatures. Signed copies will be returned to the district and kept in the High School Partnerships office on the Hawkeye campus.

Supplementary Weighting

School districts may be eligible for additional funding for Hawkeye concurrent enrollment courses through the State of Iowa. To be eligible for supplementary weighting, concurrent enrollment courses must meet the following legislated requirements per Senior Year Plus:

- Course must supplement, not supplant, high school courses.
- Course must be included in the Hawkeye Community College catalog.
- Course must be open to all registered Hawkeye students, not just high school students. (High school sections may be closed to Hawkeye students as long as a public section is available for Hawkeye students.)
- Course must offer college credit to all students in the course.
- Students must be awarded high school credit in addition to college credit. The college credit must apply toward a degree, diploma or certificate.
- Course must be taught by an instructor meeting the credential requirements of Hawkeye Community College.
- Course must utilize the Hawkeye course syllabus.
- Course meets quality and rigor of a course offered on Hawkeye's campus.

The high school district is responsible for determining if the concurrent course meets the state supplementary weighting criteria for shared programming.

National Alliance of Concurrent Enrollment Partnerships (NACEP)

Since 2012, Hawkeye's concurrent enrollment program has been accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP ensures college-level courses offered in high schools are of the same quality and rigor as courses offered on campus at the College. Instructors and students are held to the same standards as those at Hawkeye Community College. Hawkeye evaluates curricula, courses, instructors and student outcomes in compliance with NACEP guidelines.

Information about NACEP is available at www.nacep.org.

Instructor Support and Professional Development

Concurrent Enrollment Instructor (CEI) Responsibilities

The high school course of study must meet the same Student Learning Outcomes (SLOs) as the on-campus sections. Concurrent Enrollment Instructors (CEIs) must use the required HCC syllabus template and follow any additional instructions provided by the FLs.

CEIs are expected to communicate issues related to the course with the FLs and/or the NACEP Coordinator. CEIs may be asked to use common assessments or rubrics to ensure alignment with on-campus sections.

Prospective CEIs must submit their credentials, be approved by the appropriate dean and attend orientation prior to teaching for the first time. New CEIs will have a site visit by an assigned FL within their first semester and every third year thereafter. CEIs must attend annual professional development for each discipline they teach.

See **Appendix K** (pg. 48-49) for the CEI Responsibilities and Support Agreement.

Faculty Liaison (FL) Responsibilities

Faculty Liaisons (FL) are subject area experts as determined by their credentials and experience. FLs are assigned by the designated dean.

FLs must maintain an open line of communication with their assigned CEIs throughout the year to ensure quality instruction. This includes the initial site visit and site visits every three years.

FLs must provide orientation for all new CEIs and participate in the annual professional development for their discipline. FLs must also provide CEIs with the Course Guide and any shared learning outcomes or common assessments.

FLs serve as resources who encourage, guide and promote professional development among CEIs.

FLs are compensated for site visits at a rate determined by the College. For current compensation information please contact the NACEP Coordinator.

Establishing a New Concurrent Course

High school officials should follow the steps below to establish a new concurrent course.

- A High School Partnerships representative will communicate with the district's administration and/or representatives to discuss new concurrent enrollment courses prior to registration for the term the course will be offered.
- The NACEP Coordinator will discuss the district's request with the appropriate Hawkeye Dean.
- If a high school instructor will teach the course, follow the steps and deadlines detailed under **Becoming a Concurrent Enrollment Instructor** (pg. 10).
- If the concurrent course will be taught by a Hawkeye instructor, an assignment will be made by the appropriate Dean. Concurrent enrollment course staffing assignments will be communicated to a High School Partnerships representative, who will then communicate the assignment to the district administrator and counselor. The calendar of course meeting dates will be reviewed and approved by Hawkeye and the district.
- The Associate Director of High School Partnerships will amend Education Service Agreements annually to include all contracted courses.

- District administrators should identify the name of the high school designee to receive student grade and transcript data.

Becoming a Concurrent Enrollment Instructor (CEI)

High school instructors must be approved by the appropriate Hawkeye Dean prior to teaching a concurrent enrollment course. The concurrent instructor application, resume and official college transcripts for the concurrent enrollment instructor must be on file at Hawkeye prior to the beginning of the course.

If a high school instructor will teach the course:

- The high school instructor will receive information from Hawkeye Community College including the concurrent instructor application and a request for a resume and college transcripts. The application process begins by filling out the [Inquiry Google Form](#) and attaching your unofficial transcripts and updated resume.
- The NACEP Coordinator will provide the appropriate Dean with the completed materials by **July 15**. The Dean's office will prepare a timely written reply indicating whether the instructor meets the qualifications to teach the class.
- The NACEP Coordinator will inform the district's administration of the decision by **August 1**. If the high school instructor is approved, the instructor must submit official college transcripts prior to the beginning of the course.
- The NACEP Coordinator and the designated Faculty Liaison will communicate with the high school instructor prior to the beginning of the semester regarding course syllabi, textbook requirements, grading systems, important dates, library resources, online resources and professional development requirements. See **Orientation** (pg. 11) for more information.

Instructors for transfer arts and sciences courses shall meet the following qualifications:

- Master's degree from a regionally accredited graduate school.
- 18 credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes.

Instructors for career and technical education courses shall meet the following qualifications:

- Baccalaureate or graduate degree in the related area of study or occupational area in which the instructor is teaching classes; OR
- Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes, if the instructor possesses less than a baccalaureate degree

See <https://educateiowa.gov/sites/default/files/2023-07/FacultyQualificationsGuide.pdf> for additional details.

Orientation

All new Concurrent Enrollment Instructors are required to complete HCC's Concurrent Instructor Orientation that consists of the following:

- Concurrent Enrollment Basic Information
- Concurrent Instructor Responsibilities and Support Agreement
- Professional Development Requirements
- Canvas Basic Training
- Hybrid Training (if applicable)
- Academic Content (course guide, textbook, common assessment, etc.)

See **Appendix H** (pg. 41) for the Orientation Checklist for New Concurrent Instructors and **Appendix I** (pg. 42) for the Orientation Checklist for Concurrent Instructors Adding a New Course.

Site Visits

A Hawkeye Community College faculty member, possibly accompanied by the appropriate Dean, will conduct a site visit for high school concurrent enrollment courses. New courses will be visited the first semester they are taught at a high school. Each course will be visited on a three-year rotation there-after. See **Appendix J** (pg. 43-47) for the Site Visit Form.

Annual Professional Development

Concurrent enrollment instructors are required to attend at least one professional development opportunity for each discipline at Hawkeye annually if teaching concurrent courses. See below for the NACEP Disciplines and the schedule of professional development days for this academic year.

| NACEP Discipline | Course Prefix |
|--|---|
| Applied Science Engineering and Technology | AGA, AGS, AGB, AGH, AGP, AUT, CNS, CON, EGT, ENV, HCM, MFG, WEL |
| Arts and Humanities | ART, GRA, MMS, CLS, FLS, MUS, PHI, REL |
| Business and Information Technology | ACC, BUS, BCA, CIS, CSC, ECN, FIN, MGT, MKT, NET, WDV |
| Communications | COM, ENG, LIT, SPC |
| Health and Safety Services | CRJ, EMS, HSC, MLT |
| Math and Science | BIO, MAT, PHS |
| Education and Social Science | ECE, EDU, GEO, HIS, PEH, POL, PSY, SOC, SDV, WST |
| Work-Based Learning | WBL |

| When | Discipline #1 | Discipline #2 | Discipline #3 |
|--------------------------------------|--|-------------------------------------|---------------------|
| Fourth Friday of September - 9/22/23 | Communications | Business and Information Technology | |
| Third Friday of October - 10/20/23 | Education and Social Science | Arts and Humanities | Work-Based Learning |
| First Friday of February - 2/2/24 | Health and Safety Services | Math and Science | |
| Last Friday of March – 3/29/24 | Applied Science Engineering and Technology | | |

Additional Professional Development Opportunities

In addition to the required annual professional development sessions, FLs may invite CEIs to participate in other professional development activities such as attendance at a disciplinary conference, a guest lecture, or an additional focused professional development day, just to name a few.

Long-term Instructor Absences

If a concurrent enrollment instructor will be out of the classroom for an extended absence or medical leave, the high school must notify the Associate Director of High School Partnerships and the NACEP Coordinator. The district and HCC will work together to arrange an instructor to cover the course. The substitute instructor must meet the credentials required to teach the course, see **Becoming a Concurrent Enrollment Instructor** (pg. 10) for more information.

Non-compliance

Concurrent enrollment instructors who do not comply with Hawkeye’s expectations will be sent notification of non-compliance issues by the NACEP Coordinator, including the appropriate Dean and School Administration. If the non-compliance issues continue, the concurrent enrollment instructor will be restricted from teaching Hawkeye concurrent enrollment courses.

Course Expectations and Policies

Required Course Minutes

The meeting times and total contact hours must satisfy the minimum number of required contact hours for a college-credit course. Courses taught by a CEI will run on the same calendar as the high school.

To calculate the required courses minutes:

- Required hours x 50 minutes = Required Course Minutes
- For example: 48 lecture hours x 50 minutes = 2400 minutes

To see if you will meet the required course minutes:

- Required Course Minutes - (Number of Days the Course Meets x Minutes Daily) = Total Minutes Extra or Short
- For example: 2400 mins. - (84 days x 40 minutes) = 960 extra minutes

In cases where the course is short on minutes, offering the course as hybrid may be an option. Please reach out to the NACEP Coordinator to discuss this option and the additional training needed.

Schedule Changes

A designated high school representative will notify a High School Partnerships representative of long-term schedule changes that can affect course contact minutes.

Course Attendance and Grading

CEIs are responsible for entering attendance, midterm grades and final grades according to Hawkeye's grading policies. Attendance and grades should be entered into *My Hawkeye* by the due date determined by Hawkeye. The Registrar's Office will inform instructors of due dates. They can also be found on the [Important Dates Google Sheet](#).

- Attendance
 - Valid attendance choices are Y (attending) or V (not attending). Keeping track of student attendance is essential for the completion of these reports. Faculty may be expected to submit the last day of attendance when submitting final grades. See **Appendix D** (pg. 28-30) for instructions.
- Midterm Grades
 - Valid grade choices are A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. See **Appendix E** (pg. 31-34) for instructions.
- Final grades
 - Generally due three business days after the completion of the course. Valid grade choices are A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, FW, or I. You are not obligated to assign plus/minus grades. If you assign a F, FW, or I grade, you must also provide a last date of attendance. See **Appendix F** (pg. 35-38) for instructions.

Periodic evaluation of student learning is mandatory and should be shared with the student. Instructors will use Canvas to ensure students have access to up-to-date information on their status in the course. Hawkeye will provide attendance and grade reports to the district contact throughout the course in alignment with the due dates.

