

High School Student Guide

STARTING COLLEGE
WHILE IN HIGH SCHOOL

2019-2020

BARTON

COLLEGE ADVANTAGE

highschool.bartonccc.edu



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Welcome!

We're pleased that you've chosen to begin your college experience with Barton Community College.

Whether you're taking a Barton class at your high school during the school day, traveling to campus, or utilizing our online platform, BARTonline, we're confident you're going to have a positive learning experience as you launch your college career. You may be planning an extended stay in academics while completing a degree, staying for a shorter amount of time to earn a certificate or degree in a career technical program, or taking a few college credits before going directly in to the military or the workplace. Whatever you're planning to do—Barton has something for you.

Choosing to begin college while in high school requires not only a desire to get ahead; it means you must be prepared for a new level of academic rigor and standards. In addition to meeting Barton's eligibility requirements, if you are considering jump starting your education with Barton, you must recognize that you will be participating in coursework equivalent to classes offered on the college campus.

By taking these college classes, you will be exposed to increased study time, additional reading assignments, homework projects, and comprehensive testing as appropriate to the coursework. Make sure you understand and follow faculty members' attendance requirements. Don't be afraid to ask questions; your instructor is there to help you learn. Regular class attendance is necessary for student success.

Students pursuing college while still in high school will participate in college-level content, discussions, and reading material. They could potentially attend class with non-traditional students, traditional-aged college students, and other high school students with a variety of backgrounds and previous educational experiences.

Starting college while in high school requires a full commitment to participating in college-level coursework. When taking courses at the college level, you and your family must understand that the final grade earned from your College Advantage, GAP, Partnered Online, or BARTonline experience will not only appear on the your permanent college record, but if the coursework is taken for dual high school credit, the same grade may be your high school grade for that course. It is important to realize poor academic performance will affect future financial aid, scholarship eligibility, and acceptance into some colleges.

As a student pursuing college credit while in high school, you have access to Barton's student services and resources including placement testing, advising, and tutoring. All college students must be willing to approach instructors, tutors, and peers for assistance with college coursework. All faculty, staff, and tutors wish the best for you and are here to help.

Again—welcome—and have a great academic year!

Sincerely,



Karly Little
Coordinator of Community Education

GET AHEAD! SAVE MONEY! GET AHEAD! SAVE MONEY!

ATTENTION

High school students:
Pay **NO TUITION**
on dozens of career
technical classes

PROGRAM
FEES AND
TEXTBOOK
COSTS MAY
APPLY

Online and on-campus offerings available!
Qualifying coursework includes courses in
exciting fields like accounting, agriculture,
automotive, criminal justice, early childhood
education, emergency medical services, medical
terminology and medical assisting, networking,
phlebotomy, programming, and welding.

For more information and to view the eligible
list of classes, visit senatebill.bartonccc.edu or
contact Karly Little, Coordinator of Community
Education at littlek@bartonccc.edu or
(620) 792-9294.

Excel in CTE Initiative (SB155)

The Kansas Senate passed Senate Bill 155 in May 2012. This bill authorizes the state of Kansas to pay tuition charges for any tiered Career Technical Courses. Therefore, courses designated as Senate Bill 155-eligible will be available to high school students at no cost except textbook and program fees (if applicable). This applies to face-to-face and online Career Technical Courses.

GET AHEAD! SAVE MONEY! GET AHEAD! SAVE MONEY!

BARTON

COLLEGE ADVANTAGE

College Credit Options for High School Students

Students who choose to pursue college while in high school may make considerable progress toward their college goals if the appropriate time and focus are given to studies. Barton classes are offered at affordable rates when compared to state universities, and students enjoy accessibility to instructors within small, familiar classroom settings.

These opportunities ease a student's transition from high school to college and provide academic enrichment to students who are ready for the challenge of college coursework. Participation in the program exposes students and their families to valuable lessons that will support a student's remaining college career.

Students taking college courses while in high school are expected to act as college students and may be required to work outside of the high school day in order to meet deadlines. Personal, academic, and extra-curricular activities should always be taken into consideration before committing to a college credit experience while in high school.

College Advantage

College Advantage coursework is taken during the school day at the student's respective high school and typically taught by the high school teacher who has the academic credentials to teach for Barton Community College, as determined by the Higher Learning Commission's qualification guidelines. Courses taught to high school students by either full-time or adjunct instructors from Barton Community College via hybrid courses, courses taught utilizing Zoom, and Partnered Online courses, are all College Advantage offerings.

Barton's College Advantage program is a great opportunity for high school sophomores, juniors, and seniors to experience college while they are still in high school. Students who choose the College Advantage program learn first-hand the demands of going to college by attending classes held at their high schools for dual or concurrent college credit. Dual credit coursework is coursework in which a student is simultaneously earning high school and college credit for a single class. Concurrent credit coursework is coursework in which a student is taking a college credit class for which he or she is earning college credit only. The awarding of high school credit for a college course is wholly the decision of the student's unified school district, not Barton Community College.

Get Ahead Program (GAP)

Students participating in the Get Ahead Program (GAP), travel to Barton County's campus to take afternoon classes such as General Psychology, Introduction to Sociology, and Public Speaking. Students must coordinate with their counselors and obtain a school official's permission to attend these classes in place of their high school classes.

Courses may be offered on either a Monday/Wednesday or Tuesday/Thursday schedule and typically occupy the 1:30 – 2:45 time slot, which allows students at nearby high schools to attend courses on campus and return to their high school for after-school activities.

Partnered Online

Partnered Online is an arrangement between the student's high school and Barton Community College in which the high school student takes a fully online college course during a designated class period during the school day. The online course is a closed section and is composed of students from one high school or a combination of high schools. A high school teacher is available as a course mentor to provide additional content and technical assistance to students in the online class. The college instructor teaching the college course is responsible for all instruction, grading, and overall facilitation of the course. The course mentor interacts with students and communicates with the college instructor regarding any content or technical issues that might arise.

BARTonline

Online coursework is offered via BARTonline, Barton's online learning platform. Each fall and spring semester includes classes offered in five sessions:

- Session 1 (8 weeks)
- Session 2 (16 weeks)
- Session 3 (6 weeks)
- Session 4 (8 weeks)
- Session 5 (6 weeks)

Summer classes are offered in three sessions:

- Session 1 (6 weeks)
- Session 2 (8 weeks)
- Session 3 (6 weeks)

Regardless of session length, each course must meet the same outcomes and competencies, so a student may assume a 6-week or 8-week course covers the same amount of content a 16-week course does, except in less than half or half the time. Students new to online learning are advised to begin with a Session 2 (16 weeks) course. If the desired course isn't offered in the 16-week format, students should begin slow and only take one course at a time.

Students may self enroll in online classes and view course lists and semester dates at online.bartonccc.edu.

Tips for Success in Online Coursework:

- Because of their flexible nature, online courses may appear to be “easier” than face-to-face classes, but it's an illusion. For face-to-face classes, students see their instructor in their classroom as many as five times per week, and he or she presents at least a portion of the content at that time. For online classes, students are accountable for 100% of the materials they are required to learn—meaning the videos, readings, and all other activities are up to the student to complete and master in order to successfully test.
- Online classes have weekly deadlines, and it's easy—if you fall behind—to avoid signing in. This leads to getting even further behind and puts your final grade, your GPA, and your future financial aid in jeopardy. Stay on top of deadlines and electively drop or withdraw from the course if necessary.

BARTonline FALL 2019 & SPRING 2020 SESSIONS

<p>Fall 2019 Session 1 (8 weeks) Start: Monday, August 12, 2019 End: Sunday, October 6, 2019</p> <p>Fall 2019 Session 2 (16 weeks) Start: Monday, August 19, 2019 End: Sunday, December 8, 2019</p> <p>Fall 2019 Session 3 (6 weeks) Start: Monday, September 9, 2019 End: Sunday, October 20, 2019</p>	<p>Fall 2019 Session 4 (8 weeks) Start: Monday, October 14, 2019 End: Sunday, December 8, 2019</p> <p>Fall 2019 Session 5 (6 weeks) Start: Monday, October 28, 2019 End: Sunday, December 8, 2019</p> <p>Winter Intersession (4 weeks) Start: Monday, December 9, 2019 End: Sunday, January 5, 2020</p>	<p>Spring 2020 Session 1 (8 weeks) Start: Monday, January 13, 2020 End: Sunday, March 8, 2020</p> <p>Spring 2020 Session 2 (16 weeks) Start: Monday, January 20, 2020 End: Sunday, May 10, 2020</p> <p>Spring 2020 Session 3 (6 weeks) Start: Monday, February 10, 2020 End: Sunday, March 22, 2020</p>	<p>Spring 2020 Session 4 (8 weeks) Start: Monday, March 16, 2020 End: Sunday, May 10, 2020</p> <p>Spring 2020 Session 5 (6 weeks) Start: Monday, March 30, 2020 End: Sunday, May 10, 2020</p> <p>Spring Intersession (4 weeks) Start: Monday, April 13, 2020 End: Sunday, May 10, 2020</p>
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Non-discrimination Notice: Barton Community College is an equal opportunity provider and employer. Visit equal.bartonccc.edu for more information.

visit BARTonline.org for application information and class schedules



FALL 2019 & SPRING 2020 BARTonline sessions

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	FALL 1 (8 WEEKS)		FALL 4 (8 WEEKS)			SPRING 1 (8 WEEKS)		SPRING 4 (8 WEEKS)		
	FALL 2 (16 WEEKS)					SPRING 2 (16 WEEKS)				
	FALL 3 (6 WEEKS)		FALL 5 (6 WEEKS)			SPRING 3 (6 WEEKS)		SPRING 5 (6 WEEKS)		
				INTERSESSION (4 WEEKS)					INTERSESSION (4 WEEKS)	



Excel in CTE Initiative (SB155) Opportunities

The Kansas Senate passed the Excel in CTE Initiative in May 2012. This bill authorized the state of Kansas to pay tuition for high school students taking tiered career technical courses. Courses designated as Excel in CTE Initiative-eligible are available to high school students at no cost except for textbook and program fees (if applicable). Course tuition and standard fees are paid regardless of course delivery method: face-to-face on campus, face-to-face at a partnering high school, or online. Excel in CTE Initiative offerings and eligibility are subject to change with or without notice, depending on the state and institutional budgets allotted for this purpose.

