



**Concurrent Enrollment
Instructor
& Faculty Liaison
Handbook**

2024-2025

High School Partnerships - Contact Guide

319-296-2320

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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

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](mailto: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](mailto:OCR.Chicago@ed.gov).

Annual Notice of Nondiscrimination

The College [gives notice of our nondiscrimination policies and practices](#) to its stakeholders every year in July. The Hawkeye Community College Nondiscrimination Statement applies to all programs and services offered including all Career and Technical Education Programs and Liberal Arts AA and AS Degree Programs.

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 <https://educate.iowa.gov/higher-ed/senior-year-plus>.

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 Director of High School Partnerships. 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 L** (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. The current rate is \$150 per site visit.

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 Director of High School Partnerships 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 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 discussing the credentialing process. The application process begins by filling out the [Inquiry Google Form](#) and attaching or emailing your unofficial transcripts and updated resume.
- A High School Partnerships representative 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 High School Partnerships Representative will inform the district's administration of the decision by **August 1**. If the high school instructor is approved, the instructor must submit all official college transcripts prior to the beginning of the course.
- The High School Partnerships representative 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.

Iowa Faculty Standards

Arts & Science

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

1. Possess a master's degree or higher from a regionally accredited graduate school in each field of instruction in which the instructor is teaching classes;
2. Possess a master's degree or higher from a regionally accredited graduate school and have completed a minimum of 12 graduate semester hours in a combination of the qualifying graduate fields identified as related to the field of instruction in which the instructor is teaching classes. These 12 graduate semester hours must include at least six credits in the specific course content being taught or
3. For courses identified as applied liberal arts and sciences, possess at least a bachelor's degree and a combination of formal training and professional tested experience equivalent to 6,000 hours. The instructor shall hold the appropriate registration, certification or licensure in occupational areas in which such credential is necessary for practice.

The determination of what constitutes each field of instruction is based on accepted practices of institutionally accredited two- and four-year institutions of higher education.

Career and Technical Education (CTE)

CTE instructors must be registered, certified or licensed in the occupational area in which the state requires registration, certification or licensure, and must hold the appropriate registration, certification or licenses for the occupational area in which the instructor is teaching. In addition, CTE instructors must meet at least one of the following qualifications.

1. Possess a baccalaureate or graduate degree in the area or related area of study or occupational area in which the instructor teaches classes, or possess a baccalaureate degree in any area of study if at least 18 credit hours completed were in the CTE field of instruction in which the instructor teaches classes;
2. Possess an associate degree in the CTE field of instruction in which the instructor is teaching, if such degree is considered terminal for that field of instruction, and have at least 3,000 hours of recent and relevant work experience in the area taught or
3. Have special training and at least 6,000 hours of relevant tested work experience in the occupational area (or related area) in which the instructor teaches classes. If the instructor is a licensed practitioner who holds a career and technical endorsement under Iowa Code chapter 256, relevant work experience in the occupational area includes, but is not limited to, classroom instruction in a CTE subject area offered by a school district or accredited nonpublic school.

See <https://educate.iowa.gov/media/5450/download?inline=> for additional details.

Orientation

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

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

See **Appendix I** (pg. 42) for the Orientation Checklist for New Concurrent Instructors and **Appendix J** (pg. 43) 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 K** (pg. 44-47) 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 the following pages for the NACEP Disciplines and the schedule of professional development days for this academic year.

	NACEP Discipline	Course Prefix
1	Arts	ART, GRA, MMS, PHT
2	Communication and Literature	ENG, LIT, SPC
3	Criminal Justice	CRJ
4	Education	ECE, EDU
5	History & Social Sciences	HIS, PSY, SOC
6	Mathematics	MAT
7	Spanish	FLS
8	Agriculture & Natural Resources	AGA, AGB, AGS
9	Automotive & Diesel	AGM, AUT
10	Construction	CON
11	Engineering & Manufacturing	EGT, MFG
12	Hospitality	HCM
13	Welding	WEL
14	Business	ACC, BUS, ECN, FIN, MGT, MKT
15	Information Technology	CIS, CSC, NET, WDV
16	Health Professions	EMS, FIR, HSC
17	Science	BIO, PHS
18	Personal & Career Development	SDV, WBL

Date	Discipline #1	Discipline #2	Discipline #3	Discipline #4	Discipline #5	Discipline #6
9/27/24	Communications & Literature	Business	Information Technology	WBL-110		
10/18/24	Education	History & Social Sciences	Arts	Spanish	Personal & Career Development	
11/8/24	Criminal Justice	Health Professions	Math	Science		
2/7/25	Agriculture & Natural Resources	Automotive & Diesel	Construction	Engineering & Manufacturing	Hospitality	Welding

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 Director of High School Partnerships. 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 Director of High School Partnerships, including the appropriate Dean and School Administration. If the non-compliance issues are not resolved according to the jointly agreed upon timeline, the concurrent enrollment instructor will be restricted from teaching Hawkeye concurrent enrollment courses in the future terms.