See **Appendix G** (pg. 39-40) for information on how to change a grade, if needed.

Learning Management System (Canvas)

Canvas is the college's learning management system and supports all courses. Canvas support is available 24/7 to all faculty, staff, and students. Call the Canvas Support Hotline at 833-574-1137 or click the Help link in Canvas to find phone, chat, and email support options plus searchable guides and community forums.

Required items for each course in Canvas:

- Simple Syllabus - see **Course Syllabus** below
- Gradebook - see **Canvas Gradebook** below
- Modules

Click here for more information on [Canvas](#).

Course Syllabus

Simple Syllabus is a tool in Canvas for instructors to use as they create their course syllabus for each course. It is required to be used for all courses. All syllabi must be in Canvas no later than two weeks prior to the start of the course. *Note - Instructors will no longer email a copy of their syllabus to their dean or administrative assistant at the beginning of the term, because all syllabi are now to be submitted in Simple Syllabus.*

In Canvas, instructors must use the "Simple Syllabus" course navigation link rather than the default "Syllabus" link to develop and submit their syllabus for each course. Hide the default "Syllabus" link to prevent confusion for students. Do so in the Navigation tab of course Settings. For more instructions, see [Managing Course Navigation Links](#) from the Canvas Guide.

A [Simple Syllabus Training Session Recording](#) is available for anyone who needs it. You may also contact joshua.mitchell@hawkeyecollege.edu, Instructional Technology Specialist, with any questions.

Canvas Gradebook

CEIs are required to use the Canvas Gradebook which is the official college gradebook. To support student success, timely input of student grades is expected. Canvas Gradebook does NOT replace reporting and final grading through Self-Service on My Hawkeye.

Assessment Documentation

All faculty (full time, adjunct and concurrent) are required to document assessment results for one class per semester. *Note - if you are on trimesters, the fall semester consists of tri 1 and tri 2, you only need to select one course from tri 1 or tri 2. Tri 3 is considered the spring semester.*

Assessment Cycle:

1. Complete Planning form (due one month in) - in the Assessment Reporting Shell
2. Teach/run your assessment project/determine if your students met your goal
3. Hook the Institutional Learning Outcome into your course in Canvas
4. Add it to (or create) an assignment rubric
5. Mark met/not met for each student - this is how you submit your data
6. Complete the End of Semester Report (due approximately one month out) - in the Assessment Reporting Shell

The Assessment Reporting Shell:

- Houses all assessment forms
 - Look back at prior documentation to refresh your memory
 - Make sure you are working in the correct semester/year
- Instructions
 - Packet of step-by-step instructions in the Resources Module
 - How to videos embedded into the instructions of each form

Common Assessments are used with the following courses:

- Human Anatomy and Physiology (BIO168)
- Intro to General Chemistry (CHM122)
- Composition I (ENG105)
- Environmental Science (ENV115)
- US History Since 1877 (HIS152)
- Statistics (MAT156)
- Introduction to Psychology (PSY111)
- Diversity in America (SOC205)
- Fundamentals of Oral Communication (SPC101)

Any questions about the common assessment should be directed to your FL.

Class Size

Hawkeye has global capacities for some courses. The class size for the following courses will be:

- Composition I & II – 20
- Fundamentals of Oral Communication – 25
- Nursing Assistant (CNA) – 10 (per instructor)

The maximum and minimum class size for other courses will be determined by the District and Hawkeye based on room size, equipment needed and other pertinent factors.

Textbooks

CEIs will use a textbook approved by faculty on campus. In some cases, an alternate, preapproved textbook may be used for courses. The concurrent enrollment instructor should work with their FLs to determine what book should be used and how to acquire a copy of the instructor's edition.

Student Perception Surveys

When administering a survey to obtain student feedback, the dean will use the college-created student perception survey. A copy of the student perception survey will be available each academic year for that specific year. Surveys will be administered, compiled and shared throughout the five-year evaluation process. At the time of administration, the surveys shall include the class section number, date administered and the faculty name. Survey data will be handled confidentially. Survey compilations will be shared with faculty after grades have been submitted for the term in which the survey was administered. The survey compilations will be placed and maintained in each faculty member's personnel file.

Classroom Issues

If concerns or issues arise in the classroom, faculty and staff should follow the Concurrent Enrollment Courses Communication Flowcharts located in **Appendix L** (pg. 50).

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of a student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA prohibits instructors and other college employees from providing most kinds of information about a student's enrollment to parents/guardians unless the student has signed a release form. Students can fill out an electronic release form by logging into their Concurrent Registration account. Students can also sign release forms in the Registrar's Office at Hawkeye or through the student's *My Hawkeye* account and may be submitted to a High School Partnerships representative.

To take concurrent enrollment courses, students grant designated high school personnel permission to discuss issues in the classroom and receive grades. Hawkeye advises high school counselors to refer students to their instructors with course-related questions and/or concerns. Instructors may also communicate with the school counselor regarding a specific student.

More information about FERPA can be found at www.ed.gov.

Statement on Academic Freedom

Hawkeye Community College champions the ideal of academic freedom for its instructors, students, administrators, staff and all members of the community it serves.

The College pledges to protect the communication of ideas that are academically valid, creative, and challenging, as well as points of view that are original and alternative, in all venues and media associated with the college. Instructors, students and any other participants in college-based dialogues will make every effort to utilize information that is timely, factually accurate and relevant to student learning outcomes.

The College shall provide a safe learning environment that stimulates a desire for life-long learning. The College requires all members to practice civility, academic decorum and mutual respect, as well as inclusion of all members of the community. Hawkeye Community College embraces its role in promoting social responsibility, active citizenship and the protection of rights guaranteed by the First Amendment of the Constitution of the United States.

Plagiarism/Cheating

The integrity of an academic program and degree rests on the principle that the grades awarded to students must reflect only their own individual efforts and achievement.

Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations and other work. Violations of academic integrity include various types of plagiarism and cheating.

Plagiarism includes, but is not limited to:

- Using exact words from a source without appropriate crediting
- Cutting and pasting electronically from any source without appropriate crediting
- Using wording and/or sentence structure too close to the original in paraphrasing
- Using visual images in whole or in part created by someone else without appropriate crediting
- Buying a paper and presenting any part of it as your own
- Borrowing any part of a paper and presenting it as your own without appropriate crediting
- Falsifying or inventing any information or citation in an academic exercise

Cheating includes, but is not limited to:

- Obtaining or giving assistance in any academic work such as on quizzes, tests, homework, etc., without instructor's consent
- Taking a test or course or turning in work for someone else
- Allowing someone to take a test or course or turn in work in your name
- Using crib notes or electronic devices to get unauthorized assistance on tests or other in-class work
- Using work from another class or previous semester without instructor consent
- Uploading or file-sharing of any intellectual property, such as faculty-created course materials/documents

Academic Integrity

Academic integrity violations will be addressed by the course instructor with the student within seven calendar days of the instructor's discovery of the violation. The course instructor must give the student notice of the violation.

After notifying the student, the instructor may take measures such as:

- Modifying or reducing a grade/score on a graded item;
- Asking the student to complete new or additional work; and/or
- Assigning a course grade of F. An instructor may only assign a course grade of F after consulting with the instructor's academic dean. *

The instructor must complete the [Academic Integrity Violation Report](#) and file it with the Dean of Students and their academic dean when:

1. The situation cannot be resolved between the instructor and student, including when the student files an appeal; and/or
2. *Every time the instructor assigns a course grade of F. If an Academic Integrity Violation Report is filed, a copy shall also go to the student.

In the case of an academic integrity violation, an assigned grade of F or FW for the course takes precedence over a course withdrawal received by the Registrar's office.

Further Discipline/Student Conduct Code

Upon receipt of an Academic Integrity Violation Report, an academic dean and/or Dean of Students may file charges against the student to seek additional disciplinary sanctions, including, but not limited to:

- Removal from the academic program
- Suspension
- Expulsion

If such a charge is filed, the remainder of the matter will be heard subject to the provisions of the College's Student Conduct Code. The other procedures contained in this policy will not apply and the matter cannot be heard concurrently by the Academic Integrity Review Board.

Student Notification and Appeal Process

After receiving the instructor's notification via Hawkeye email, the student may respond to the instructor's allegation and meet with the instructor to attempt resolution within seven calendar days of the instructor's notification. If a mutually agreeable resolution is achieved, the student may remain active in the class.

If a mutually agreeable resolution is not achieved, the instructor's decision regarding score/grade reduction on the graded item will be enforced.

The student may appeal the instructor's decision directly to the Academic Appeals Review Board by completing the [Academic Integrity Policy Form](#) this form needs to be updated to the correct form and filing the appeal with the Dean of Students within seven calendar days of the instructor's notification of the violation. Appeal forms are also available in the Student Services office.

Pending an outcome of an academic integrity matter, the student shall remain active in class. If the course instructor determines additional measures are necessary (for instance, if the student's pending academic integrity violation was due to collaboration, collusion, or the student is likely to re-offend), the instructor must contact the Dean of Students or Provost/Vice President of Academic Affairs to determine whether restrictions from class activities or other protective measures are warranted. If so, the student will be given the opportunity to be heard on whether any measures should be imposed.

Reviewing the Appeal

If the Dean of Students receives a student's appeal of an instructor's decision, the Academic Appeals Review Board will be notified of the appeal and will meet to consider it. Both student and instructor will be notified by the Dean of Students of the date and time of the Board hearing.

If the student and/or the instructor cannot attend, the Board will still consider the appeal based on the information provided on the Academic Integrity Violation Report and the Academic Integrity Violation-Student Appeal Form.

The decision of the Academic Appeals Review Board is final. The Dean of Students, in consultation with the Provost/Vice-President of Academic Affairs, will notify the student and the instructor of the final decision in writing.

The Academic Appeals Review Board is comprised of:

- Dean of Students (presiding)
- At least three faculty representatives selected from the Academic Standards Committee
- One Student Leadership Council representative
- Registrar or designee (serving as ex officio)

Free Speech and Expression Policy

Hawkeye Community College establishes this Policy to comply with the laws of the state of Iowa and to protect speech and expression at public institutions of higher education.

The primary function of an institution of higher education is the discovery, improvement, transmission and dissemination of knowledge by means of research, teaching, discussion and debate. To fulfill this function, the institution must strive to ensure the fullest degree of intellectual freedom and free expression allowed under the First Amendment to the Constitution of the United States. This Policy is made and published by the College to prohibit intellectual restrictions and penalties based on protected speech, including political speech, to the fullest extent of the First Amendment of the United States Constitution.

It is not the proper role of an institution of higher education to shield individuals from speech protected by the First Amendment to the Constitution of the United States, which may include ideas and opinions the individual finds unwelcome, disagreeable, or even offensive.