Each two-year institution in Kansas operates from a different Excel in CTE Initiative-approved list, as decided by the Kansas Board of Regents.

Students who are taking college classes while still in high school may make considerable progress toward a degree program or even complete a college certificate and/or industry-recognized credential. The Excel in CTE Initiative is helping these students make progress toward their career goals while saving money at the same time. The Excel in CTE Initiative pays the tuition for career and technical education courses, including select courses in such career programs as accounting, agriculture, automotive, business, early childhood education, corrections, criminal justice, emergency management, medical lab technology, networking, occupational safety, pharmacy technician, programming, and welding.

Students are responsible for all program and course fees and textbooks required for these courses. Students must make arrangements with their high school counselor in order to build these courses and the travel time to campus into their high school schedules. Individual schools may set testing and/or GPA requirements of students who plan to travel to campus for these courses.

For information about Barton's approved list of courses offered on the Barton County campus, at a partnering high school, or online, visit senatebill.bartonccc.edu.

Certified Nurse Aide

The Certified Nurse Aide course (CNA) is a requirement for consideration of placement into the nursing program and is designed to enhance basic care-giving skills, human understanding, and attitude, all of which are necessary to render services to residents of an adult care facility. Emphasis is placed on the normal needs of the geriatric resident and specific individual physical, psychosocial, environmental, and spiritual needs.

Upon completion of the course, students are prepared and eligible to take the state examination to gain certification as a Nurse Aide in the state of Kansas.

CNA courses are available via two different instructional formats, face-to-face or hybrid courses. Offerings and delivery format are dependent upon instructor available and student interest per high school, and the CNA is available at several of Barton's service area high schools. The hybrid course is delivered 50% online/50% face-to-face, mostly for clinical time. Reliable internet access and a webcam is required. Traveling may be required of students in either delivery format to attend class and/or clinical sessions.

Course Requirements and Expectations

Students must satisfactorily complete both the classroom and clinical components of the course. The student must satisfactorily demonstrate skills competencies. This is not only a course requirement for Barton Community College's nursing program, but a Kansas Department for Aging and Disability Services (KDADS) requirement as well. CNA students must complete 90 contact hours. Instructors **are not obligated** by Barton Community College or KDADS to make up any student's missed time.

CNA maximum enrollment per course is 10 students. If unable to enroll in a course offered in conjunction with a partnering high school, other options may be available.

The course includes an \$80 course fee, a \$92 background check/vaccination account with Castlebranch, and textbooks for the class, which total approximately \$75 in the Barton Bookstore.

For information, contact Sara Hoff, Coordinator of Adult Healthcare Programs, at (620)792-9298 or hoffs@bartonccc.edu or visit adulthealthcare.bartonccc.edu.

BARTON

WELDING

High school students can complete Barton Community College's 16-hour certificate in Welding. The certificate is made up of six classes and can be completed in three semesters. Upon successful completion of the program, students will earn an American Welding Society (AWS) SENSE Level One Certification of Completion.

The coursework includes:

First semester:

Blueprint Reading (\$39 course fee)

Welding Safety/OSHA 10 (\$39 course fee)

Second Semester:

Cutting Processes (\$300 course fee)

Shielded Metal Arc Welding (\$300 course fee)

Third Semester:

Gas Metal Arc Welding (\$300 course fee)

Gas Tungsten Arc Welding (\$300 course fee)

For information, contact Mary Foley, Executive Director of Workforce Training & Economic Development at (620)792-9278 or foleym@bartonccc.edu or visit welding.bartonccc.edu.

BARTON

AUTO TECHNOLOGY

High school students can complete Barton Community College's 24-hour certificate in Automotive Technology. The certificate is made up of eight classes and can be completed in four semesters. Upon successful completion of the program, students can become Student Automotive Service Excellence (ASE) certified in Maintenance and Light Repair.

Year One:

Introduction to Automotive

Brakes I

Engine Repair I

Electrical I

Year Two:

Steering and Suspension

Electrical II

Engine Performance I

Manual Transmissions

Each course includes a \$20 course fee, and students are responsible for the textbooks for their program, which total approximately \$500.

For information, contact Ron Kirmer, Instructor/Coordinator of Automotive Technology at (620)792-9336 or kirmerr@bartonccc.edu or visit auto.bartonccc.edu for more information.

Getting Started

The decision to enroll in college classes as a high school student is both an opportunity and a challenge. Finances, college policies, and increased student workload are all factors to consider when choosing to “jump-start” one’s college education. There are also many benefits linked to early college education experiences. Overall, the decision requires commitment from students and parents alike.

Mandatory Assessment and Placement

Barton mandates placement for English and math courses. This policy provides students an opportunity to determine if they have the skills needed to successfully complete college coursework and to help them choose the most appropriate class to fit their skills and past educational experience.

Students may place into the class of their choosing by either:

- Submitting qualifying ACT or SAT scores, or
- Achieving qualifying scores on the College’s assessment matrix

As a service to high school students, Barton administers course assessment at most area high schools in the spring for fall classes and in the winter for spring classes. If students are unable to participate in off-campus assessment, they may schedule an appointment to assess on Barton’s campus by contacting Lisa Peterson, Testing Coordinator, at (620) 792-9344 or by emailing Lisa at peterstonl@bartonccc.edu.

Assessment scores must be on file with the College prior to beginning the enrollment process. For full assessment matrix see Appendix A.

Enrollment Process

Enrollment processes are changing at Barton as the College strives to improve and update its processes. Enrollment options for some coursework are subject to change. Check the College Advantage page at highschool.bartonccc.edu for the most up-to-date information.

High school students may enroll in College Advantage classes in any of the following ways:

1. Attend an on-site enrollment at the high school
2. Call the Office of Enrollment Services at (620) 792-9252

High school students may enroll in Get Ahead Program (GAP) classes in any of the following ways:

1. Call the Office of Enrollment Services at (620) 792-9252
2. Visit the Office of Enrollment Services in the Kirkman Visitor Center
3. Returning students may enroll themselves online using their PAWS account
 - Visit mybarton.bartonccc.edu
 - Sign in using the Barton ID number and PIN
 - Use the Lookup ID button, if unknown
 - Directions for first-time sign-in PINs are provided on the site, or click Forgot PIN
 - Choose PAWS
 - Choose the Student tab
 - Choose Enrollment/Registration
 - Choose Add/Drop Classes

If calling, visiting campus, or enrolling online, please have the Course Reference Number (CRN) readily available in order to receive the most efficient and accurate service.

Textbooks

The distribution of required textbooks and materials varies by school district and by class. Books and materials may or may not be provided by the student’s high school. Students may purchase most required textbooks and supplemental materials from the Barton Bookstore located in the Student Union. The purchase or rental of textbooks from the Barton Bookstore is not required. Barton is not responsible for incorrect books or editions purchased from outside vendors.

The acquiring of required textbooks and materials is strongly encouraged. The sharing of textbooks and materials is strongly discouraged.

Textbook Tips:

- Some instructors allow older editions of their required textbooks, but some do not. If an instructor allows older editions, students may need to look on different pages than an instructor’s assignment materials list in order to find the necessary material.
- An identifying number called an ISBN uniquely identifies each book printed and properly copyrighted. The ISBN is located near the barcode on the back of each book—hardback or paperback. ISBNs make searching for textbooks and confirming edition numbers easy!

Payment of Tuition and Fees

Students who complete the enrollment process, either on paper or online, will be enrolled regardless of payment or non-payment.

Federal financial aid is not available to high school students taking college classes, and students are responsible for tuition and fees. Standard tuition and fee amounts exist for all students taking face-to-face and online classes. In most instances, students will also be responsible for the purchase or rental of a textbook for each class.

- Exception: Excel in CTE Initiative courses will not include tuition. Textbook and/or program fees may apply.