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 Director of High School Partnerships 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. 29-30) 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. See **Appendix H** (page 41) for the Incomplete Grade Form.

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
- Grades and Grading Scheme - see **Canvas Grades & Grading Scheme** below
- Assignments
- Modules
- Evidence of Communication (e.g. Canvas Inbox, Calendar, Discussions, etc.)
- Course Navigation – Only display links being used for the course (Note – never hide the following: Student Resources, Library Resources, Brainfuse Online Tutoring, and SmartEvals).

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 Grades & Grading Scheme

CEIs are required to use the Canvas Gradebook which is the official college gradebook throughout the course. 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)
- Introduction to Sociology (SOC110)
- 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 (ENG105 and ENG106) – 20
- Fundamentals of Oral Communication (SPC101) – 25
- Public Speaking (SPC112) – 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. 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. In some cases, an alternate, preapproved textbook may be used for courses.

If the CEI wants to use a textbook that is different from the book that is being used on campus they must request to use the book through the FL. The request should include the following:

- What textbook they are requesting to use
- How each of the Student Learning Outcomes are met in the book, including descriptions and page numbers.

Some on-campus faculty use eBooks and courseware. The CEI and their District may determine it is best for them to use eBooks with no courseware or a physical book.

Anytime something different is being used for a concurrent section, the CEI will need to work with the FL to ensure that all assessments in the course are comparable.

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. 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 through your Hawkeye email 30 days after the evaluation period ends. The survey compilations will be placed and maintained in each faculty member's personnel file. *Survey results will be withheld for sections with fewer than 3 respondents.*

Classroom Issues

If concerns or issues arise in the classroom, faculty and staff should follow the Concurrent Enrollment Courses Communication Flowcharts located in **Appendix M** (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. The first time students complete the DualEnroll application, they will have the option to complete this information. If they wish to either make updates to what was provided or provide information for the first time (after a DualEnroll application was submitted), please have them contact the High School Partnerships office.

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.

For a list of students at your school who have completed a FERPA release and who the release was for, please contact either your high school counselor or the High School Partnerships office.

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, an Academic Integrity Violation Report is filed and 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. 26).

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.
 - Spring registration sessions are held October through November.
- Intent to Register requests will processed by students through DualEnroll.
- 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. 27).

Dropping a Course

All student drops should be processed in DualEnroll by the student. Once the student submits the drop request it will go to their high school counselor or district designee for review. 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). Hawkeye will notify the district when textbook changes take place, and CEIs will be assisted in selection and implementation of textbooks by their faculty liaison.

Textbook information can be found at <https://www.hawkeyecollege.edu/academics/bookstore>.

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. 28) 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 | 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 - CEIs

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 319-296-4021. 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>.