It is the proper role of an institution of higher education to encourage diversity of thoughts, ideas and opinions and to encourage, within the bounds of the First Amendment to the Constitution of the United States, the peaceful, respectful and safe exercise of First Amendment rights.

Students and faculty have the freedom to discuss any problem that presents itself, assemble, and engage in spontaneous expressive activity on campus, within the bounds of established principles of the First Amendment to the Constitution of the United States and subject to reasonable time, place and manner restrictions that are consistent with established First Amendment principles.

The outdoor areas of campus of an institution of higher education are public forums, open on the same terms to any invited speaker subject to reasonable time, place and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States.

The outdoor areas of campus, which for this Policy means the generally accessible outside areas of campus where the campus community are commonly allowed, such as grassy areas, walkways, or other similar common areas. Outdoor areas of campus do not include areas outside health care facilities, veterinary medicine facilities, facilities or outdoor areas used by Hawkeye Community College's athletic programs or teams, or other outdoor areas where access is restricted to a majority of the campus community.

Annual training shall be provided to the College's students, faculty and staff on free speech and First Amendment protections.

To learn more about protected activities, non-protected activities, student organizations, student government, public forums on Campus-Freedom of Association and the complaint procedure please refer to the policy and procedure in its entirety on the Hawkeye website: hawkeyecollege.edu.

Student Information and Policies

Student Eligibility

Concurrent courses are open to any student in grades 9-12 who meets the following requirements:

- The district must verify students are proficient according to Senior Year Plus and/or the district's proficiency standards, if applicable. Students must demonstrate proficiency in three academic areas – reading, math and science – for any course not designated as career and technical. Specific score requirements are detailed in the Iowa Department of Education Memo Regarding Iowa Assessments and Student Proficiency Requirements and The Education Reform Bill, which can be found on the Iowa Department of Education website at www.educateiowa.gov.
- For applicable Hawkeye courses, students must meet required course prerequisites and/or placement scores as listed on the Concurrent Course Score Requirements in **Appendix A** (pg. 25).

Student Registration

High School Partnerships representatives will inform instructors, counselors and high school contacts of deadlines related to registration procedures, class rosters and drop/withdrawal dates.

High School Partnerships representatives will also instruct high school counselors and students in using the online concurrent enrollment registration system. Students must complete the online concurrent enrollment account application prior to registering.

The registration process:

- High School Partnerships representatives conduct group registration sessions for students at each high school.
 - Fall registration sessions are held February through May.
 - Summer registration
 - Spring registration sessions are held October through November.
- All student *Intent to Register* requests must be approved by the district designee in order for the student to be registered at Hawkeye.
- By the 14th calendar day of Hawkeye's semester, all changes in registration and class rosters will be finalized by the course instructors and District designee.
- The district will communicate the student's concurrent enrollment courses to the appropriate parent or guardian.
- Registered students have access to their *My Hawkeye* account and are encouraged to check it regularly. *My Hawkeye* login instructions are provided to students at registration sessions and can be found in **Appendix B** (pg. 26).

Registration deadlines:

- May 15 is the last day to register for a Fall course.
- November 30 is the last day to register for a Spring course.
- Note - Registrations received after the deadline are subject to approval by the district designee and the College.

Dropping a Course

All student drops should be processed in the online concurrent enrollment registration system by the high school counselor or district designee. The date recorded in the system will be the date assigned to the drop request.

The district will be responsible for determining an alternative for students who drop concurrent enrollment courses.

If the student stops attending and fails to withdraw, the student may receive a “Failure to Withdraw” (“FW”). This grade will be reflected on the college transcript and factored into the college GPA. “FW” grades may affect future financial aid.

For courses running on the Hawkeye 16-week Semester calendar:

- On or before the 14th calendar day of the semester (count from the semester start date), students will be dropped with an “X” status. The course(s) will not be reflected on the college transcript.
- After the 14th calendar day of the semester (count from the semester start date), students will be dropped with a “W” grade (withdrawal) for the course(s). This grade will be reflected on the college transcript, but will not be factored into the college GPA. “W” grades may affect financial aid.
- On or after the 8th calendar day from the end of the course (count the semester end date), students will be given the grade issued to them by the instructor. “F” grades may affect future financial aid.

Courses running on an alternate-term schedule (e.g. trimester, high school calendar, late-start, summer, minimester, etc.) will have different drop deadlines. View the [Important Dates Google Sheet](#) for specific drop deadlines for alternate-term courses.

Textbooks

Per *Senior Year Plus*, school districts must provide textbooks to concurrently enrolled students in the same manner as books for other courses are provided (pursuant to Iowa Code Chapter 301). By district policy, a school may rent a textbook, require a student to buy the book or provide books at no cost. If the course is taught by a high school instructor, textbooks will be replaced on a three-year cycle as defined in the Education Service Agreement. Hawkeye will notify the district when textbook changes take place, and high school instructors will be assisted in selection and implementation of textbooks by their faculty liaison.

Textbook information can be found at <https://hawkeyecollege.bncollege.com/>.

Transcripts - Unofficial and Official

Students can access their unofficial transcript through My Hawkeye and Self-Service. Under Students, Academic Profile, Transcript, then unofficial transcript. Students have access to their official Hawkeye transcripts through the National Student Clearinghouse. **Appendix C** (pg. 27) provides instructions for obtaining transcripts.

Student and Parent Information

Information about concurrent enrollment courses must appear in the district's program of studies using Hawkeye course numbers, titles and course descriptions. Promotion of concurrent enrollment courses available to high school students will be the joint responsibility of the District and Hawkeye.

Hawkeye will provide students with concurrent course information at registration sessions.

Students will be informed about the Student Handbook, which is available on the Hawkeye website at www.hawkeyecollege.edu/students/handbook.

Student Tutoring and Computer (STC) Lab

The Center for Learning and Academic Success is located on Hawkeye's main campus in Bremer Hall 127, and can be reached by calling 319-296-4029.

The [Student Tutoring and Computer](#) (STC) lab provides learning assistance and support to all current credit students. STC services are designed to help students with academic related activities, and help develop the educational skills and strategies essential for academic achievement. Faculty are encouraged to refer students to the STC for instruction for Canvas, tutoring and study skills. Staff are available to provide instruction in the lab or in the classroom and are responsive to faculty requests for student instruction.

The STC lab offers current Hawkeye students access to more than 80 computers, scanners, printers and a wide variety of software applications used to support the many academic program areas across campus. It is not open to the public. Computers are available on a first-come basis. Computer lab coordinators are available to assist students with computer software related questions.

Workstations and study tables are also available for students who bring in laptops.

Professional tutoring is available and free to students in the STC lab. Students will find tutors for math, chemistry, A & P, health sciences, business and writing. ACCUPLACER and TEAS prep are available as well. Peer tutoring is also available for many subject areas.

Regular Hours - Fall 2023 | Monday-Friday 8:00am-4:30pm

For tutoring help 24 hours a day, students can utilize Brainfuse. With Brainfuse, students can:

- Access a live, personal session with a Brainfuse tutor in Live Help
- Schedule a personal session with a tutor of your choice in Live Help.
- Submit your writing for any class to our Writing Lab.
- Get questions answered in subjects such as math, bilingual math, biology, chemistry, physics, anatomy and physiology, economics, accounting, statistics and writing.

Resources

My Hawkeye or Hawkeye Email Login Issues

For help with logging into My Hawkeye or Hawkeye email, please contact The Communication and Information Systems (CIS) department at 319-296-4415 or support@hawkeyecollege.edu.

Brobst Center for Teaching and Learning

The Brobst Center for Teaching and Learning is located in Tama Hall and can be reached by calling 319-296-4291. The mission of the Brobst Center for Teaching and Learning Services is to provide resources and on-going support for faculty development and innovation to enhance student learning.

For more information visit [Brobst Center for Teaching and Learning](#).

Hawkeye Library

The Hawkeye Library belongs to the Cedar Valley Library Consortium (CVLC) and the Two Rivers Alma Collaborative (TRAC) which allows Hawkeye faculty, staff and students to borrow resources from local and statewide academic libraries including all three Iowa Regents universities, Drake, Grand View, St. Ambrose Universities and Wartburg College.

Hawkeye's Reference, Instruction & Digital Services Librarian provides custom information literacy instruction upon request. Use the ["Request Library Instruction"](#) link on the library's home page to schedule a session for your students.

[Online research guides](#) can be developed for your course, discipline or specific assignments. Online research guides provide targeted research help, listing certain databases that are relevant to your discipline/course, etc.

Submit requests for new books, journals or videos to the Library Director, ext. 4229.

The library staff provides individualized research assistance for your students. 60+ databases may be accessed via the library's website or via the [A to Z Database list](#).

See the [Faculty Resources](#) page on the Library's website for additional information about [OERs](#), copyright basics, etc. To learn more about the Library, consult the [Hawkeye Library](#) website.

Hawkeye Reads

Hawkeye Reads is a campus-wide program that seeks to support the College's Institutional Outcomes and increase literacy. It promotes dialogue among students, faculty and staff across campus. To learn more about the program, to request a free copy for yourself and/or copies for your class, visit <https://www.hawkeyecollege.edu/students/arts-and-culture/hawkeye-reads>.

Career Services

The Career Services Center offers several services to students to help them be successful; from choosing the right college program to finding the right job by assisting with resumes, interviews and job search strategies. CEIs can invite Career Services staff to their classrooms to present to students on the services they offer. Career Services can be reached at 319-296-4297.