In alignment with the Business Office policy for all students, students taking college classes while in high school **will not be dropped for non-payment**. The amount owed is the student's responsibility and will remain on the student's account as a "hold" until payment is remitted. **Completion of an enrollment form and student obligation form is indication that the student intends to take and pay for the class.**

Students may make partial payments over the course of the semester without penalty or additional charge. Previous balances are due prior to the beginning of the next semester in order to enroll in any coursework during that timeframe. Students who drop a course after the advertised drop date but have not yet paid are still responsible for payment for the course. Students are sent three past-due balances and are notified via their bartoncougars.org email address when they have a financial hold on their accounts.

Students may make payment by any of the following methods: cash, money order, personal check, credit card (Visa, Mastercard, Discover, and American Express), payment plan, or Boost Scholarship.

New online options are available for those who wish to pay online. Students may gain 24/7 access to the Student Financial Center by signing in to their My Barton Portal and choosing Student Financial Center. Students may make online payments, save payment information for future use, view account balances, and print monthly PDF billing statements. Students may authorize family members to view and pay balances on their behalf. This option customizes a weblink for authorized individuals to pay full or partial amounts of the balance.

As with all information protected by the Family Educational Rights and Privacy Act (FERPA), financial responsibilities are confidential until the College obtains an electronic Release of Information form via the student's PAWS account. Further information on page 13. Without this release, no College employee may discuss financial holds or current or past-due balances with anyone but the student.

Barton Boost Scholarship

The Boost Scholarship is available for students in Barton's seven-county service area (Barton, Ellsworth, Pawnee, Rush, Russell, Stafford - N of Hwy 50, and NW Rice Counties) who are determined by their USD to qualify for free or reduced lunches.

The Boost Scholarship provides tuition and fees for up to three credit hours per semester of coursework at the face-to-face rate during an academic year (fall and spring only). Please note that online courses have a higher tuition rate, and the student is responsible for the difference in the cost of the face-to-face course and the online course.

To apply, students must complete an application and have a school official authorize the form. The application may be requested from the student's counselor.

Payment Plan Offered by Barton

The payment plan allows the student to make monthly payments by credit card or directly from an individual's bank account. The plan requires a \$30 per semester non-refundable enrollment fee paid at the time of the online application's completion. Information required - banking account or credit/debit card. To establish a payment plan, a student must access his or her [MyBarton Portal](#) then Student Financial Center. Students with questions about the payment plan or who need assistance making payment arrangements may contact the Business Office at (620)786-7463.

Students in online classes must follow all advertised non-activity and non-payment deadlines for previous semester balances in order to remain in their classes. These deadlines may be found at online.bartonccc.edu under the Dates & Course Lists tab.

Students who plan to complete the online payment plan should notify a Barton representative at enrollment to receive further direction and a payment schedule.

Expectations of Students Taking College Classes

Students are expected to attend all classes and be on time. In the case that a student is unable to attend class or will be tardy, the student should communicate directly with the instructor with as much advance notice as possible.

Students are expected to review the course syllabus to insure understanding of the instructor's expectations for the class including deadlines, attendance, grading, and academic integrity policies. Syllabi are unique to each instructor.

Students are expected to go to class prepared, taking all paper, pencil/pen, and any other supplies that the instructor expects them to bring to class.

Exams often cover more than just the textbook. Students should take notes in class.

Students are expected to keep track of their homework and assignments in their own agendas or planners. Students should not expect instructors to issue reminders about missed assignments or exams. Students are expected to take the initiative to communicate with instructors about missing work or upcoming exams. Many college instructors do not give make-up exams or accept late assignments.

Students are expected to act as college students and may be required to work outside of the high school day in order to meet deadlines. This time management is the student's responsibility.

Students should not expect "extra credit" opportunities as few college instructors provide additional ways to raise grades.

Students are expected act with academic integrity. All acts of academic integrity will be dealt with on an individual basis at the instructor's discretion, and both first-time and repeat offenders may face expulsion from the course and a final grade of XF, a failing grade that indicates the grade was earned by cheating. On all course work, assignments, or examination undertaken by students at Barton, the following pledge is implied by virtue of enrollment: On my honor as a student, I have neither given nor received unauthorized aid on this assignment. For Full Academic Integrity Policy see Appendix B.

Students should utilize the educational chain of command communicating with college instructors before involving administrators or other individuals in student concerns. The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel like their rights have been infringed upon, they can express their concern through the problem resolution procedure. For Full Problem Resolution Policy see Appendix C.

Important Details for High School Students Taking College Classes

Barton Community College classes are offered at various high schools for dual or concurrent credit. The decision whether or not to grant dual credit—in which the course is given for high school credit as well—is entirely up to the Unified School District. When a student enrolls, he or she must obtain the signature of a school official to authorize that the student is currently a high school sophomore, junior, or senior at the designated high school.

There are deadlines associated with course assessment and enrollment, and if missed, students will not have the opportunity to either take the college class or earn college credit for their high school class. Students should verify with their instructor that they are enrolled in a course for college credit at the beginning of the semester. Enrollment and credit cannot be awarded retroactively.

Minimum and maximum enrollment numbers apply to college courses. Courses that do not meet minimum enrollment numbers may be cancelled. Maximum enrollment numbers cannot be increased, and students should complete the enrollment process as early as possible to ensure a spot in the specific course. The class's listing on the student's high school schedule is not confirmation of college enrollment nor a confirmation of a spot in the class. Students must complete the college enrollment process to officially enroll in a class.

Students must meet eligibility requirements including any placement scores or class prerequisites. These eligibility requirements are consistent per college course regardless of delivery method or class location. The student's high school may place additional course, testing, or GPA requirements on College Advantage courses. These additional requirements are constructed and enforced by the high school.

Federal financial aid is not available to high school students taking college classes, and students are responsible for tuition and fees. Standard tuition and fee amounts exist for all students taking face-to-face and online classes. In most instances, students will also be responsible for the purchase or rental of a textbook for each class.

Exception: Excel in CTE Initiative courses will not include tuition. Textbook and/or program fees may apply.

All Barton classes are taught by qualified full-time and adjunct faculty members who are evaluated based on the credential requirements as set forth by the Higher Learning Commission (HLC), the Kansas Board of Regents (KBOR) and Barton's standard hiring practices. All Barton classes must adhere to contact hour requirements as governed by the Kansas Board of Regents. Classes may exceed the contact hour requirements set forth by these agencies.

All Barton students, regardless of age or high school year, are protected by the Family Education Rights and Privacy Act (FERPA), a federal privacy law that protects a student's education records including, but not limited to report cards, transcripts, disciplinary records, contact and family information, and class schedules. Students must formally grant permission to any other individual to whom he or she wants to grant access of this protected information.

Barton Websites and Online Resources

Students can monitor their academic performance by utilizing Barton's online services that provide information about final grades, transcripts, and billing/payments. Barton does not mail hard-copy grade reports to its students.

My Barton Portal

The [MyBarton Portal](#) houses the below online resources for all Barton students. Each student's Portal is set up for them with only security question setup required by the student. The MyBarton Portal allows for a single sign on using the student's assigned Barton ID number (usually prefaced with either a 000 or 666). Lookup ID and Forgot Password buttons are available to assist students who do not know this information.

First-time sign-in directions and technical assistance links are provided on the MyBarton Portal landing page at mybarton.bartonccc.edu.

PAWS

The PAWS account, which is housed inside the MyBarton Portal, contains tools to assist students with completion of the following tasks: make payments online, see and print unofficial transcripts, view and print tax information, and make contact information changes.

Currently, only returning students may enroll themselves in classes via their PAWS account by choosing the Student tab and selecting Registration.

Canvas

Canvas is also accessible via the MyBarton Portal. Canvas is the learning management system utilized by the college to host all classes' online content. Students in face-to-face and online classes alike may be required to access this resource either frequently or sparingly throughout a course. For classes held online or on campus, grades, assignments, and other types of course content may be stored here. Students in online classes will be expected to contact their instructors through Canvas Messenger.

Most instructors who teach their college courses in a high school setting prefer to utilize their USD's preferred online system to track grades and store course content.

Cougar Email

Cougar email accounts are created for all Barton students upon enrollment finalization. These email addresses are typically formatted first name {dot} last name@bartoncougars.org and may only be accessed via the MyBarton Portal. This email account is a fully functional Gmail account and includes Google Drive and Docs functions. Official college correspondence from Admissions, Business Office, Community Education, and Financial Aid is sent to this email account.

The mail sent to this email address may be set to forward to an email address of the student's choosing by choosing *Open Mail*, selecting *Settings* (the gear in the right-hand corner), and customizing the information on the *Forwarding and POP/IMAP* page.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal regulation that protects a student's right to privacy, and as such, parents are not entitled to open communication with college officials about their child's progress regardless of the student's age or high school year.

Protected "Directory" Information:

- Name
- Addresses(es)
- Telephone numbers
- Email address(es)
- Birthdate and place of birth
- Major or field of study
- Class status
- Enrollment status
- Degrees and awards received
- Most recent educational institution attended by the student
- Participation in officially recognized activities and sports
- Weight and height (if participating in varsity sports)

Barton Community College accords all the rights under the law to students. Those rights are: 1) the right to inspect and review the student's education records; 2) the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; 3) the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent; 4) the right to file with the U.S. Department of Education a complaint concerning alleged failures by Barton Community College to comply with the requirements of FERPA; and 5) the right to obtain a copy of Barton's Community College's student records policy.