Appendix A - Concurrent Placement & Prerequisite Guide

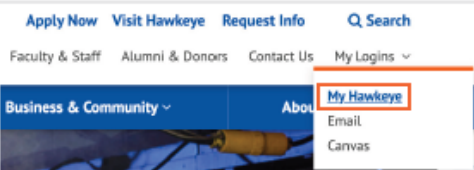
Hawkeye Community College Concurrent Placement & Prerequisite Guide													
Note - Students only need to meet 1 placement score. For example, if it lists a Reading and a Writing, they only need to meet one of the scores in order to take the course.													
Course Number	Course Title	ALEKS		ACT		Accuplacer Next Gen				Multiple Measures Assessment		Prerequisite(s)	Notes
		M	R	E	M	R	W	M	QAS - Quantitative Reasoning, Algebra & Statistics AAE - Advanced Algebra & Functions	L	M		
ACC-116	Introduction to Accounting II											Minimum grade of C- in ACC-115 or ACC-152	Multiple Measures Assessments are a secondary placement, only after testing has taken place.
ACC-152	Financial Accounting	30			19					259 (QAS)		4	
ACC-156	Managerial Accounting											Minimum grade of C- in ACC-152	
BIO-173	Human Anatomy & Physiology II											Minimum grade of C- in BIO-168	The following will be needed to determine the faculty assessment: 1. HS Graduation Year 2. HS Cum GPA 3. HS Discipline Specific courses taken & Grades 4. Assessments Scores
CHM-122	Introduction to General Chemistry	30			19					259 (QAS)		4	
CHM-165	General Chemistry I											Minimum grade of C- in MAT-110, MAT-156, or MAT-210.	
COM-781	Written Communications in the Workplace		16	16			239	240				3	
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		16	16		239	240					3	15 WPM.
CSC-116	Information Computing	30			19					259 (QAS)		4	*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.
ECN-120	Principles of Macroeconomics	30			19					259 (QAS)		4	
ECN-130	Principles of Microeconomics	30			19					259 (QAS)		4	
ENG-105	Composition I**		19	19		251	253					4	
ENG-106	Composition II												Minimum grade of D- in ENG-105.
ENV-116	Environmental Science Lab												Pre-Co-requisite: ENV-115
EMS-114	Emergency Medical Responder												Must be 17 but the first day of the course.
EMS-363	Emergency Medical Technician I												Must be 17 but the first day of the course.
EMS-364	Emergency Medical Technician II												**Students taking Arts & Science Liberal Arts courses must meet proficiency requirements per Senior Year Plus (p. 7-9), available at www.educationa.gov .
EMS-365	Emergency Medical Technician II Clinical												Pre-Co-requisite: minimum grade of C- in EMS-363
FLS-231	Intermediate Spanish I												Pre-Co-requisite: minimum grade of C- in EMS-364
FLS-232	Intermediate Spanish II												Minimum grade of C- in FLS-132.
GRA-142	Graphic Imaging												Minimum grade of C- in FLS-231.
LIT-101	Introduction to Literature***		19	19		251	253						Minimum grade of D in GRA-133.
MAT-110	Math for Liberal Arts	30			19					259 (QAS)		4	***Students can also place into this course (ENG106 & LIT101) with the successful completion (C- or higher) of any college humanities or social science course (i.e. ART101, HIS161, PSY111, SOC110, etc.). Note - if the student is enrolled to take the prerequisite course in the semester prior to ENG106 or LIT101, they will be allowed to register.
MAT-128	Precalculus	61			25					266 (AAF)		6	
MAT-156	Statistics	30			19					259 (QAS) or 227 (AAF)		4	
MAT-210	Calculus I	76			27					276 (AAF)		7	
MAT-216	Calculus II												Minimum grade of C- in MAT-210.
MAT-772	Applied Math	6			14					240(A) or 241 (QAS)		3	
MFG-222	Machine Operations I												Pre-Co-requisite: minimum grade of D in MFG-211.
PHS-120	Exploring Physical Science	30			19					259 (QAS)		4	
PHY-162	College Physics I	45			24					258 (AAF)		5	Minimum grade of C- in PHY-162.
PHY-172	College Physics II												Minimum grade of D- in PSY-111.
PSY-262	Psychology of Gender												A minimum grade of C- in WEL-228.
WEL-244	GMAT Short Circuit Transfer: SENSE1												Pre-Co-requisite: WEL-228.
WEL-262	Thermal Cutting Proc. I: Manual and Mech.												Pre-Co-requisite: WEL-228 & WEL-244.
WEL-347	GMAT Developmental II												4/28/24

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.

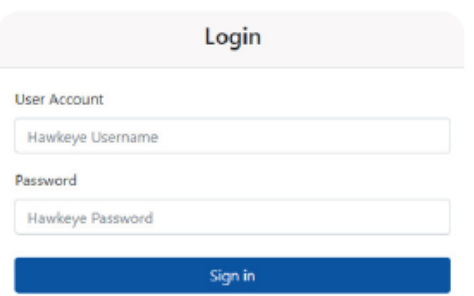


2 SIGN IN

Hawkeye Username:
Your username is your preferred firstname.lastname
This is what you submitted on your Hawkeye application.

Hawkeye Password:
Your starting password is your birthday in six digits.
(Example: June 2, 1988 = 060288) 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 Student Tutoring & Computer Lab at 319-296-4029.



3 SET UP YOUR MY HAWKEYE ACCOUNT

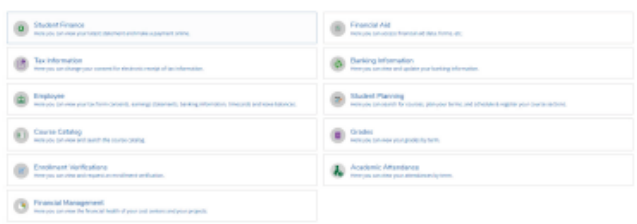
1. Read the *Welcome* screen. Click the *Next* button.
2. Set up your *Hawkeye Alert* to be notified of critical campus information. Click the *Next* button.
3. Enter your *Password Reset* information. Click the *Next* button.
4. Carefully read the *Responsibility and Condition of Use* statement. Click 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, Self-Service, CANVAS (online) Courses, and more.

Click on Main Menu > Resources > Self-Service for the following: user account, student finance, financial aid, student planning, grades, and academic attendance.



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. Click on the 3 lines to the left of the word myHawkeye.
3. Click on Resources.
4. Click on Self-Service.
5. Select "Faculty"



Faculty
Here you can view your active classes and submit grades and waivers for students.