Appendix A - Concurrent Placement & Prerequisite Guide

| Course Number | Course Title | High School GPA (MUST have 2 years of high school completed to use GPA) | ALEKS | ACT | | | Accuplacer Next Gen | | | Prerequisite(s): | R. Reading E/W - English/Writing M - Math |
|---------------|--|--|-------|-----|---|----|---------------------|-----|-----|---|--|
| | | | | M | R | E | M | R | W | | |
| ACC-116 | Introduction to Accounting II | | | | | | | | | | |
| ACC-152 | Financial Accounting | 2.8+ | 30 | | | 19 | | | | Minimum grade of C- in ACC-115 or ACC-131 | |
| ACC-156 | Managerial Accounting | | | | | | | | | Minimum grade of C- in ACC-131 | |
| BIO-173 | Human Anatomy & Physiology II | | | | | | | | | Minimum grade of C- in BIO-168 | |
| CHM-122 | Introduction to General Chemistry | 2.8+ | 30 | | | 19 | | | | | |
| CHM-165 | General Chemistry I | | | | | | | | | Minimum grade of C- in MAT-110, MAT-156, or MAT-210 | |
| COM-781 | Written Communications in the Workplace | 2.5+ | | | | 16 | | 240 | | | |
| CRJ-316 | Juvenile Justice | | | | | | | | | Minimum grade of C- in CRJ-100. | |
| CRJ-317 | White Collar Crime | | | | | | | | | Minimum grade of C- in CRJ-100. | |
| CSC-110 | Introduction to Computers | 2.3+ | 18 | | | | | 239 | | 15 WPM. | |
| ECN-120 | Principles of Macroeconomics | 2.8+ | 30 | | | 19 | | | | | |
| ECN-130 | Principles of Microeconomics | 2.8+ | 30 | | | 19 | | | | | |
| ENG-105 | Composition I | 2.8+ | | | | 19 | | 253 | | | |
| ENG-106 | Composition II | | | | | | | | | Minimum grade of D- in ENG-105. | |
| ENG-116 | Environmental Science Lab | | | | | | | | | Pre-Co-requisite: ENV-115 | |
| EMS-363 | Emergency Medical Technician I | | | | | 16 | 16 | 239 | 240 | | |
| EMS-364 | Emergency Medical Technician II | 2.5+ | | | | | | | | Pre-Co-requisite: minimum grade of C- in EMS-363 | |
| EMS-365 | Emergency Medical Technician II Clinical | | | | | | | | | Pre-Co-requisite: minimum grade of C- in EMS-364 | |
| FLS-241 | Intermediate Spanish I | | | | | | | | | Minimum grade of C- in FLS-152. | |
| FLS-242 | Intermediate Spanish II | | | | | | | | | Minimum grade of C- in FLS-241. | |
| GRA-142 | Graphic Imaging | | | | | | | | | Minimum grade of D in GRA-133. | |
| LIT-101 | Introduction to Literature | 2.8+ | | | | 19 | 19 | 251 | 253 | | |
| MAT-110 | Math for Liberal Arts | 2.8+ | 30 | | | 19 | | | | | |
| MAT-128 | Precalculus | 2.8+ with C or higher in Pre-Calc or Math 4 in HS | 61 | | | 25 | | | | 259 (QAS) | |
| MAT-156 | Statistics | 2.8+ | 30 | | | 19 | | | | 266 (AAF) | |
| MAT-210 | Calculus I | 2.8+ with C or higher in HS Calculus | 76 | | | 27 | | | | 259 (QAS) | |
| MAT-216 | Calculus II | | | | | | | | | 276 (AAF) | |
| MAT-772 | Applied Math | 2.0+ | 6 | | | 14 | | | | 240(A) or 241 (QAS) | |
| MFG-222 | Machines Operations I | | | | | | | | | | Pre-Co-requisite: minimum grade of D in MFG-211. |
| PHS-120 | Exploring Physical Science | 2.8+ | 30 | | | 19 | | | | | |
| PHY-162 | College Physics I | 2.8+ with C or higher in Alg. I, II & Geometry or Math 1, 2 & 3 in HS | 61 | | | 24 | | | | 258 (AAF) | |
| PHY-172 | College Physics II | | | | | | | | | | Minimum grade of C- in PHY-162. |
| PSY-262 | Psychology of Gender | | | | | | | | | | Minimum grade of D- in PSY-111. |
| WEL-244 | GMAW Short Circuit Transfer, SENSE I | | | | | | | | | | A minimum grade of C- in WEL-228. |
| WEL-262 | Thermal Cutting Proc. I- Manual and Mech. | | | | | | | | | | Pre-Co-requisite: WEL-228. |
| WEL-347 | GMAW Developmental II | | | | | | | | | | Pre-Co-requisite: WEL-228 & WEL-244. |
| Notes: | *This is a list of all courses that have been taken concurrently as of 5/10/23. Any previously taken concurrent course not on this list does not have a score requirement or pre-co-requisite. **Students taking Arts & Science Liberal Arts courses must meet proficiency requirements per Senior Year Plus (p. 8-10), available at www.education.iowa.gov . | | | | | | | | | | |

Appendix B – My Hawkeye Login Instructions

MY HAWKEYE LOGIN INSTRUCTIONS

1
VISIT WWW.HAWKEYECOLLEGE.EDU

Hover the cursor over *My Logins*.
Click on the **My Hawkeye** link from the dropdown menu.



2
SIGN IN

Hawkeye Username:
Your username is your legal firstname.lastname.
(Example: jonathan.smith for Jonathan Smith)

Hawkeye Password:
Your initial password is Hawkeye followed by your birthday in six digits.
(Example: June 2, 1998 = D60288) Initial Password = Hawkeye060288
Your password will need to be changed upon logging in.

Login Troubles?
Visit Student Tutoring & Computer Lab (Bremer, Rm 127) with a Drivers License or your Hawkeye Card.
Visit the Hawkeye Library. You must show your Hawkeye Card before they will assist you.
Can't travel to campus? Call the CIS Help Desk at 319-296-4415 or the Student Tutoring & Computer Lab at 319-296-4029.



3
SET UP YOUR MY HAWKEYE ACCOUNT

1. Read the *Welcome* screen. Click the *Next* button.
2. Set up your *Hawkeye Alert* to be notified of critical campus information. Click the *Next* button.
3. Enter your *Password Reset* information. Click the *Next* button.
4. Carefully read the *Responsibility and Condition of Use* statement. Click the *Confirm* button.
5. After your account has been processed, open the *Student Handbook*. Close using the 'X' button.
6. Acknowledge receipt of the *Student Handbook* by clicking *I Agree*.

Upon completion, your My Hawkeye Homepage will appear.

4
REVIEW YOUR MY HAWKEYE HOMEPAGE

Here you can access your Hawkeye Community College email, My WebAdvisor, CANVAS (online) Courses, and more.

Click on WebAdvisor for Students for the following: user account, billing and payment, financial aid, communication, registration, academic planning, and academic profile.



Appendix C - How to Request an HCC Transcript

HOW TO REQUEST YOUR HAWKEYE CREDIT TRANSCRIPT

What you will need to request your transcript:

- Your personal information including mailing address, email, phone number, date of birth, and either your social security number **OR** your Hawkeye student ID.
- Credit/Debit card – there is a small fee starting at \$4.30 for each request.
- Recipient name and mailing address or email.

- 1** Go to Hawkeye's website at www.hawkeyecollege.edu (not myHawkeye).
- 2** Type in "transcript request" in the search field at the top.
- 3** Click on the first link. It should be Transcript Request – Hawkeye Community College.
- 4** Click 'National Student Clearinghouse' under the heading 'Request Your Transcript'. You will be redirected to a secure third party website for the National Student Clearinghouse. They will process your transcript request.
- 5** Type in "Hawkeye Community College" in the field labeled "Enter the school you want to request your transcript from" then select "continue".
- 6** After reading the "Welcome to Transcript Ordering" page, scroll to the bottom and **click order transcript(s)**.

The following steps will need to be completed to make your request.

You can follow the banner to identify which step you are on.

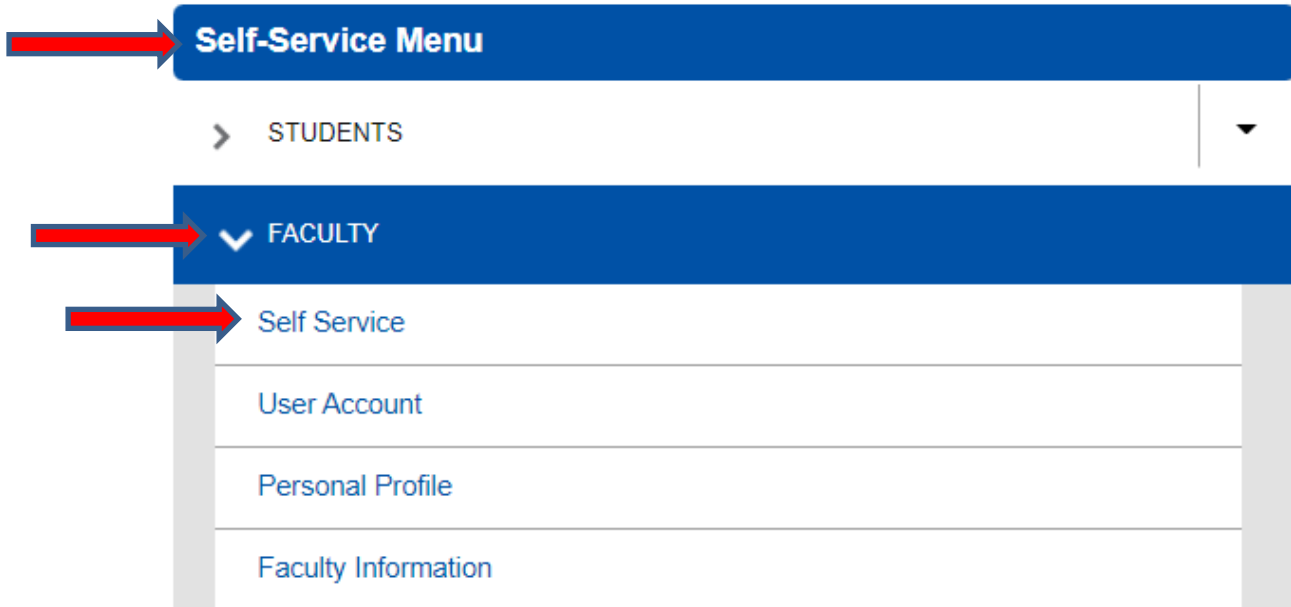
- Enter your personal and contact information
- Select your recipient type
- Enter recipient details and select delivery method
- Attach (upload) any additional documents
- Review your order
- Enter payment information
- Sign consent

You can track your order through the [National Student Clearinghouse website](#).