What does FERPA mean to a family member?

FERPA protects a student's academic records from being disclosed to a third party—even parents and guardians who may have paid for the course during enrollment time. We understand this can, at times, be inconvenient, but Barton is required by law to protect its students. A student must complete an Authorize Release of Information Form to release any educational records to a third party, including parents or guardians.

College staff **are not allowed** to discuss a student's financial obligations with his or her parents or guardians and college instructors **are not allowed** to discuss a student's attendance or performance with his or her parents or guardians unless the student has signed a FERPA document on file with the College. The student can authorize a Release of Information under the "Student" tab in their PAWS account.

Students and parents should discuss and decide the desired permissions to student records prior to the class's start date.

To submit:

- Visit mybarton.bartonccc.edu
- Sign in
- Click Student Services at the top
- Click Authorize Release of Information
- Complete using the approved third party's information

FERPA

Barton is here to help students and parents alike, but without a FERPA release, College employees aren't able to provide student information (even confirmation of enrollment!) to third parties, by law. By either coaching the student through the completion of the release form, providing the student with ideas for what questions he or she should ask, or by calling the College with the student, you can help the College help you!

Course Credits and Grading Procedures

Credit hour standards and grading procedures apply to all Barton students regardless of venue or delivery method of classes being taken.

Credit Hours

College courses are measured in *credit hours*. College courses may range from one to twelve credit hours in credit. Credit hours are determined per course based on the amount of time per week that the student spends, either in class, lab, or working on homework for the course. The course's credit hour number should be considered a minimum, and students should expect to have homework of varying natures to complete on their own, outside of the classroom.

Grade Point Value and Average

A grade point average is a number that represents the average of the student's grades when totaled and averaged over time. It is calculated by adding the accumulated final grades and dividing that figure by the number of grades awarded. For this reason, a five-credit-hour class carries more weight in a student's GPA than a three-credit-hours class, a three-credit-hour class carries more weight in a student's GPA than a one-credit hour class, etc.

Barton uses the below grading scale to calculate grade point average.

Grading System

Grade		Grade Points Per Credit Hour
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average, passing	1
F	Failing	0
XF	Violation of Academic Integrity and Failing	0
P	Pass-Credit only	not computed in cumulative grade point average*
I	Incomplete	no credit**
W	Withdrawn	no grade computed, no credit***
AU	Audit	no grade computed, no credit****
CL	Academic Clemency	no grade computed, no credit*****

Course Withdrawal and Special Situations

If a student needs to withdraw from a College Advantage class for any reason, it is the student's responsibility to drop or withdraw from the class at both the high school and Barton Community College. Students should communicate with their high school counselor about the circumstances of the course withdrawal. Failure to notify the College that a course needs to be dropped by the advertised withdrawal date could result in a failing grade in the college course.

Up to the withdrawal deadline, students may withdraw from a course for any number of reasons. Some situations may require the withdrawal from a course, and the withdrawal must be completed at both the high school **and** Barton Community College. Should a student encounter one of the below situations, a course withdrawal is **not** automatically initiated.

Students transferring out of a year-long college class at the semester break in December must change their high school schedule but **also** withdraw from the college class by completing the necessary withdrawal paperwork.

Students transferring from one school to another, regardless of time of year or reason, must withdraw from their college class(es) when transferring between schools for any reason. Because of differences in semester lengths, instructors, and course offerings, students are not able to transfer between schools and retain their dual or concurrent credit coursework enrollment and will need to withdraw.

No part of the withdrawal process is automated, even in the case of withdrawing or dropping out of high school. Students withdrawing or dropping out of high school entirely must officially withdraw from the college class by completing a drop/withdrawal form. If the student

does not complete the withdrawal process to remove him or herself from the college class, he or she may face a failing final grade due to content left unfinished after the time of dropping out.

Refund, drop, and withdrawal deadline dates vary per school because of varied start dates. Drop and withdrawal dates may be found on the [Barton Academic Calendars page](#). If within the withdrawal date, a student must obtain, complete, and submit a drop/withdrawal form via fax or email to Karly Little, Coordinator of Community Education, (620)786-1180 or littlek@bartonccc.edu.

Incomplete Grades

Communication with an instructor is of utmost importance in a college course. If in need of extensions, new deadlines, or any other form of exception, these permissions come from the instructor and the instructor alone. Even with an authorized FERPA form on file, a student is responsible for his or her own instructor-interaction, especially in the case of requesting extensions and anything pertaining to his or her class.

In extreme cases, serious or extended illness, or family emergencies, students may be awarded an *Incomplete* on their transcript in which the grade is denoted with an *I* in place of a final grade. In the case of an *Incomplete*, the student and instructor draw up a contract that includes the remaining coursework to be completed and the new deadlines by which the student must abide. If the student completes the work by the agreed-upon deadlines, the instructor may replace the grade with an appropriate letter grade.

In the case of courses that are prerequisites for other courses, the student may not progress into the sequential course until the *Incomplete* is replaced by the appropriate prerequisite grade, typically a C or better.

Grade Point Average and Financial Aid

Low or failing grades in college classes affect a student's overall GPA, which can affect eligibility for future federal financial aid, scholarships, and future college program acceptance. In short, for the duration of their college career, students must maintain a 2.0 GPA and 67% completion rate of classes. Enrolling in classes and later withdrawing or failing affects this percentage rate. Each incoming freshman's cumulative college GPA is evaluated at the start of his or her freshman year. For the full Satisfactory Academic Progress policy, refer to the [college catalog and student handbook](#).

A student's college academic record begins the moment he or she enrolls in a class, for dual credit or otherwise. Regardless of whether or not the class is taken while in high school and whether or not the class is paid for by personal or scholarship funds, each class is a part of the student's permanent college academic record and must be transferred to any future institution from which he or she seeks a degree or certificate.

Thanks to technology, institutions are more globally linked now than ever before. Although an institution may not be able to immediately see how a student performed at an institution, Financial Aid can access if a student has attended an institution whether or not the student self-reports. Students should be up-front with advisors and know that he or she wants to help them be as successful as possible. Reaching a student's goal may mean retaking a class or pursuing another applicable class based on the student's strengths and weaknesses.

Course Transferability

Barton has transfer agreements with many four-year institutions in and around Kansas. The transferability of Barton coursework is set by the four-year institutions, which have guidelines outlining how previous college credit earned will be applied to the student's program of study. Course transfer requirements vary among institutions, and perhaps even among departments, college or programs within an institution. Requirements may change from time to time without notification. It is the student's responsibility to obtain relevant information from intended transfer institutions to ensure enrollment in the most appropriate courses. To answer specific transfer questions, it is always best for students to contact the transfer institution.

Students who have completed college coursework with Barton and plan to attend an institution other than Barton upon high school graduation will likely need to request their Barton transcript be sent to their intended institution. Prior to requesting a Barton transcript, students should inquire about the transfer of credits policy at the transfer institution.

For further information on specific course transferability or transferability to universities in Kansas, visit transfer.bartonccc.edu.

Requesting Transcripts

There are two types of transcripts that may be ordered from any higher education institution—unofficial and official—and knowing the difference between the two can save students both time and money.

Unofficial Transcripts

Unofficial transcripts list courses taken and grades earned. Unofficial transcripts are generally used for scholarship applications and meetings with advisors to explore the transfer of credits. Scholarship applications should specifically list whether a student needs “official” or “unofficial” transcripts for application. This document is free and may be accessed, printed, and copied as the student needs access to it.

Unofficial transcripts may be printed for free from the student's PAWS account.

- Visit mybarton.bartonccc.edu
- Sign in using the Barton ID number and PIN
 - Use the Lookup ID button, if unknown
 - Directions for first-time sign-in PINs are provided on the site, or click Forgot PIN
- Choose PAWS
- Choose the Student tab
- Click Student Records
- Choose Academic Transcript
- Click Submit
- Print that page

Unofficial transcripts are available online through the [MyBarton Portal](#) for those students who have no outstanding financial obligations on their accounts. An unlimited amount of unofficial transcripts may be printed by students with this standing.

Enrollment Services may provide an unofficial transcript to students who are currently enrolled in Barton classes. If a student is no longer enrolled in Barton classes, and a financial obligation exists, unofficial transcripts will not be provided to the student. Advisors and coaches may access unofficial transcripts for purposes of advising, but will not provide the unofficial transcripts to students or third parties outside the institution.

Students with existing financial obligations may take care of their balances to have the hold removed from their account. At that time, unofficial transcripts may be printed from the student's MyBarton Portal account.

Official Transcripts

Official transcripts also list the courses taken and grades earned. Official transcripts are generally used for more “official” purposes, like when a student needs to transfer a course or courses from Barton to another community college or university. The “official” reason behind this type of transcript is to authorize the transfer institution to include the Barton Community College credits in place of core or elective credits on the transcript of the transfer institution.