6. 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

2022 Fall Term

Section	Times	Locations	Availability	Books	Census Dates
SDV-108-14-The College Experience	TBD 8/22/2022 - 10/17/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDV-108-15-The College Experience	TBD 8/22/2022 - 10/17/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDV-108-16-The College Experience	TBD 10/19/2022 - 12/15/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDV-108-19-The College Experience	TBD 10/19/2022 - 12/15/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022

2022 Spring Term

Section	Times	Locations	Availability	Books	Census Dates
SDV-108-102-The College Experience	M/T/WTh/F/Sa/Su- 1/19/2022 - 3/8/2022	Online, ONLINE Lecture	0 / 1 / 0		Attendance 1/25/2022 Census

7. 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	paul.student@hawaii.edu

8. 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	<input type="checkbox"/>							Sophomore	3

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

a. **DO NOT USE:** (A, A-, B+, B, B-, C+, C, P, C-, D+, D, D-, F, FW, I, Q, or S)

10. 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.**

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

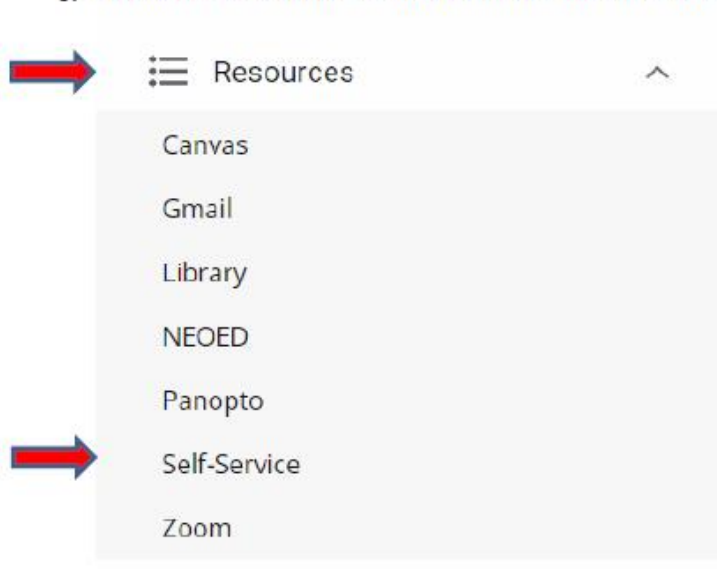
11. To confirm that you have submitted attendance for all students in a class, go back into the Faculty Menu. Choose "Grading/Attendance" and the appropriate term & course/section. Select "Attendance" and review each student for attendance entered.

Appendix E - Instructions for Entering Midterm Grades

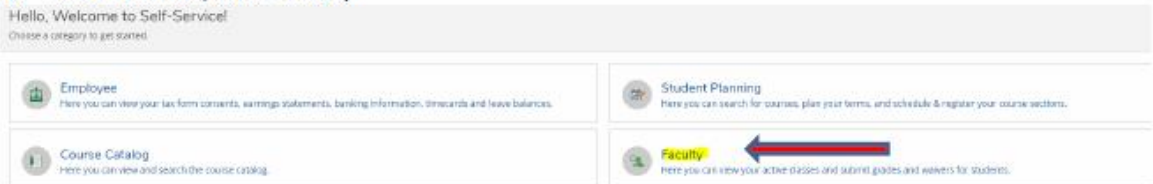
1. Log into your myHawkeye
2. Click on the Main Menu in the top left corner



3. Click on Resources at the bottom of the list and then Self Service



4. From Self Service, select "Faculty"



5. 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

2022 Fall Term					
Section	Times	Locations	Availability	Books	Census Dates
SDU-188-14: The College Experience	TBD 8/22/2022 - 10/17/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDU-188-15: The College Experience	TBD 8/22/2022 - 10/17/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDU-188-16: The College Experience	TBD 10/19/2022 - 12/15/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDU-188-19: The College Experience	TBD 10/19/2022 - 12/15/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
2022 Spring Term					
Section	Times	Locations	Availability	Books	Census Dates
SDU-188-102: The College Experience	M/T/WTh/F/Sa/Su - 1/10/2022 - 3/8/2022	Online, ONLINE Lecture	0 / 1 / 0		Attendance 1/23/2022 Census
SDU-188-9: The College Experience	M/T/WTh/F/Sa/Su - 1/10/2022 - 3/8/2022	Online, ONLINE Lecture	2 / 24 / 0		Attendance 1/23/2022 Census
SDU-188-10: The College Experience	M/T/WTh/F/Sa/Su - 3/10/2022 - 5/11/2022	Online, ONLINE Lecture	7 / 25 / 0		Attendance 1/23/2022 Census