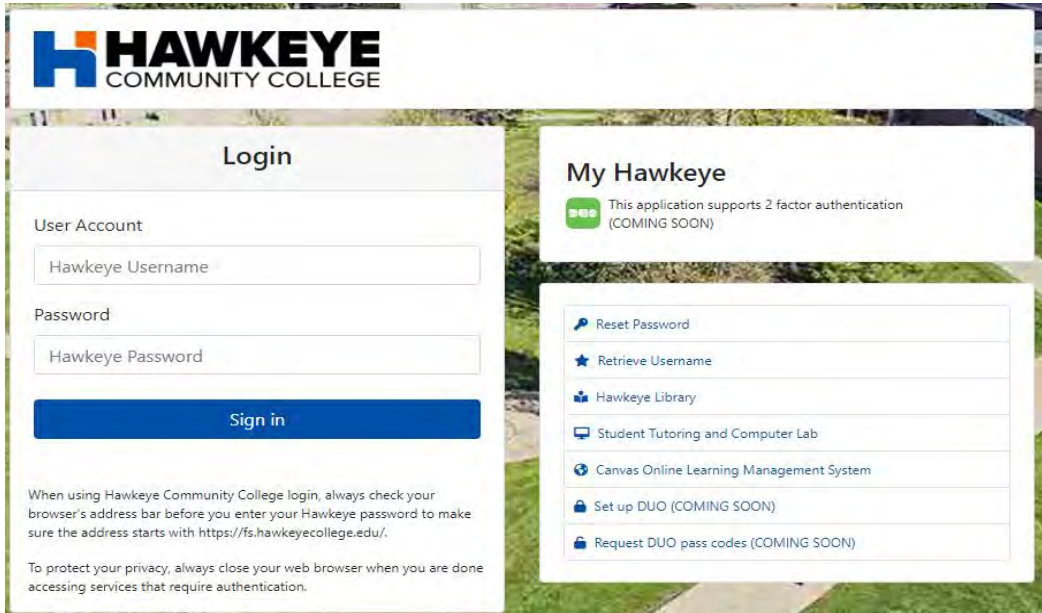


Appendix D - Instructions for Entering Attendance

1. Log into your "MY HAWKEYE"
2. Under the Self-Service Menu, click on Faculty, and then select Self Service



*You may be asked to log into My Hawkeye again:



3. From Self Service, select “Faculty”

The screenshot shows a grid of four service tiles. The 'Faculty' tile is highlighted in yellow, and a red arrow points to it from the right. The tiles are:

- Employee**: Here you can view your tax form consents, earnings statements, banking information, timecards and leave balances.
- Student Planning**: Here you can search for courses, plan your terms, and schedule & register your course sections.
- Course Catalog**: Here you can view and search the course catalog.
- Faculty**: Here you can view your active classes and submit grades and waivers for students.

4. All sections you are teaching will be listed here under the appropriate term. Select your section for attendance.

Manage your courses by selecting a section below

| Section | Times | Locations | Availability | Books | Census Dates |
|--|---------------------------------------|---------------------------|--------------|-------|---|
| 2022 Fall Term | | | | | |
| IDY-108-14-The College Experience | TBD 8/22/2022 - 10/17/2022 | Online, ONLINE Lecture | 25 / 25 / 0 | | Attendance 8/4/2022 Census - Certification Opens On 8/21/2022 |
| IDY-108-15-The College Experience | TBD 8/22/2022 - 10/17/2022 | Online, ONLINE Lecture | 25 / 25 / 0 | | Attendance 8/4/2022 Census - Certification Opens On 8/21/2022 |
| IDY-108-16-The College Experience | TBD 10/19/2022 - 12/15/2022 | Online, ONLINE Lecture | 25 / 25 / 0 | | Attendance 8/4/2022 Census - Certification Opens On 8/21/2022 |
| IDY-108-18-The College Experience | TBD 10/19/2022 - 12/15/2022 | Online, ONLINE Lecture | 25 / 25 / 0 | | Attendance 8/4/2022 Census - Certification Opens On 8/21/2022 |
| 2022 Spring Term | | | | | |
| IDY-108-102-The College Experience | M-TWTF-Sa/Su- 1/10/2022 - 3/8/2022 | Online, ONLINE Lecture | 0 / 1 / 0 | | Attendance 1/23/2022 Census |

5. On the course, Select “Grading/Attendance”

PSY-111-150: Introduction to Psychology
2022 Fall Term
ONLINE- No Specific Day/Time
Seats Available 34 / 35 / 0
Deadline Dates
Waitlisted 0

Roster **Grading/Attendance** Waitlist

Print Email All Export

| Student Name | Student ID | Class Level | Pass/Audit | Repeated | Preferred Email |
|--------------|------------|-------------|------------|----------|--|
| Paul Student | 0154884 | Sophomore | | Yes | sample.student@hankycollge.edu |

6. Next, Select the “Attendance”

Roster Grading / Attendance Waitlist

Overview Final Grade Midterm **Attendance** Second Attendance

Please enter missing final grade(s).

| Student Name | Student ID | Never Attended | Last Date of Attendance | Final Grade | Expiration Date | Midterm | Attendance | Second Attendance | Class Level | Credits |
|--------------|------------|----------------|-------------------------|-------------|-----------------|---------|------------|-------------------|-------------|---------|
| Paul Student | 0154884 | | | | | | | | Sophomore | 3 |

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7. Under Midterm Grade/Attendance, use the drop down to select a **“Y” Attending or “V” Non-Attending.**

a. **Ignore all other options**

8. Your roster of students will be listed. Enter the appropriate attendance (Y or V) in the Midterm/Attendance column by using the drop-down arrow for each student on your roster. **PLEASE DO NOT CHECK THE NEVER ATTENDING BOX.**

a. **CONCURRENT SECTIONS ONLY:** If someone is missing from your roster or someone is on your roster but should not be, please reply to the reminder email with the student’s name.

Overview Final Grade Midterm Attendance Second Attendance

Student Name Student ID Never Attended Last Date of Attendance Midterm Grade / Attendance Class Level Credits

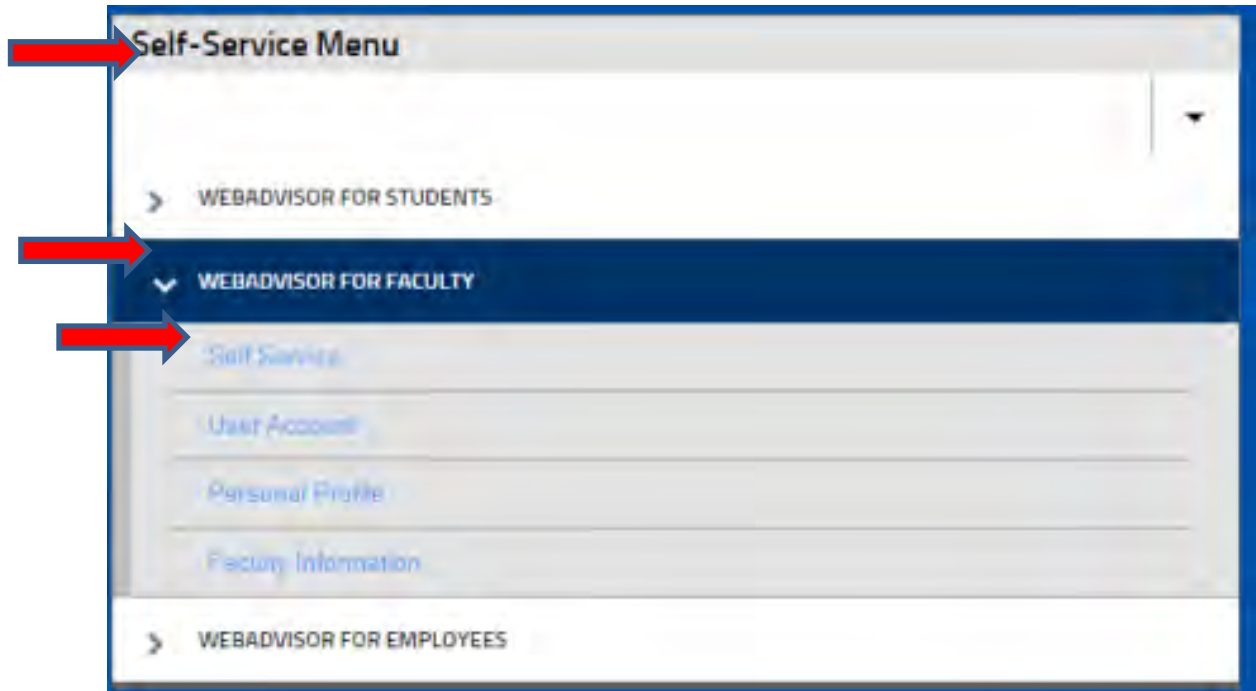
| | | | | | | | | | | |
|--------------|---------|--------------------------|--|---|--|--|--|--|-----------|---|
| Paul Student | 0154884 | <input type="checkbox"/> | | Y | | | | | Sophomore | 3 |
|--------------|---------|--------------------------|--|---|--|--|--|--|-----------|---|

Complete

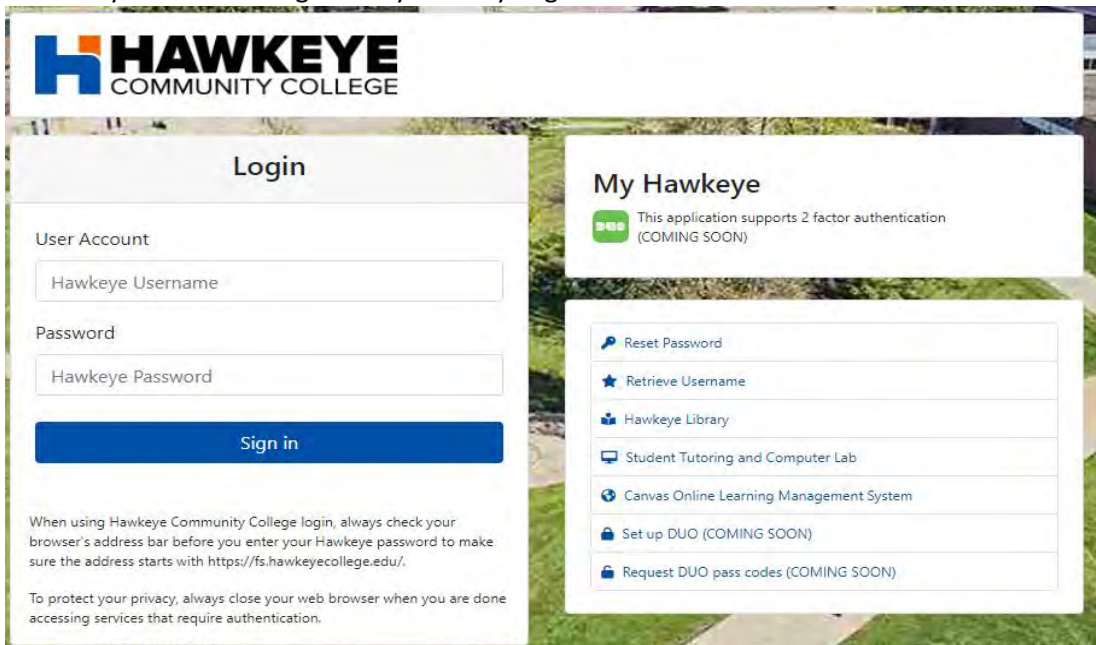
9. To confirm that you have submitted attendance for all students in a class, go back into the Faculty Menu. Choose “Grading/Attendance” and the appropriate term & course/section. Select “Attendance” and review each student for attendance entered.

Appendix E - Instructions for Entering Midterm Grades

1. Log into your “MY HAWKEYE”
2. Under the Self-Service Menu, click on Faculty, and then select Self Service







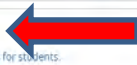
*You may be asked to log into My Hawkeye again:



3. From Self Service, Select “Faculty”

Hello, Welcome to Self-Service!