Since these credits go toward the final goal, the degree the student is pursuing, the document must be official and come directly from the Office of the Registrar. Students will not see this document at any point because it travels directly from institution to institution.

For official transcripts orders, Barton utilizes a third-party transcript warehouse company (the National Student Clearinghouse) to send transcripts for Barton Community College. Requests may be made 24/7 with this website, and electronic or paper copies of transcripts may be requested. This company charges for transcript requests and will require online payment when the order is complete.

- Visit transcripts.bartonccc.edu.
- Read the provided transcript request information.
- Click the "Request Transcript" hyperlink.
- Complete the prompts provided on the Student Clearinghouse webpage.

Tips for ordering transcripts:

- Because of the number of detailed options and steps required for the process, it is recommended that students not complete the transcript ordering process on a phone or other small electronic device.
- Transcripts may be ordered in either hard copy or electronic formats. Some institutions and departments may not accept one or the other. It is crucial that the student learn how the transfer institution would like to receive the transcript prior to requesting from Barton.
- Transcripts may be sent upon request, or they may be sent now, after grades are posted, or after a degree is awarded. These options provide the time for the student's current semester grades to post prior to sending.
 - If the student chooses "Send Now," the current semester classes will be listed as *In Progress (IP)*. Some institutions will not complete a transfer audit with this information alone.
- Once the student completes the payment page and submits payment for the ordered transcript, he or she must complete the consent page that follows in order for the transcript order to be complete. Without a completed final consent page, a transcript will not be processed.

For more information about unofficial and official transcripts or for information about how to request an official transcript in person, by fax, or email, visit transcripts.bartonccc.edu.

Student Support Services

All Barton students have access and are welcome to utilize Barton's online and on-campus student support services.

Activities and Events On Campus

All Barton students have the ability to acquire a Barton ID card. To acquire a Barton ID card, students must visit the Business Office in the Kirkman Building on the Barton County Campus.

Having a Barton ID card makes for easy access to the student's Barton ID number for signing into Barton's online resources and websites. It grants free access to all sporting events on campus and admission into all Student Life events.

For a full schedule of athletic events on campus, visit bartonsports.com. For more information about Student Life activities, visit campuslife.bartonccc.edu.

Advisement

Advisement is the key to a successful college experience. The availability of advisement services assists students with information on career opportunities, enrollment procedures, course transferability, and degree completion.

Barton students can expect student-centered advisement designed to increase student success by promoting continuous contact between the student, his or her advisor, and the Barton student support structure. For more information or to schedule an advisement appointment, contact the Advisement Center by email at advising@bartonccc.edu or (800) 748-7594, ext. 225. To be assigned to an advisor, visit highschool.bartonccc.edu, choose Advising for High School Students, and complete the High School Advisee Inquiry Form.

Barton Library

College Advantage students have access to the Barton Library. The Barton Library offers a wide array of support including access to collections of books, periodicals, films, slides, videotapes, audiotapes, microfilm, electronic databases, and other resources. Computer and Internet access and free faxing and printing are provided in the Barton Library.

For more information on resources available, contact Regina Casper-Reynolds, Learning Resource Center Director, at (620) 792-9362, or toll free at (888) 403-1900 or via email at reynoldsr@bartonccc.edu.

To access Barton Library materials online, visit library.bartonccc.edu.

Cougar Tutor

Barton's Cougar Tutor service is available to College Advantage students. The service offers academic support in: math, speech, sciences, accounting, English, psychology, and history. To contact a Cougar Tutor, call (620) 792-9267, or email tutoringservices@bartonccc.edu. Tutoring services may also be received in the north end of Barton's Library, Monday – Thursday, 7:30 a.m. – 8:00 p.m.

For further information, visit tutoring.bartonccc.edu.

Barton County and Central Kansas Upward Bound Programs

Participants are chosen based on their family income and parents' education level. All students must either meet the family income guidelines set by the U.S. Department of Education or be potential first-generation college students.

To participate in Barton County Upward Bound (BCUB), students must attend one of the following schools: Ellinwood High School, Great Bend School, or Hoisington High School. To participate in Central Kansas Upward Bound (CKUB), students must attend one of the following schools: Central Plains High School, Chase High School, Ellsworth High School, Lyons High School, or Wilson High School. These programs cannot accept students who are currently in the 12th grade.

The cornerstone of Upward Bound is a supplemental instruction program that helps students by providing teaching and tutoring services before or after school or a combination of both. The supplemental instructional program is intended to enhance the instruction that students receive daily in their high school classes and emphasize the development of skills in the areas of mathematics, English, science and social studies.

Upward Bound students participate in many fun activities as well. They engage in many community service projects that range from Big Brothers Big Sisters to Food Drives. They also go on college visits, cultural trips, and many other activities that are designed to help prepare them for the future. Additionally, students participate in a summer program where they are able to continue their education and experience what college will be like. At the end of every summer program they take a week-long trip to somewhere new and exciting.

There is no cost to participate in Upward Bound. Upward Bound aims to help students attend their top choice college after high school graduation.

For a full list of services and information about how to apply, visit Barton County Upward Bound at bcub.bartonccc.edu or Central Kansas Upward Bound at ckub.bartonccc.edu.

Counseling

College years are an exciting, but sometimes stressful time. The thought of counseling may be intimidating, but it's important to know that the decision to get counselling is a sign of strength and maturity, not weakness. There is no cost to use counseling services, and all visits, inquiries, and discussions are private and confidential. No information of any kind is given to anyone unless the student specifically requests it in writing. The only exception to this is if you express threat to yourself or to someone else.

For more information, visit counseling.bartonccc.edu.

Disability Services

In order to promote equal education opportunities, services are available to all students with physical or learning disabilities. Accommodations are modifications or adjustments that allow students with disabilities an equal opportunity to participate in and benefit from educational programs. Reasonable accommodations are provided on an individualized, as-needed basis. At the college level, students with disabilities must self-declare and provide recent and professional documentation regarding the disability, which should include how the disability affects the student's academic performance, as well as suggested accommodations.

The student must take the first step of self-advocacy by making sure they contact a disability advocate, preferably prior to the start of classes, to allow adequate time for accommodations to be set in place. Students may contact disabilityservices@bartonccc.edu, visit the Great Bend Campus Learning Resource Center, or call (620)786-1102 to set up accommodations for College Advantage, online, or on-campus classes.

Accommodations

Accommodations are modifications or adjustments that allow students with disabilities an equal opportunity to participate in and benefit from educational programs.

There are many categories of accommodations. Appropriate accommodations are provided on an individual, case-by-case basis. Some common accommodations include:

- Adapting a dorm room or a classroom for a student who uses a wheelchair
- Extending timelines on assignments or tests
- Providing for the use of auxiliary aids such as sign language interpreters, tape recorders, note takers, scribes, readers, or books on tape

Some accommodations will not be provided. These include personal devices or assistance with personal services. Additionally, schools are not required to alter the fundamental requirements of a class or program. Finally, schools are not required to provide the specific accommodations requested or the ideal accommodation, but are obligated to provide reasonable accommodations, for known limitations.

For more information and other resources about the rights and responsibilities of all involved parties, visit sss.bartonccc.edu and choose Disability Services.

Admissions

While you are a Barton student pursuing college credits in high school, there are a few more steps to take before becoming a Barton student after high school graduation. Barton hosts Enrollment Days, offers campus visits and tours, and travels to Kansas high schools to educate students on all that Barton has to offer. Don't miss out on scholarship and financial aid opportunities to help you get a head start on your college education!

For more information and live links to additional information and applications, visit bartonccc.edu and choose Admissions or Become a Cougar.

Getting Started

You are only a few quick steps away from becoming a Barton Cougar!

Step 1: Complete Admissions/Scholarship Application - Remember, Barton's academic scholarship deadline is May 1 for Fall and November 15 for Spring.

Step 2: Enroll for Classes - Contact the Admissions Office to schedule an advising appointment. Online students may proceed to BARTonline or EDUKAN if you do not need advising assistance.

- Submit ACT Scores or ASSET test scores- Haven't taken either of these assessment tests? No problem just give us a call and we'll get you taken care of.
- Submit completed transcript(s) - Completed transcripts must be mailed directly to Barton Admissions Office to be official. Unofficial transcripts can be used for advising and obtaining academic information (GPA, ACT Scores, etc.)

Step 3: Housing Application - All full-time freshman students are required to live in Barton Residence Halls. Submit application and deposit early to get your first choice! For more information visit the Student Housing web page.

Step 4: Financial Aid - Never rule out the cost of going to college. You have many options to help you accomplish yours goals! First, we encourage all students to seek federal assistance by visiting www.fafsa.gov. Second, visit the Barton Financial Aid Office web page for Barton opportunities. Third, give us a call and we'll see what other options we have for you!

Step 5: Paying for Classes - Check out information on enrollment and registration or payment plans and dates. Barton also offers a payment plan to help you manage the cost of your education.



Worried about college debt?

Come to Barton and let your **GPA PAY** the way!

Your ACT score or GPA could score you books and tuition! Visit GoBarton.com/GPA for more information.