6. 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

7. 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

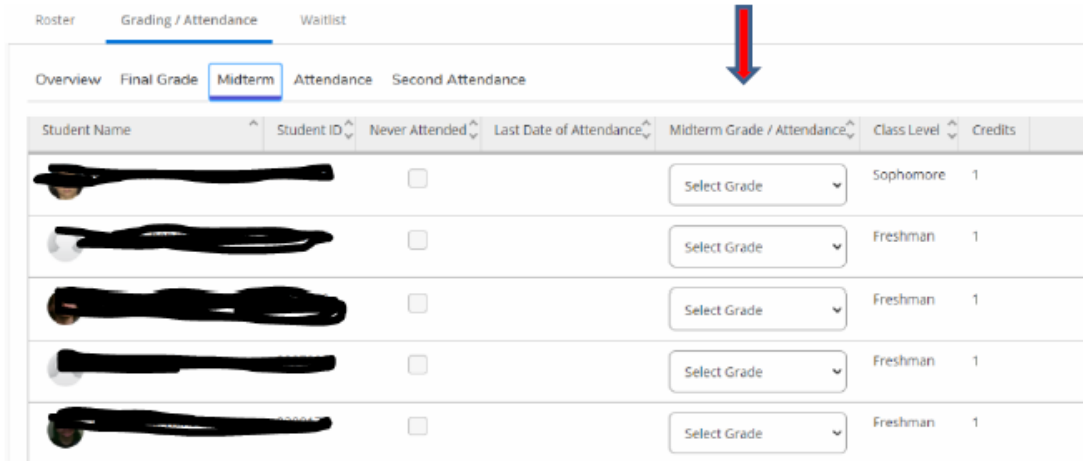
[Deadline Dates](#)

Waitlisted 0

Roster Grading / Attendance Waitlist

Overview Final Grade **Midterm** Attendance Second Attendance

8. 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, P*) (*P grades can only be submitted for midterms if the section is being taught as a pass/fail course, meaning final grade reporting is only F or P.) 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.



The screenshot shows a web interface for managing student rosters. At the top, there are tabs for 'Roster', 'Grading / Attendance', and 'Waitlist'. Below these, there are sub-tabs for 'Overview', 'Final Grade', 'Midterm', 'Attendance', and 'Second Attendance'. A red arrow points to the 'Midterm' sub-tab. The main content is a table with the following columns: Student Name, Student ID, Never Attended, Last Date of Attendance, Midterm Grade / Attendance, Class Level, and Credits. The 'Student Name' and 'Student ID' columns contain redacted information. The 'Never Attended' column has checkboxes. The 'Midterm Grade / Attendance' column has dropdown menus labeled 'Select Grade'. The 'Class Level' column shows 'Sophomore' and 'Freshman'. The 'Credits' column shows '1'.

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

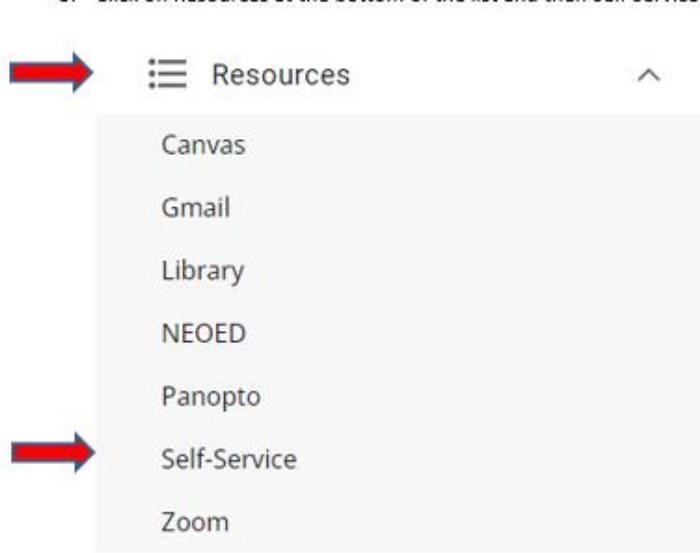
Under the Family Educational Rights and Privacy Act (FERPA), you are not allowed to post enrollment or grading information for your classes using social security or student ID numbers since they are personally identifiable. Doing so would be a violation of FERPA.

Appendix F - Instructions for Entering Final Grades

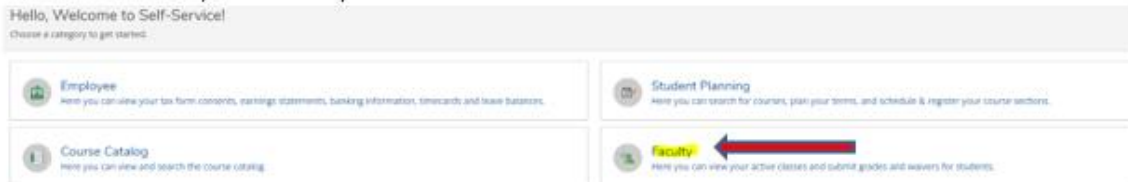
1. Log into your my Hawkeye
2. Click on the Main Menu in the top left corner