Choose a category to get started.

| | |
|--|---|
|  Employee Here you can view your tax form consents, earnings statements, banking information, timecards and leave balances. |  Student Planning Here you can search for courses, plan your terms, and schedule & register your course sections. |
|  Course Catalog Here you can view and search the course catalog. |  Faculty Here you can view your active classes and submit grades and waivers for students.  |

4. All sections you are teaching will be listed here under the appropriate term. Select your section for midterm grading.

Manage your courses by selecting a section below

| Section | Times | Locations | Availability | Enroll | Course Details |
|---|--|---------------------------|--------------|--------|--|
| 2201-108-14 The College Experience | TBD 8/28/2022 - 10/19/2022 | Online, ONL-64 Lecture | 25 / 25 / 0 | | Attendance 9/4/2022 Census... Certification Opens On 8/29/2022 |
| 2201-108-14 The College Experience | TBD 8/22/2022 - 10/19/2022 | Online, ONL-62 Lecture | 25 / 25 / 0 | | Attendance 9/4/2022 Census... Certification Opens On 8/29/2022 |
| 2201-108-14 The College Experience | TBD 10/19/2022 - 12/15/2022 | Online, ONL-62 Lecture | 28 / 28 / 0 | | Attendance 9/4/2022 Census... Certification Opens On 8/29/2022 |
| 2201-108-14 The College Experience | TBD 10/19/2022 - 12/15/2022 | Online, ONL-62 Lecture | 25 / 25 / 0 | | Attendance 9/4/2022 Census... Certification Opens On 8/29/2022 |
| 2022 Spring Term | | | | | |
| Section | Times | Locations | Availability | Enroll | Course Details |
| 2201-108-152 The College Experience | M/W/Th/F/Sa/Su 1/19/2022 - 5/8/2022 | Online, ONL-62 Lecture | 0 / 1 / 0 | | Attendance 1/23/2022 Census |

5. On your course, select “Grading/Attendance”

Section Details
[← Back to Courses](#)

SDV-108-9: The College Experience

2022 Spring Term
ONLINE- No Specific Day/Time

M/T/W/Th/F/Sa/Su -
1/10/2022 - 3/8/2022
Online, ONLINE Lecture

Seats Available 2 of 24

[Deadline Dates](#)

Waitlisted 0

Roster **Grading / Attendance** Waitlist

6. Next, select Midterm

Section Details
[← Back to Courses](#)

SDV-108-9: The College Experience

2022 Spring Term
ONLINE- No Specific Day/Time

M/T/W/Th/F/Sa/Su -
1/10/2022 - 3/8/2022
Online, ONLINE Lecture

Seats Available 2 of 24

[Deadline Dates](#)

Waitlisted 0

Roster Grading / Attendance Waitlist

Overview Final Grade **Midterm** Attendance Second Attendance

7. Your roster of students will be listed. Enter the appropriate grade in the Midterm Grade column by using the drop down arrow. (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F) **Once midterm grades are entered using the drop down, they are automatically submitted to our Colleague student database system. There is no submit/complete button.**

Roster Grading / Attendance Waitlist

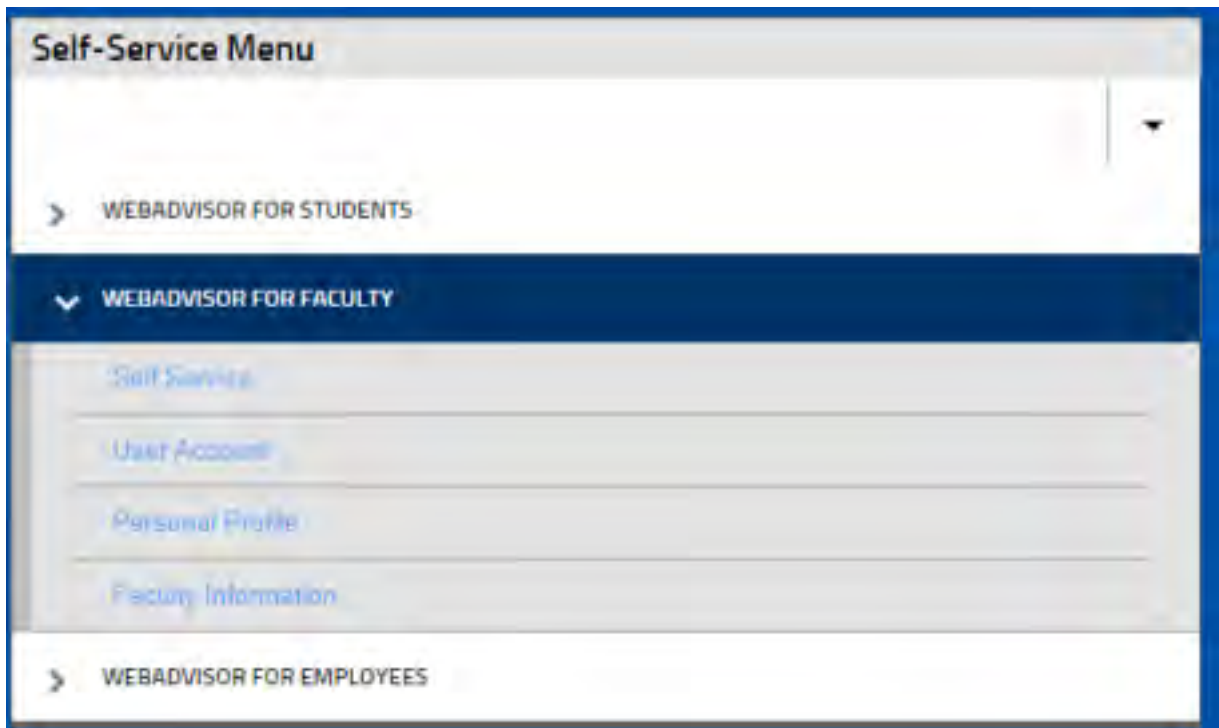
Overview Final Grade **Midterm** Attendance Second Attendance

| Student Name | Student ID | Never Attended | Last Date of Attendance | Midterm Grade / Attendance | Class Level | Credits |
|--------------|------------|--------------------------|-------------------------|----------------------------|-------------|---------|
| [REDACTED] | [REDACTED] | <input type="checkbox"/> | | Select Grade | Sophomore | 1 |
| [REDACTED] | [REDACTED] | <input type="checkbox"/> | | Select Grade | Freshman | 1 |
| [REDACTED] | [REDACTED] | <input type="checkbox"/> | | Select Grade | Freshman | 1 |
| [REDACTED] | [REDACTED] | <input type="checkbox"/> | | Select Grade | Freshman | 1 |
| [REDACTED] | [REDACTED] | <input type="checkbox"/> | | Select Grade | Freshman | 1 |

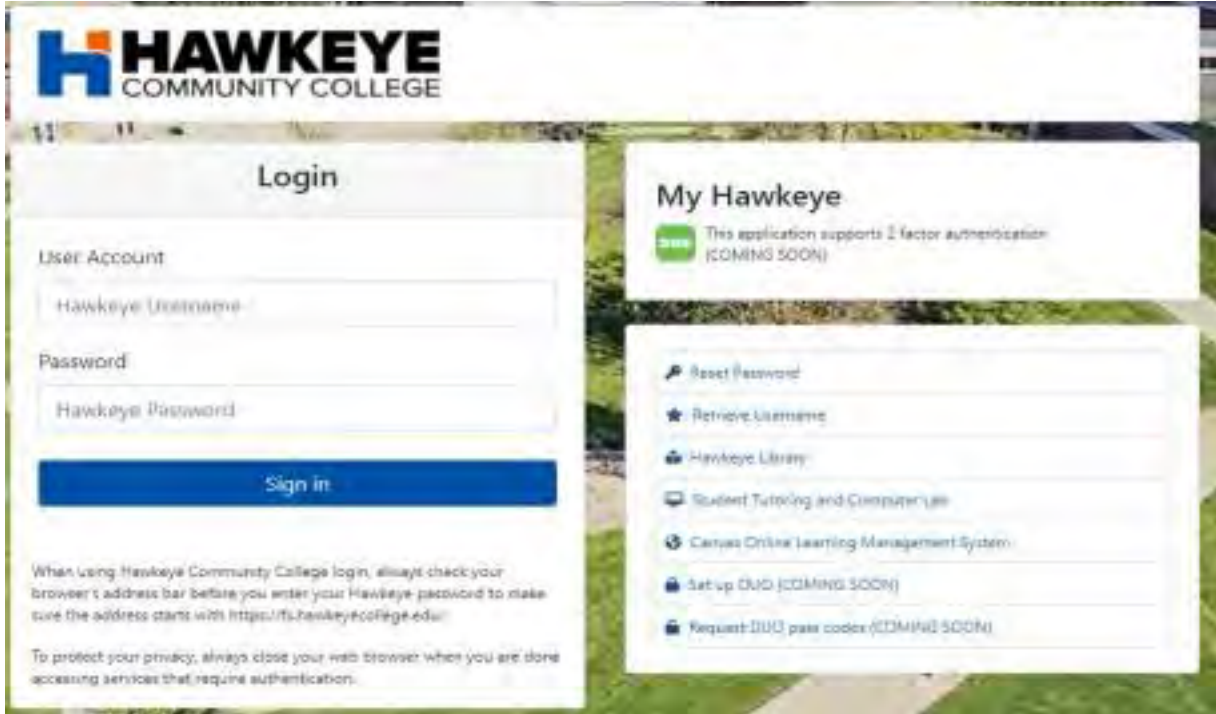
Under the Family Educational Rights and Privacy Act (FERPA), you are not allowed to post enrollment or grading information for your classes using social security or student ID numbers since they are personally identifiable. Doing so would be a violation of FERPA.