AWARD	AWARD AMOUNT	KANSAS HS GPA	OR	ACT SCORE
Excellence Award	Tuition & Books	3.6 and above	or	26+
Honor Award	\$1,000	3.0 - 3.59	or	24 - 25
Achievement Award	\$800	2.5 - 2.99	or	22 - 23

BARTON

COMMUNITY COLLEGE

Non-discrimination Notice: Barton Community College is an equal opportunity provider and employer. Visit equal.bartonccc.edu for more information.

Appendix A – Placement Testing Matrix

Next Generation

Writing Skills

2018

Course Recommendations by Faculty	ACT English Scores	Accuplacer NG Sentence Skills Scores	ASSET Writing Skills Scores	COMPASS Writing Skills Scores
ENGL 1190 Basic English	1-10	200-236	23-29	1-22
ENGL 1194 Intermediate English	11-16	237-254	30-39	22-64
ENGL 1209 English Composition I with review – also requires college level reading score*	11-16	237-254	30-39	22-64
ENGL 1204 English Composition I – also requires college level reading score* 2018 SAT EBRW 490	17 and above	255 and above	40 and above	65 and above

Reading Skills

Course Recommendations by Faculty	ACT Reading Scores	Accuplacer NG Reading Skills Scores	ASSET Reading Skills Scores	COMPASS Reading Skills Scores
READ 1108 Basic Reading	1-13	200-236	23-34	1-58
READ 1109 Intermediate Reading	14-17	237-254	35-39	58-74
*College level reading score	18 and above	255 and above	40 and above	75 and above

*ESL Skills (ESL5 score reflects the **total** scores from ESL reading, ESL language usage, ESL sentence meaning, and ESL listening)

Course Recommendations by Faculty	Accuplacer ESL5
ENGL 1111 Intro to English Language	0 - 120
ENGL 1120 English Speakers Other Languages 1	121 - 240
ENGL 1121 English Speakers Other Languages 2	241 - 360
ENGL 1122 English Speakers Other Languages 3	361 - 399
ENGL 1204 English Composition I	400 and above

*See ESL Placement Chart on back for more class information.

Math Skills

Course Recommendations by Faculty	ACT Math	Accuplacer NG Math	ASSET Math	COMPASS Math
		QAS	<i>Numerical Skills</i>	<i>Pre-Algebra</i>
MATH 1813 College Prep Math	1-20	200-249	23-39	1-100
MATH 1809 Basic Applied Math 2018 SAT Math 260-430		200-236		
MATH 1821 Basic Algebra 2018 SAT MATH 470-520	17-20	237-249	40 and above	39-100
		QAS	<i>Elementary Algebra</i>	<i>Algebra</i>
MATH 1824 Intermediate Algebra MATH 1826 College Algebra with review MATH 1806 Technical Mathematics MATH 1819 Business Mathematics 2018 SAT MATH 530-550	21-22	250-262	39 and above	41-65
			<i>Intermediate Algebra</i>	
MATH 1828 College Algebra STAT 1829 Elements of Statistics STAT 1840 Business & Economics Stats BUSI 1609 Business Statistics 2018 SAT MATH 560-600	23-25	263-275	41 and above	66-100
MATH 1831 Business Calculus MATH 1840 Intro to Contemporary Math 2018 SAT MATH 610-720	26-32	276-300	<i>College Algebra</i>	<i>College Algebra</i>
		AAF		
MATH 1830 Trigonometry 2018 SAT MATH 610-720	26-32	237-249	38 and above	46-100
MATH 1832 Analytic Geometry-Calculus I 2018 SAT MATH 740-800	33-36	250-300		

Accuplacer ESL5 reflects the total of scores from ESL reading, ESL language usage, ESL sentence meaning, and ESL listening. The ESL5 total score in BANNER will recommend placement. ESL placement cannot be determined with other test instruments.

ESOL PLACEMENT

ACCUPLACER COMPREHENSIVE SCORE	COURSE PLACEMENT
Total Score = 0 – 120 Students are REQUIRED to enroll in these four one-credit hour courses.	Intro to English Language 6 credit hours
	ESOL Academic Vocabulary 1 1 credit hour
	ESOL Sentence Structure 1 1 credit hour
	ESOL Conversation 1 1 credit hour
	ESOL Lab 1 credit hour

ACCUPLACER COMPREHENSIVE SCORE	ACCUPLACER SUB-TEST SCORE		COURSE PLACEMENT
Total Score = 121 – 240 Students are REQUIRED to enroll in the corresponding one-credit hour course(s), as determined by individual subtest score.			ESOL 1 3 credit hours
			ESOL Lab 1 credit hour
	Language Use Score	20 – 70	Academic vocabulary 1 1 credit hour
		71 – 120	Academic vocabulary 2 1 credit hour
	Sentence Score	20 – 70	Sentence Structure 1 1 credit hour
		71 – 120	Sentence Structure 2 1 credit hour
	Listening Score	20 – 70	Conversation 1 1 credit hour
		71 – 120	Conversation 2 1 credit hour

ACCUPLACER COMPREHENSIVE SCORE	ACCUPLACER SUB-TEST SCORE		COURSE PLACEMENT
Total score = 241 – 360 Students who score into the 20-70 range of a subtest are REQUIRED to enroll in the corresponding one-credit hour course(s), as determined by individual subtest score Students who score into the 71 -120 range of a subtest are ENCOURAGED to enroll in the corresponding one-credit hour course(s).			ESOL II 3 credit hours
	Language Use Score	20 – 70	Academic Vocabulary 1 1 credit hour
		71 – 120	Academic Vocabulary 2 1 credit hour
	Sentence Score	20 – 70	Sentence Structure 1 1 credit hour
		71 – 120	Sentence Structure 2 1 credit hour
	Listening Score	20 – 70	Conversation 1 1 credit hour
		71 – 120	Conversation 2 1 credit hour
	ACCUPLACER COMPREHENSIVE SCORE	ACCUPLACER SUB-TEST SCORE	
Total score = 361 – 399			ESOL III 3 credit hours
	Language Use Score	20 – 70	Academic Vocabulary 1 1 credit hour
		71 – 120	Academic Vocabulary 2 1 credit hour
	Sentence Score	20 – 70	Sentence Structure 1 1 credit hour
		71 – 120	Sentence Structure 2 1 credit hour
	Listening Score	20 – 70	Conversation 1 1 credit hour
		71 – 120	Conversation 2 1 credit hour

Appendix A – Placement Testing Matrix

Classic

Writing Skills

Course Recommendations by Faculty	ACT English Scores	Accuplacer CLASSIC Sentence Skills Scores	ASSET Writing Skills Scores	COMPASS Writing Skills Scores	BARTONLINE *Placement test provided online after enrollment
ENGL 1190 Basic English	1-10	1-39	23-29	1-22	N/A
ENGL 1194 Intermediate English	11-16	40-68	30-39	22-64	N/A
ENGL 1209 English Composition I with review – also requires college level reading score*	11-16	40-68	30-39	22-64	N/A
ENGL 1204 English Composition I – also requires college level reading score* 2017 and prior SAT VERBAL 360	17 and above	69 and above	40 and above	65 and above	40% or higher

Reading Skills

Course Recommendations by Faculty	ACT Reading Scores	Accuplacer CLASSIC Reading Skills Scores	ASSET Reading Skills Scores	COMPASS Reading Skills Scores	BARTONLINE *Placement test provided online after enrollment
READ 1108 Basic Reading	1-13	1-53	23-34	1-58	N/A
READ 1109 Intermediate Reading	14-17	54-68	35-39	58-74	N/A
*College level reading score	18 and above	69 and above	40 and above	75 and above	N/A

*ESL Skills (ESL5 score reflects the total scores from ESL reading, ESL language usage, ESL sentence meaning, and ESL listening)

Course Recommendations by Faculty	Accuplacer ESL5
ENGL 1111 Intro to English Language	0 - 120
ENGL 1120 English Speakers Other Languages 1	121 - 240
ENGL 1121 English Speakers Other Languages 2	241 - 360
ENGL 1122 English Speakers Other Languages 3	361 -399
ENGL 1204 English Composition I	400 and above

*See ESL Placement Chart on back for more class information.

Math Skills

Course Recommendations by Faculty	ACT Math	Accuplacer CLASSIC Math	ASSET Math	COMPASS Math	BARTONLINE *Placement test provided online after enrollment
		<i>Arithmetic</i>	<i>Numerical Skills</i>	<i>Pre-Algebra</i>	
MATH 1813 College Prep Math MATH 1809 Basic Applied Math	1-20	0 - 69	23-39	1-100	N/A
MATH 1806 Technical Mathematics MATH 1819 Business Mathematics MATH 1821 Basic Algebra 2017 and prior SAT MATH 400	17-20	70 and above	40 and above	39-100	60% or higher
		<i>Elementary Algebra</i>	<i>Elementary Algebra</i>	<i>Algebra</i>	
MATH 1813 College Prep Math MATH 1809 Basic Applied Math		0-59	No placement	No placement	
MATH 1824 Intermediate Algebra MATH 1826 College Algebra with review 2017 and prior SAT MATH 460	21-22	60-80	39 and above	41-65	60% or higher
			<i>Intermediate Algebra</i>		
MATH 1828 College Algebra 2017 and prior SAT MATH 490	23-25	81-109	41 and above	66-100	60% or higher
			<i>College Algebra</i>	<i>College Algebra</i>	
MATH 1830 Trigonometry MATH 1831 Business Calculus MATH 1840 Intro Contemporary Math STAT 1829 Elements of Statistics STAT 1840 Business & Economic Stats BUSI 1609 Business Statistics 2017 and prior SAT MATH 540	26-36	110 - 114	38 and above	46-100	60% or higher
MATH 1832 Analytic Geometry-Calculus I		115 - 120			

An Accuplacer Elementary Algebra or Accuplacer arithmetic score will determine placement. **NOTE:** Accuplacer and COMPASS scores in BANNER will be shown as a 3-digit number, i.e., a writing score of 40 will display in BANNER as 040.