3. Click on Resources at the bottom of the list and then Self Service



4. From Self Service, select "Faculty"



5. 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

2022 Fall Term					
Section	Times	Locations	Availability	Books	Census Dates
SDV-108-14: The College Experience	TBD 8/23/2022 - 10/17/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDV-108-15: The College Experience	TBD 8/23/2022 - 10/17/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDV-108-16: The College Experience	TBD 10/19/2022 - 12/15/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
SDV-108-19: The College Experience	TBD 10/19/2022 - 12/15/2022	Online, ONLINE Lecture	25 / 25 / 0		Attendance 9/4/2022 Census - Certification Opens On 8/21/2022
2022 Spring Term					
Section	Times	Locations	Availability	Books	Census Dates
SDV-108-102: The College Experience	M/T/W/Th/F/Sa/Su - 1/10/2022 - 3/8/2022	Online, ONLINE Lecture	0 / 1 / 0		Attendance 1/23/2022 Census
SDV-108-9: The College Experience	M/T/W/Th/F/Sa/Su - 1/10/2022 - 3/8/2022	Online, ONLINE Lecture	2 / 24 / 0		Attendance 1/23/2022 Census
SDV-108-10: The College Experience	M/T/W/Th/F/Sa/Su - 3/10/2022 - 5/11/2022	Online, ONLINE Lecture	7 / 25 / 0		Attendance 1/23/2022 Census

6. 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

7. Next, select the "Final Grade"

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

8. Your roster of students will be listed. Enter the appropriate grade in the Final Grade column by using the [drop down](#) 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. 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. You will also need to report an expiration date for any I grades in the "Expiration Date" column.**

Section Details
[Back to Courses](#)

SDV-108-10: The College Experience

2022 Spring Term
ONLINE- No Specific Day/Time

M/T/W/Th/F/Sa/Su -
3/10/2022 - 5/11/2022
Online, ONLINE Lecture

Seats Available 7 of 25

[Deadline Dates](#)

Waitlisted 0

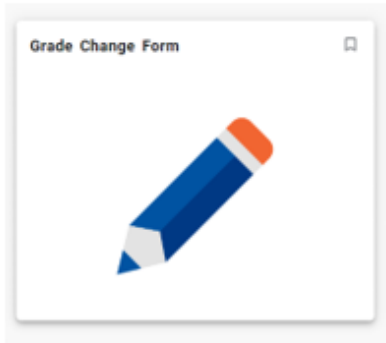
Roster **Grading / Attendance** Waitlist

Overview **Final Grade** Midterm Attendance Second Attendance

Student Name	Student ID	Never Attended	Last Date of Attendance	Final Grade	Expiration Date	Class Level	Credits
		<input type="checkbox"/>	<input type="text" value="MM/YYYY"/>	<input type="text" value="Select Grade"/>	<input type="text" value="MM/YYYY"/>	Freshman	1

***The Registrar's Office will run the Grade Verification process daily. 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 in my Hawkeye within the Forms Library and click on the Grade Change Form box which will take you to the submission page.

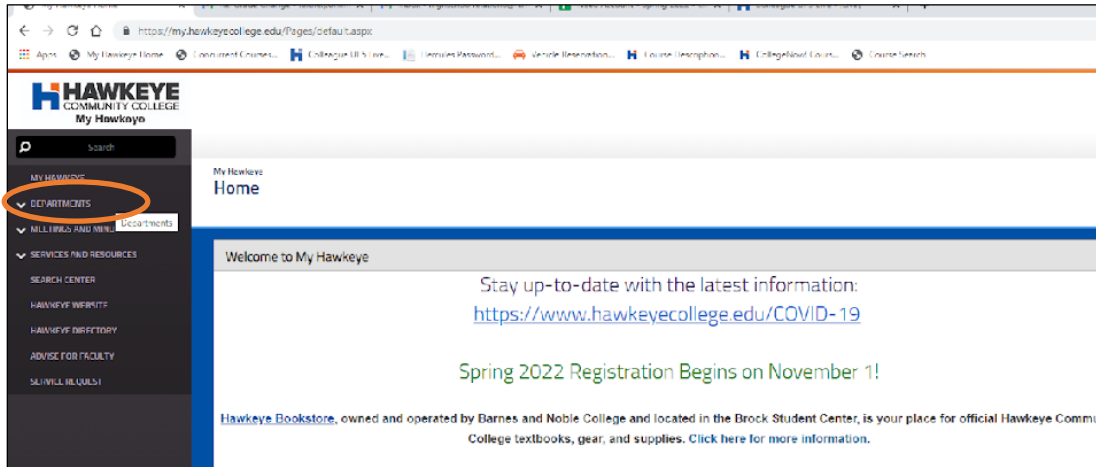


Important note concerning posting final grades: Under the Family Educational Rights and Privacy Act (FERPA), you are not allowed to post enrollment or grading information for your classes using social security or student ID numbers since they are personally identifiable. Doing so would be a violation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