Appendix F - Instructions for Entering Final Grades

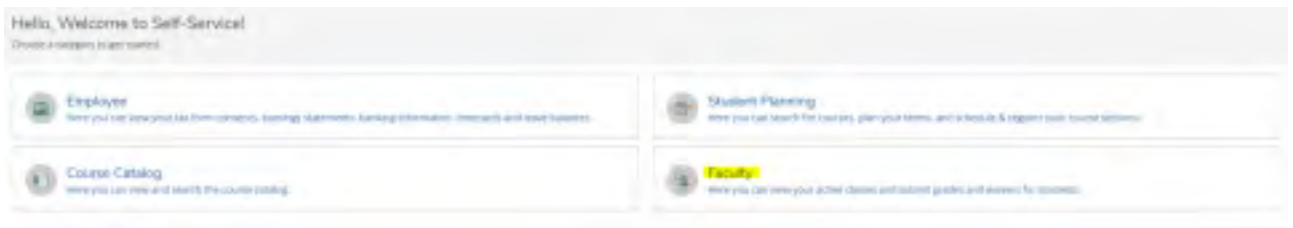
1. Log into your "MY HAWKEYE"
2. Under the Self-Service Menu, click on Webadvisor for Faculty, and then select Self Service



*You may be asked to log into My Hawkeye again:



3. From Self Service, select “Faculty”



4. All sections you are teaching will be listed here under the appropriate term. Select your section for final grading.

Manage your courses by selecting a section below

| Section | Term | Location | Availability | Books | Final Exam |
|---|---------------------------------|------------------------|--------------|-------|---------------------|
| ENGL 101 - The College Experience | Fall #202302 - Fall 2023 | Online, 200-M, section | 10/25/23 | | Final Exam 12/12/23 |
| ENGL 101 - The College Experience | Fall #202302 - Fall 2023 | Online, 200-M, section | 10/25/23 | | Final Exam 12/12/23 |
| ENGL 101 - The College Experience | Fall #202302 - Fall 2023 | Online, 200-M, section | 10/25/23 | | Final Exam 12/12/23 |
| ENGL 101 - The College Experience | Fall #202302 - Fall 2023 | Online, 200-M, section | 10/25/23 | | Final Exam 12/12/23 |
| 2023 Spring Term | | | | | |
| Section | Term | Location | Availability | Books | Final Exam |
| ENGL 101 - The College Experience | Spring #202301 - Spring 2023 | Online, 200-M, section | 4/11/23 | | Final Exam 4/25/23 |

5. On your course, select “Grading/Attendance”



6. Next, select the “Final Grade”



7. Your roster of students will be listed. Enter the appropriate grade in the Final Grade column by using the dropdown arrow. **Note:** If you are assigning an F, FW or I grade you will need to report a last date of attendance in the “Last Date of Attendance” column. You will also need to report an expiration date for any I grades in the “Expiration Date” column. “P” is only used for HSC-168 for high school concurrent courses. (If the student was marked as never attending at enrollment reporting, please list the Last Date of Attendance as the first day of class. PLEASE DO NOT CHECK THE NEVER ATTENDING BOX.)



8. To confirm that you have submitted grades for all students in a class, go back into the Faculty Menu. Choose “Grading” and the appropriate section and term. Select “Final Grade” and review each student for a final grade entered.

***The Registrar's Office will run the Grade Verification on final grade due dates throughout the semester. In addition, twice a day for the last week of any given semester. Once the Grade Verification process is run, faculty will not be able to change the final grade reported via Self Service.

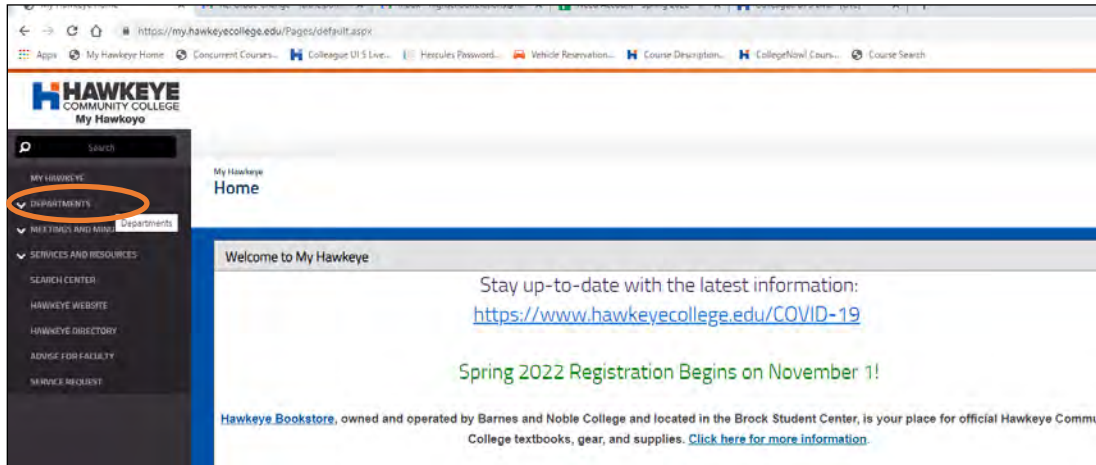
A Grade Change webform will need to be completed if you need to make a change. The grade change link can be found on My Hawkeye~Departments~Registrar's Office~Faculty & Staff and click on Grade forms. You can then click on the "Grade Change Request" link. If you have questions, please reply to the reminder email to request more detailed instructions.

Important note concerning posting final grades: Under the Family Educational Rights and Privacy Act (FERPA), you are not allowed to post enrollment or grading information for your classes using social security or student ID numbers since they are personally identifiable. Doing so would be a violation of FERPA. If you feel you must post final grades for your students, you will need to assign them a random look-up password/number.

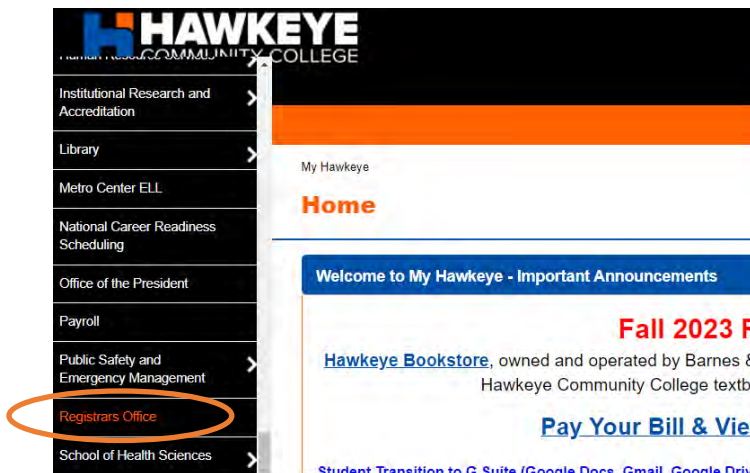
Important note concerning retention of paper grade books and daily attendance data: If you record your grades and daily attendance manually on paper records, please remember these records should be retained by the college indefinitely. Should you cease to be employed by the college, please contact your department secretary concerning turning over your records for permanent retention by the department.

Appendix G - How to Change a Grade

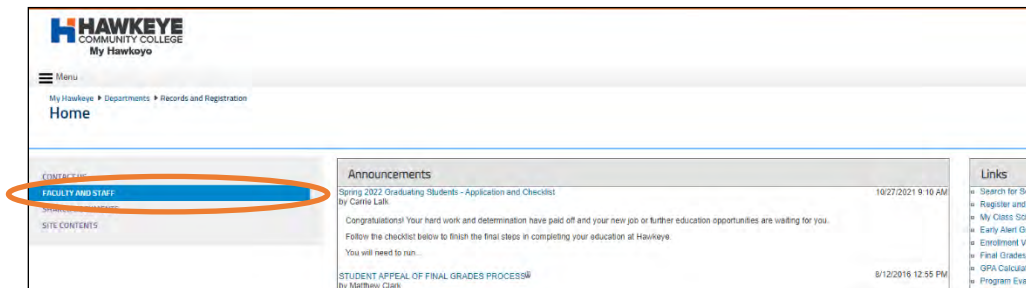
1. Login to [My Hawkeye](#). Under the hamburger menu on the left side, select **DEPARTMENTS**.



2. Scroll down to [Registrar's Office](#) and click on the link



3. Once there, click on **FACULTY AND STAFF** on the left side of the page




4. Scroll all the way down to the bottom of the page to LINKS, and click on [GRADE CHANGE REQUEST](#)

The screenshot shows the 'My Hawkeye' website interface. At the top left is the Hawkeye Community College logo. Below it is a navigation menu with 'Menu' and 'BROWSE'. A sidebar on the left contains 'SHARED DOCUMENTS' and 'SITE CONTENTS'. The main content area is a list of links, each with a folder icon and a date. The links include: '14th Day Additional Program List' (September 10, 2016), 'CERTIFICATES, DIPLOMAS and DEGREES REPORT' (July 19, 2016), 'Demographic Reports' (July 19, 2016), 'FERPA Resources' (May 3, 2017), 'File Director Resources' (May 3, 2017), 'Grade Forms' (May 3, 2017), 'Graduation Applications on File' (July 17, 2017), 'HCC Catalog (1967-2011)' (July 19, 2016), 'MORE Registration Packet Resources' (July 10, 2017), 'Non-Credit to Credit' (May 2, 2017), 'Records and Registration Important Calendar Dates' (May 3, 2017), 'Section Building Resources' (May 3, 2017), 'TES Track - Evaluations' (November 12, 2016), 'The Modernized ACE Military Guide - Evaluation Guides' (October 11, 2021), 'Transferology' (April 23, 2016), 'Academic Integrity Code Violation Report - Final' (July 19, 2016), 'Early Alert Instructions for Faculty' (August 21, 2018), 'Faculty Authorization to Release Information' (August 23, 2016), 'Faculty Instructions to Enter Final Grades' (August 21, 2018), 'Hawkeye Email Box: Full' (July 19, 2016), 'HCC Employees and HCC Transcript Requests for Spouses and Children' (July 19, 2016), 'Military Activation' (May 4, 2017), and 'Test Out Form 0-26-11' (July 19, 2016). A callout box on the left contains the text 'Links' and 'Grade Change Request'. A red circle highlights the 'Links' and 'Grade Change Request' text at the bottom of the page.

5. Complete the form, and click [SUBMIT](#).

Appendix H - Orientation Checklist for New Concurrent Instructors



HAWKEYE
COMMUNITY COLLEGE

Concurrent Instructor Orientation Checklist

| | |
|----------------------|------------------------------------|
| Instructor Name | Faculty Liaison |
| High School/Location | Dean |
| Course | Meeting Location In-person OR Zoom |

The following will be discussed and/or provided by the NACEP Coordinator:

- Hawkeye email login information and expectations.
- Guides
 - Hawkeye Concurrent Instructor Handbook
 - Iowa Department of Education - Senior Year Plus
 - National Alliance of Concurrent Enrollment Partnerships (NACEP)
- Concurrent Instructor Responsibilities and Support Agreement
- Professional Development
- Record Requirements: Attendance & Grades - Midterm and Final
- Resources and services available at Hawkeye for concurrent students
- Canvas Basic Training - Scheduled :
- If teaching hybrid, hybrid training - Scheduled:
- Email to connect with Faculty Liaison

NACEP Coordinator: _____ Date: _____

The following will be discussed and/or provided by your Faculty Liaison:

- A course guide and course syllabus.
- If teaching hybrid, discussion of hybrid format and documentation requirements
- Textbook requirements
 - Provide a Teacher's Edition of the textbook
- Assessment Requirements
 - Canvas Assessment (1 course per semester)
 - Semester Planning Form
 - End of Semester Report
 - Common Assessment *(if applicable to this course)*

Concurrent Instructor: _____ Date: _____

Faculty Liaison: _____ Date: _____

Appendix I - Orientation Checklist for Current Instructors Adding a Course



Concurrent Instructor Orientation Checklist Additional Courses

Instructor Name _____ Faculty Liaison _____
High School/Location _____ Dean _____
Course _____ Meeting Location: In-person OR Zoom _____

The following will be discussed and/or provided by the NACEP Coordinator:

- Email containing the following information: HCC Email, Guides, Responsibilities and Support Agreement, Professional Development, Attendance and Grades, and Canvas.
- Confirmation - Concurrent Instructor Responsibilities and Support Agreement
- Professional Development - Attendance for current academic year.
- If teaching hybrid, hybrid training
- Email to connect with Faculty Liaison.