Accuplacer ESL5 reflects the total of scores from ESL reading, ESL language usage, ESL sentence meaning, and ESL listening. The ESL5 total score in BANNER will recommend placement. ESL placement cannot be determined with other test instruments.

BARTonline placement scores will be shown in BANNER as a 3-digit number, 'Online Placement'. Online Placement scores are used for BARTonline classes only.
Revised October 2018

ESOL PLACEMENT

ACCUPLACER COMPREHENSIVE SCORE	COURSE PLACEMENT
Total Score = 0 - 120 Students are REQUIRED to enroll in these four one-credit hour courses.	Intro to English Language 6 credit hours
	ESOL Academic Vocabulary 1 1 credit hour
	ESOL Sentence Structure 1 1 credit hour
	ESOL Conversation 1 1 credit hour
	ESOL Lab 1 credit hour

ACCUPLACER COMPREHENSIVE SCORE	ACCUPLACER SUB-TEST SCORE	COURSE PLACEMENT	
Total Score = 121 - 240 Students are REQUIRED to enroll in the corresponding one-credit hour course(s), as determined by individual subtest score.		ESOL 1 3 credit hours	
		ESOL Lab 1 credit hour	
	Language Use Score	20 - 70	Academic vocabulary 1 1 credit hour
		71 - 120	Academic vocabulary 2 1 credit hour
	Sentence Score	20 - 70	Sentence Structure 1 1 credit hour
		71 - 120	Sentence Structure 2 1 credit hour
	Listening Score	20 - 70	Conversation 1 1 credit hour
		71 - 120	Conversation 2 1 credit hour

ACCUPLACER COMPREHENSIVE SCORE	ACCUPLACER SUB-TEST SCORE	COURSE PLACEMENT	
Total score = 241 - 360 Students who score into the 20-70 range of a subtest are REQUIRED to enroll in the corresponding one-credit hour course(s), as determined by individual subtest score Students who score into the 71 -120 range of a subtest are ENCOURAGED to enroll in the corresponding one-credit hour course(s).		ESOL II 3 credit hours	
	Language Use Score	20 - 70	Academic Vocabulary 1 1 credit hour
		71 - 120	Academic Vocabulary 2 1 credit hour
	Sentence Score	20 - 70	Sentence Structure 1 1 credit hour
		71 - 120	Sentence Structure 2 1 credit hour
	Listening Score	20 - 70	Conversation 1 1 credit hour
		71 - 120	Conversation 2 1 credit hour
ACCUPLACER COMPREHENSIVE SCORE	ACCUPLACER SUB-TEST SCORE	COURSE PLACEMENT	
Total score = 361 - 399		ESOL III 3 credit hours	
	Language Use Score	20 - 70	Academic Vocabulary 1 1 credit hour
		71 - 120	Academic Vocabulary 2 1 credit hour
	Sentence Score	20 - 70	Sentence Structure 1 1 credit hour
		71 - 120	Sentence Structure 2 1 credit hour
	Listening Score	20 - 70	Conversation 1 1 credit hour
		71 - 120	Conversation 2 1 credit hour

Appendix B - Academic Integrity Policy

2502 – Academic Integrity

Summary This document defines the principles of Academic Integrity as detailed in the values statement below. It contains, by reference, the expectations, rights and responsibilities, sanctions, and related processes essential to maintain the standards academic integrity within the College.

Purposes Barton Community College is an academic community committed to upholding the highest ideals of integrity and the related values of *honesty, trust, cooperation, respect, and responsibility*. As such, the College

- advances the quest for truth and knowledge by requiring intellectual and personal *honesty* in learning, teaching, research, and service.
- fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- establishes clear standards, practices, and procedures and expects cooperation in the interaction of students, faculty, and administrators.
- recognizes the participatory nature of the learning process and respects a wide range of opinions and ideas.
- upholds personal responsibility in the face of wrongdoing.

Honor Code

On all course work, assignments, and/or examinations undertaken by students at Barton, the following pledge is implied by virtue of enrollment:

On my honor as a student, I have neither given nor received unauthorized aid on this assignment.

Basic Violations of Academic Integrity

Basic Violations of academic integrity shall include, but are not limited to, the following activities:

- Consultation of textbooks, library materials, or notes in examination where such materials are not to be used during the test or other assignment;
- Use of “crib sheets” or other hidden notes in such an examination;
- Looking at another student’s test paper to copy strategies or answers or allowing another to do so;
- Possessing a supply of questions or answers for any assignment or examination;
- Deliberate falsification of any graded activity;
- Collaboration with others except where such collaboration is permitted or encouraged;
- Submission of previously-graded work for a new assignment (without instructor’s consent);
- Use (either in part or whole) of documents obtained from sources which are not the immediate result of the student’s own academic effort;
- Continuing work on an examination or assignment after the allocated time has elapsed; and/or
- Plagiarism (in any form).

Related Academic Sanctions (Basic Violation)

As the primary arbiters of academic integrity, individual faculty members may elect to address episodes of academic misconduct on a “case by case” basis. Specific sanctions include, but are not limited to, the following:

- Verbal Warning/No grade-related action;
- O/F on the assignment/quiz/examination (with the possibility of makeup);
- O/F on the assignment/quiz/examination (with no possibility of makeup);
- O/F in the course with or without prohibition of future enrollment in classes taught by that instructor;
- Designation of “XF” grade with or without prohibition of future enrollment in classes taught by that instructor; and/or
- Recommendation for administrative academic sanction(s).

Faculty Rights and Responsibilities

As an academic matter, faculty retain all rights of grade assignment and related academic sanctions. Course grades assigned may not be altered without the consent of the appropriate faculty member. Also, Basic Violations of academic integrity do not require the application of due process rights as guaranteed by the 14th Amendment of the Constitution. At a minimum, faculty must inform the respective student(s) of the violation and related sanction. Faculty are encouraged to discuss any sanctions with their supervisor.

If the faculty chooses to impose academic integrity sanctions on the student, the faculty member must report this action using the form (Academic Violation Reporting Form). This form is confidential and the information gathered will only be shared with other faculty if a student is a repeat offender.

If the faculty chooses to impose an XF in conjunction with the academic integrity sanction, they are required to complete a second form with required signatures. The XF form may be obtained from the Office of Instruction.

Capital Violations of Academic Integrity

Violations of academic integrity are considered “capital” offenses, if they constitute documented repeat violations of the academic integrity policy, or if they are committed in conjunction with other violations of the student code of conduct. As such, these cases shall be considered on the totality of the evidence, and primarily as academic offenses. Examples of such violations include, but are not limited to, the following:

- Repeated acts of Basic Violations of academic integrity;
- Having a person other than the one duly registered and taking the course stand in at an examination or any other graded activity;
- Attempting to gain unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose;
- Changing or altering grades or other official educational records;
- Obtaining or providing to another an unadministered test or answers to an unadministered test; and/or
- Gaining unauthorized access into a building or office for the purpose of obtaining any course related information or examination.

Related Academic Sanctions (Capital Violations)

With the consensus of the Vice President of Instruction, sanctions shall include *not less than* the original academic sanction (as may have been rendered by the instructor) and may include, but are not limited to, the following at the discretion of academic administration:

- Course Specific Enrollment Prohibition;
- Formal Reprimand;
- Probationary Status;
- Suspension (of one semester or more);
- Reduction of college-awarded scholarship;
- Retraction of college-awarded scholarship;
- Suspension from participation in activities which represent the College;
- Requirement of community service hours;
- Denial of graduation application;
- Expulsion; and/or
- Any other reasonable actions as deemed appropriate by academic administration.

Student Rights

For Basic Violations of academic integrity, students are entitled to request a review by following the Problem Resolution Procedure. The results of this review will be final.

For Capital Violations of academic integrity (as defined above), students are entitled to (1) written notice of the charges which may result in academic sanctions and (2) an opportunity to respond to said charges as outlined in Procedure 2611 – Student Code of Conduct.