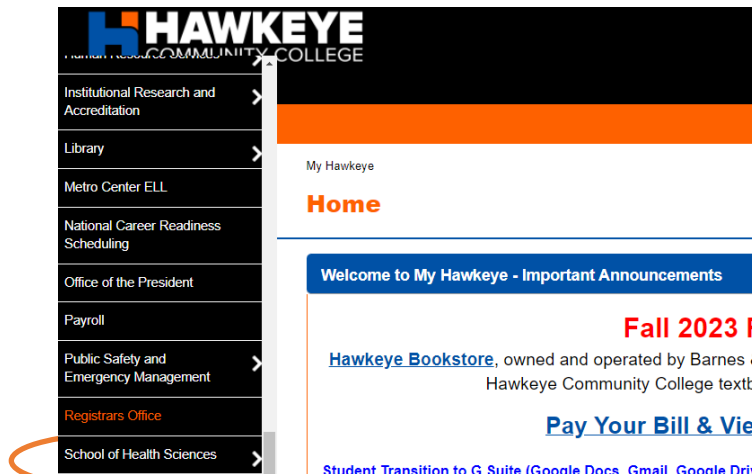
Important note concerning retention of paper grade books and daily attendance data: If you record your grades and daily attendance manually on paper records, please remember these records should be retained by the college indefinitely. Should you cease to be employed by the college, please contact your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

Appendix G - How to Change a Grade

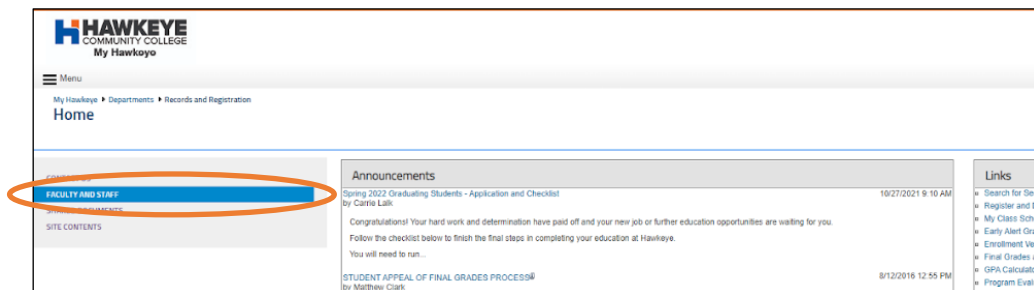
1. Login to [My Hawkeye](#). Under the hamburger menu on the left side, select **DEPARTMENTS**.



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 logo for HAWKEYE COMMUNITY COLLEGE. Below the logo are navigation options: 'Menu' and 'BROWSE'. The main content area is divided into 'SHARED DOCUMENTS' and 'SITE CONTENTS'. The 'SITE CONTENTS' section contains a list of various resources, each with a folder icon and a date. At the bottom of the page, there is a 'Links' section. A callout box on the left side of the page contains the text 'Links' and 'Grade Change Request'. A red circle highlights the 'Grade Change Request' link in the 'Links' section.

Resource Name	Date
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 Catalogs (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, 2019
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
Test Out Form 8-26-11	July 19, 2016

Links
Grade Change Request

5. Complete the form, and click **SUBMIT**.

Appendix H – Incomplete Grade Agreement

HAWKEYE COMMUNITY COLLEGE			
Incomplete Grade Agreement			
Directions: Student and Instructor must complete and sign this form.			
Instructor: Send the original to the Department Administrative Assistant. Make copies and send one to your dean, give one to the student, and keep one for your records.			
Student Name:	_____	Student ID#:	_____
Student's Address:	_____		
	Street	Apt. #	

	City	State	Zip code
Course Number & Title:	_____	Synonym #:	_____
Instructor:	_____		
Semester Course Taken:	_____		
Reason for requesting incomplete grade:	_____		

Requirements for completion of the course:	_____		

Student will complete requirements of course by the date of:	_____		
PLEASE NOTE: Incomplete grades must be updated with a grade change webform submitted by the faculty & Dean within 45 days of the end date of the course or the Incomplete Grade will be changed to an "F" grade.			
Student signature:	_____	Date signed:	_____
Instructor signature:	_____	Date signed:	_____
Original: Scanned to File Director under Registrar's Office/Incomplete Grade Agreement			
3 Copies: Academic Dean, Student, Instructor			

Appendix I - Orientation Checklist for New Concurrent Instructors



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 Hawkeyer:

- 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
- Canvas Basic Training - Scheduled :
- If teaching hybrid, hybrid training - Scheduled:
- Email to connect with Faculty Liaison

HSP Specialist: _____ 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*)

Faculty Liaison: _____ Date: _____

Appendix J - 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 Hawkeye:

- 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.