NACEP Coordinator: _____ Date: _____

The following will be discussed and/or provided by your Faculty Liaison:

- A course guide and course syllabus.
- If teaching hybrid, discussion of hybrid format and documentation requirements
- Textbook requirements
 - If a textbook is used - Provide a physical Teacher's Edition of the textbook
- Assessment Requirements (*Note - discuss the one that pertains to this course*)
 - Canvas Assessment (1 course per semester)
 - Semester Planning Form
 - End of Semester Report
 - Common Assessment

Concurrent Instructor: _____ Date: _____

Faculty Liaison: _____ Date: _____

Appendix J - Site Visit Form (pages 1-5)



Concurrent Enrollment Instructor Site Visit

Instructor Name _____ High School _____

Course _____ Date of Site Visit _____

Faculty Liaison Name & Title _____

Our concurrent enrollment program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP requires site visits to be completed in-person by a faculty liaison for each of our concurrent courses. This must take place within the first semester the course is offered by an instructor and at least once every three years following. The faculty liaison and the concurrent enrollment instructor are required to sign and date this form at the conclusion of the site visit. The form must be turned in to the required parties within two weeks of the site visit.

Evaluation - Use the following scale to evaluate.

- 1 - **Beginning** (requirement is missing)
- 2 - **Developing** (some requirements not yet met)
- 3 - **Proficient** (meets all requirements)

| Rating | Syllabus Review |
|--------|------------------------------------|
| | Simple Syllabus template utilized |
| | Grading scale outlined |
| | Grade point distribution described |
| | Course calendar included |
| | Attendance/Absence policy listed |

Rationale

| | |
|---------------|---|
| Rating | Curriculum Standards |
| | Implementation of curriculum, adherence to HCC course outline |
| | Course reflects pedagogical, theoretical and philosophical orientation of academic discipline and HCC |
| | Course assignments and requirements meet HCC expectations |
| | Appropriate use of instructional resources (e.g. Canvas, textbook, equipment) |
| Rationale | |

| | |
|---------------|--|
| Rating | Assessment Standards |
| | Methods of student assessment are similar to methods used by on-campus counterparts (e.g. papers, portfolios, quizzes, labs) |
| | Final grades are linked to course objectives |
| | Assessment documentation completed/up to date in Canvas |
| Rationale | |

| | |
|---------------|---|
| Rating | Participation |
| | Impressions of student interest and involvement (e.g. attention, attendance, quality of discussion) |
| | On-going communication between Concurrent Enrollment Instructor and HCC Faculty Liaison |
| Rationale | |

Comments offered by students _____

| | |
|---------------|--|
| Rating | Canvas Requirements |
| | Use of modules to deliver course content |
| | Canvas Gradebook |
| | Simple Syllabus used and published |
| | Course Calendar with due dates |
| Rationale | |

| | |
|---------------|--|
| Rating | Hybrid Requirements* |
| | Documented substantial and instructor directed outside work. |
| | Required course minutes are met by the documented outside work |
| Rationale | |

**Only if the course requires hybrid minutes.*

Yes No Is the Concurrent Enrollment Instructor using an approved textbook?

Yes No I am satisfied that HCC's curriculum is being delivered successfully in this concurrent enrollment course. (If not, please provide specific reasons below.)

Issues/concerns for discussion _____

Recommendations for the future _____

I have visited with the Concurrent Enrollment Instructor at the high school on the date below and the information on the form is correct.

Faculty Liaison Signature

Date

I have reviewed the comments written by the Faculty Liaison and acknowledge the liaison's visit on the date below.

Concurrent Enrollment Instructor Signature

Date

Additional Comments

Appendix K - CEI Responsibilities and Support Agreement



2023-24 Concurrent Enrollment Instructor Responsibilities and Support Agreement

This Memorandum of Agreement between Hawkeye Community College (“Hawkeye”) and _____ (“the Instructor”) defines the responsibilities and commitments of both parties that support instruction meeting the College’s requirements and accreditation guidelines, as well as the Instructor’s needs.

Hawkeye agrees to provide the following services and resources:

1. **Instructional and Administrative Support**, including a Hawkeye faculty liaison from the appropriate discipline, the NACEP Coordinator, and the High School Relations office.
2. **Orientation**, including timely and thorough orientation for each course taught by the Instructor, with special attention to required course content, concurrent enrollment policies and procedures, Hawkeye resources, and the Concurrent Instructor Handbook.
3. **Professional Development Opportunities**, including annual professional development activities and other collaboration with Hawkeye faculty and other concurrent instructors.
4. **Technical Training and Support**, including instruction and ongoing support in the use of Hawkeye’s online resources and learning platforms.
5. **Communication**, including timely and consistent communication regarding upcoming events, activities, deadlines, and Hawkeye policies.

The Instructor agrees to fulfill the following responsibilities:

1. **Participation in required annual professional development activities and events.**
2. **Facilitation of a site visit** by the appropriate faculty liaison, to occur the first semester any concurrent course is offered and a minimum of every third year thereafter for each course.
3. **Deliver the course** in the agreed-upon modality and on days/times officially scheduled. Any hybrid minutes must be documented on the syllabus.
4. **Selection of Hawkeye-approved textbooks.**
5. **Use of Hawkeye’s learning management system (Canvas)** to complete the course Simple Syllabus; grades; and instructional modules by the required deadlines.
6. **Complete, accurate, and timely student records, including grades (midterm and final) and attendance**, using Hawkeye’s Self-Service system.
7. **Participation in Hawkeye’s assessment of student learning practices**, including submission of assessment documentation required each semester.
8. **Use of the email address provided by Hawkeye** for timely communication with Hawkeye faculty and staff.

Duration

This agreement will remain in effect from the date of signature until June 30, 2024. Any changes required to the agreement must be presented in writing and agreed to by both parties.

Hawkeye Community College

Lynn LaGrone May 1, 2023
Lynn LaGrone Date
Vice President for Academic Affairs

Sarah Topliff May 1, 2023
Sarah Topliff Date
NACEP Coordinator, High School Relations

Instructor

Signature Date

First & Last Name (Printed)

Appendix L– Concurrent Enrollment Communication Flowcharts

Concerns Initiated by High School Faculty

When a concern regarding a concurrent course arises, the following communications flow should be follows:



Concerns Initiated by Hawkeye Faculty Liaison

When a concern regarding a concurrent course arises, the following communications flow should be follows



Appendix M– Accommodations Guide for Students with Disabilities

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

There are some differences in disability laws that students need to be aware of when taking classes at their high school compared to a college or university.

| HIGH SCHOOL | COLLEGE |
|---|--|
| IDEA (Individuals with Disabilities Education Act) | ADA (Americans with Disabilities Act) |
| Section 504, Rehabilitation Act of 1973 | Section 504, Rehabilitation Act of 1973 |
| The school district is responsible for identifying the student's disabilities. | Students must self-identify by requesting accommodations providing documentation. |
| Students have IEP (Individual Education Plans) to define educational goals and allow assignments to be modified to the student's abilities. | Students do not have IEPs, but receive accommodations to ensure equal access to educational opportunities. |
| Parents are actively involved in their student's educational planning. | Students are responsible for making decisions and signing documentation themselves. Students must sign a "Release of Information" for parents to speak with the college. |
| Schools have a system set up for providing transportation to and from high school. | Students are responsible for finding their own transportation to and from campus. |

COLLEGE-LEVEL ACCOMMODATION EXAMPLES BASED ON ADA

| ALLOWED | NOT ALLOWED |
|---------------------------------------|---|
| Extended testing time | Completing 50% of the questions on a test |
| Testing in a reduced distraction area | Having only A and B choices on a multiple-choice test |
| Use of text to speech software | Unlimited time to complete an exam |
| Accessible textbooks | Being allowed to turn in assignments late or take tests multiple times to improve their grade |
| Copies of lecture notes/powerpoints | Writing a five-page paper instead of a 10-page paper |
| Taking photos of the board | |

SETTING UP ACCOMMODATIONS FOR CONCURRENT STUDENTS

Students attending Hawkeye classes on campus will need to apply/request for accommodation services. **Students attending Hawkeye classes at their home school will need to work with their school's representative to apply/request accommodation services.**

Students will meet with the student accessibility services coordinator to complete their intake and then an accommodation letter will be issued to the student via their Hawkeye email. Their accommodation letter will be valid for that academic year.



Teresa Hllum
Student Accessibility Services Coordinator
 319-296-4016 // teresa.hllum@hawkeyecollege.edu

Appendix N– NACEP Standards

NATIONAL CONCURRENT ENROLLMENT PARTNERSHIP STANDARDS

First Adopted April 2002 Revised March 2020

Effective 2018-19 Academic Year

| PARTNERSHIP STANDARDS | |
|---------------------------------|--|
| Partnership 1 (CEP - P1) | The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership. |
| Partnership 2 (CEP - P2) | The concurrent enrollment program has ongoing collaboration with secondary school partners. |

| FACULTY STANDARDS | |
|-----------------------------|---|
| Faculty 1 (CEP - F1) | All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus. |
| Faculty 2 (CEP - F2) | Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course. |
| Faculty 3 (CEP - F3) | Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline. |
| Faculty 4 (CEP - F4) | The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures. |

| ASSESSMENT STANDARD | |
|--------------------------------|--|
| Assessment 1 (CEP - A1) | The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections. |

CURRICULUM STANDARDS

| | |
|--------------------------------|---|
| Curriculum 1 (CEP - C1) | Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits. |
| Curriculum 2 (CEP - C2) | The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline. |
| Curriculum 3 (CEP - C3) | Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus. |

STUDENT STANDARDS

| | |
|-----------------------------|--|
| Student 1 (CEP - S1) | Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus. |
| Student 2 (CEP - S2) | The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university. |
| Student 3 (CEP - S3) | Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations. |
| Student 4 (CEP - S4) | The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services. |

PROGRAM EVALUATION STANDARDS

| | |
|--------------------------------|---|
| Evaluation 1 (CEP - E1) | The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback. |
| Evaluation 2 (CEP - E2) | The college/university conducts and reports regular and ongoing evaluations of the Concurrent Enrollment Program effectiveness and uses the results for continuous improvement. |



High School Partnerships | 319-296-4038 | highschoolpartnerships@hawkeyecollege.edu