HSP Specialist: _____ 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

Faculty Liaison: _____ Date: _____

Appendix K - 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 once every three years following. Upon completion of the site visit, the faculty liaison and the concurrent enrollment instructor should discuss the visit and sign this document. 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)

TO BE COMPLETED **PRIOR TO THE SITE VISIT:**

Rating	Syllabus Review (Ask the concurrent enrollment instructor or the faculty chair for access to the course syllabus.)
	Simple Syllabus template utilized and published
	Grading scale outlined
	Grade point distribution described
	Course calendar included (Includes dates and description of activity)
	Attendance/Absence policy listed
Rationale	

TO BE COMPLETED **PRIOR** TO THE SITE VISIT:

Rating	Canvas Requirements (Ask the faculty chair for access to Canvas for the course.)
	Simple Syllabus used and published
	Canvas Gradebook and Grading Scheme
	Assignments
	Use of modules to deliver course content
	Evidence of Communication (e.g. Canvas Inbox, Calendar, Discussions, etc.)
	Course Navigation - only display links being used
Rationale	

Yes No Is assessment documentation completed/up to date in Canvas? (Contact Dee Ulrich for the up-to-date assessment information).

TO BE COMPLETED **DURING** TO THE SITE VISIT:

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
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	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 Has there been on-going communication between Concurrent Enrollment Instructor and HCC Faculty Liaison?

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

What textbook(s) are being used (Title & ISBN): _____

Yes No I am satisfied that HCC's curriculum is being delivered successfully in this concurrent enrollment course. (If not, provide specific details on the next page.)

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 confirm 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

Internal Use - Once the site visit has been completed, email a copy of this form to your Dean, their Administrative Assistant, and the High School Partnerships email within two weeks. Any questions, please contact Amy Doherty at highschoolpartnerships@hawkeyecollege.edu or 319-296-4026.

Appendix L - CEI Responsibilities and Support Agreement



2024-25 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 and the High School Partnerships 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.

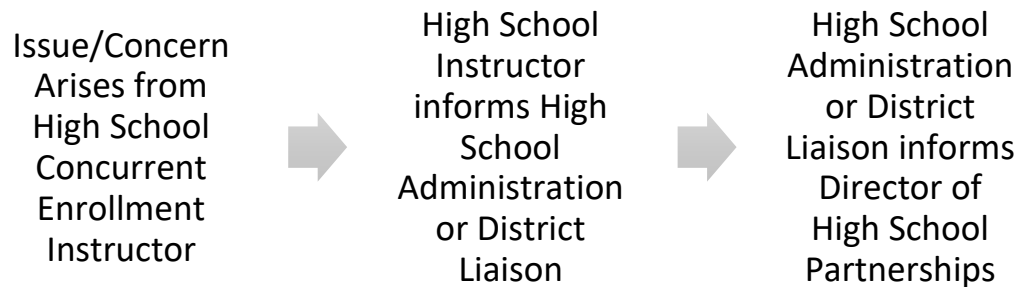
The Instructor agrees to fulfill the following responsibilities:

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 following for each course:
 - a. Simple Syllabus - due two weeks prior to the start of the course.
 - b. Grades and Grading Scheme
 - c. Assignments
 - d. Modules
 - e. Evidence of Communication (e.g. Canvas Inbox, Calendar, Discussions, etc.)
 - f. Course Navigation - only display links being used for the course

Appendix M– Concurrent Enrollment Communication Flowcharts

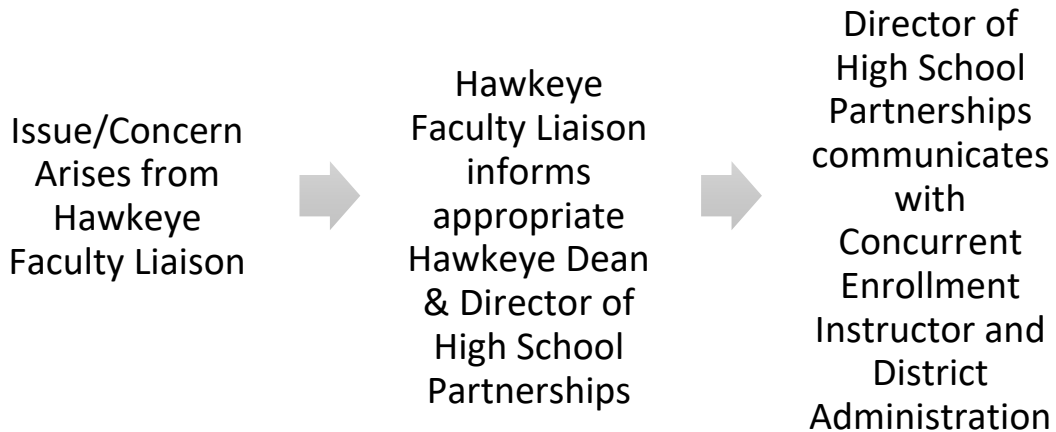
Concerns Initiated by Concurrent Enrollment Instructor

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 N– 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 or 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 O – 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