Contact(s): Vice President of Instruction

Relevant Policy or Procedure(s): Policy 1501 – Academic Integrity, Quality, and Rigor; 1610 – Code of Conduct; 2503 – Academic Clemency; 2611 – Student Code of Conduct; 2615 – Problem Resolution (Students)

Appendix C - Problem Resolution Policy

2615 – Problem Resolution (Students)

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed on, they can express their concern through the problem resolution procedure. Limitations and acknowledgements include:

- No student will be penalized for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner.
- A student may discontinue this procedure at any step.
- Strict adherence to the noted timelines will be enforced.
- Students seeking resolution of concerns resulting from **academic program dismissal** may start with the second section of this procedure, *“Appeals of Academic Dismissal”*.
- This procedure **does not apply** to a student who wishes to appeal sanctions imposed by student services or academic affairs personnel; the information regarding student right to appeal are available in procedure #2611 Student Code of Conduct.

If a student believes a conflict they are experiencing needs to be resolved, or feels a decision affecting them is unjust or inequitable, they are to resolve the problem by following the steps outlined below.

1. Within seven (7) calendar days of the action resulting in a problem/concern:
 - a. The student is to seek problem resolution informally, at the lowest level possible. For example, if the concern lies with an instructor the student will discuss the concern with the instructor.
 - b. If after the discussion, the student remains dissatisfied, he/she may formalize their complaint by proceeding to step 2.
2. Within seven (7) calendar days of the above meeting:
 - a. The dissatisfied student may advance their concern to the appropriate College Dean or his/her designee. Students may contact the Administrative Assistant to the Vice President of Instruction for assistance in identifying the appropriate Vice President, Dean or his/her designee, if they are unsure who to contact.
 - b. The Vice President, Dean or his/her designee will discuss the student’s concerns and attempt to assist him/her in formalizing the concern via the Problem **Statement** form (hard-copy or electronic) and explaining its completion.
 - c. Once the completed Problem Statement is received by the Vice President, Dean or his/her designee, he/she will investigate the situation and provide written resolution to the student within seven 7 calendar days.
 - d. If following the Dean’s or his/her designee’s written decision, the student remains dissatisfied, he/she may proceed to Step 3.
3. Within seven (7) days of receiving the Dean’s or his/her designee’s written decision:
 - a. The dissatisfied student may appeal the Vice President’s, Dean’s or his/her designee’s decision if at least one of the following statements is true:
 - i. New evidence exists which was not presented to the Vice President, Dean or his/her designee in Step 2.
 - ii. Evidence exists of process failure (i.e. the student was treated unfairly by the Vice President, Dean or his/her designee, etc.).
 - b. The student meeting at least one of the above parameters submits the following to the Vice President of Instruction for consideration:
 - i. The original Problem Statement as submitted to the Vice President, Dean or his/her designee.
 - ii. The written decision received from the Vice President, Dean or his/her designee.
 - iii. The required additional evidence noted in 3a above.
 - c. The Vice President of Instruction will provide his/her written decision to the student within seven (7) calendar days.

-
4. Within seven (7) calendar days of receiving the Vice President of Instruction's written decision:
 - a. The dissatisfied student may pursue review by the President if at least one of the following statements is true:
 - i. There is new evidence which was not presented to the Vice President of Instruction in Step 3.
 - ii. Evidence exists of process failure (i.e. the student was treated unfairly by the Vice President of Instruction, etc.).
 - b. The student provides all pertinent written documentation to the Administrative Assistant to the President and schedules a meeting with the President (note that meeting may occur in person, via electronic means, or via phone).
 - c. The President will review the student's appeal, review available documentation, and present the student with a written determination within seven (7) calendar days. The President's decision is final.
 5. If resolution is not reached, the student may address his/her concerns with the Kansas Attorney General's Office of Consumer Protection:
Consumer Protection Hotline: 1-800-432-2310 or (785) 296-3751 Fax: (785) 291-3699

Appeal of Academic Dismissal

1. Within seven (7) days of academic program dismissal, the student is to submit written documentation to the Vice President of Instruction's Office explaining their situation (documentation may be hard-copy or electronic). This written documentation is to include:
 - a. Student's name and Barton ID number
 - b. Name of the academic program and date of dismissal
 - c. Name of the Instructor/Coordinator/etc. who conveyed program dismissal information
 - d. Any documentation provided to the student at the time of dismissal
 - e. Student explanation of why re-instatement in the academic program is warranted and any supporting documents
2. The Vice President of Instruction will convene a three member Appeals Committee which will include the Vice President of Student Services, the EEOC Liaison, and the Vice President of Instruction (a substitution will occur in instances where availability unduly delays assembling committee) to review and discuss the dismissal.
 - a. The academic program representative will be contacted to also provide documentation relevant to the dismissal.
 - b. Within seven (7) calendar days of this meeting, the student will be notified of the Appeal Committee's determination.
3. Within seven (7) calendar days of receiving the Appeal Committee's decision:
 - a. The dissatisfied student may pursue review by the President if at least one of the following statements is true:
 - i. There is new evidence which was not presented to the Appeal Committee.
 - ii. Evidence exists of process failure (i.e. the student was treated unfairly by the Appeals Committee, etc.).
 - b. The student provides all pertinent written documentation to the Administrative Assistant to the President and schedules a meeting with the President (note that meeting may occur in person, via electronic means, or via phone).
 - c. The President will review the student's appeal, review available documentation, and present the student with a written determination within seven (7) calendar days. The President's decision is final.

Contact: Vice President of Instruction

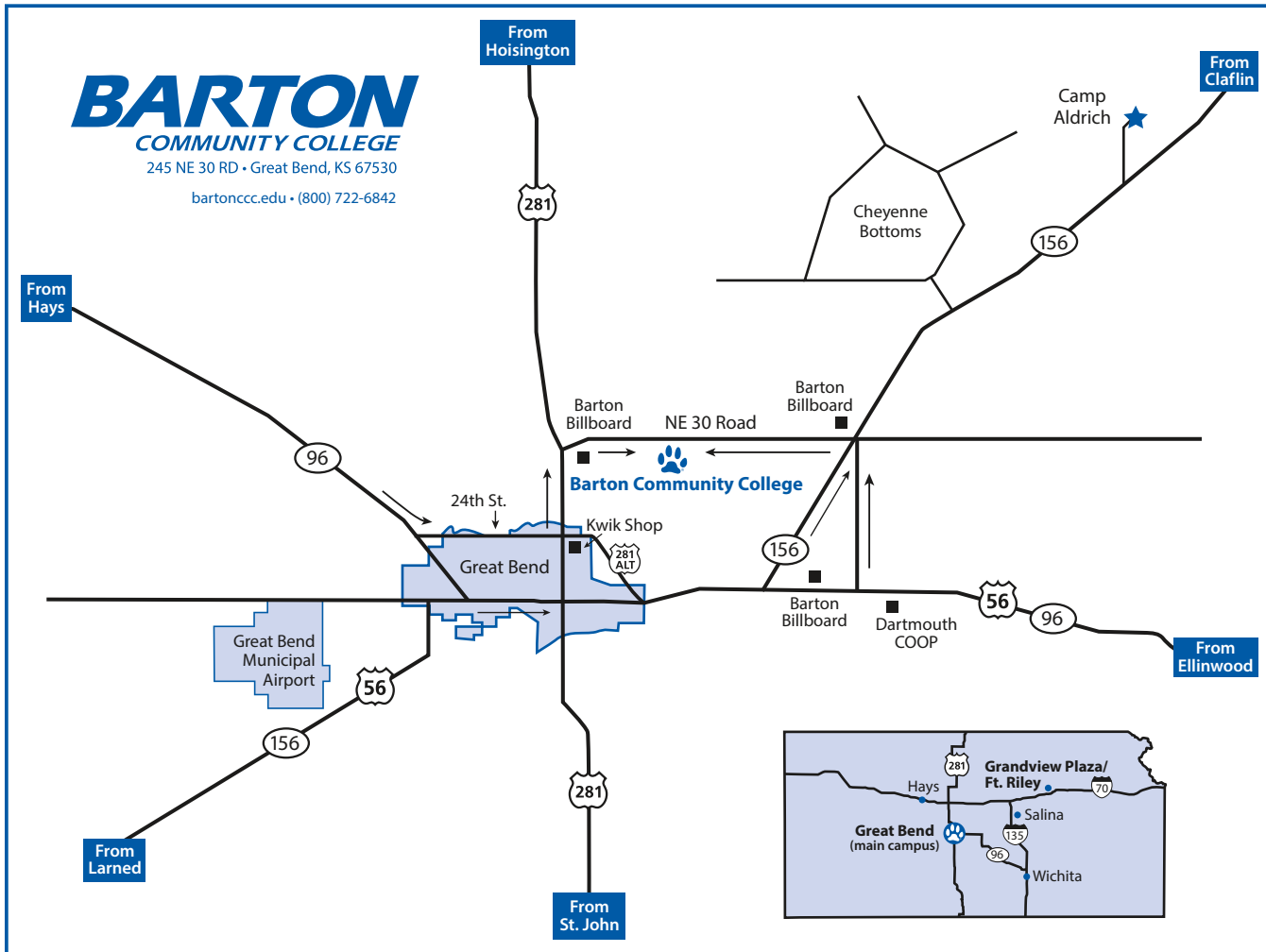
Relevant Policy or Procedure(s): 1615 – Problem Resolution (Students)


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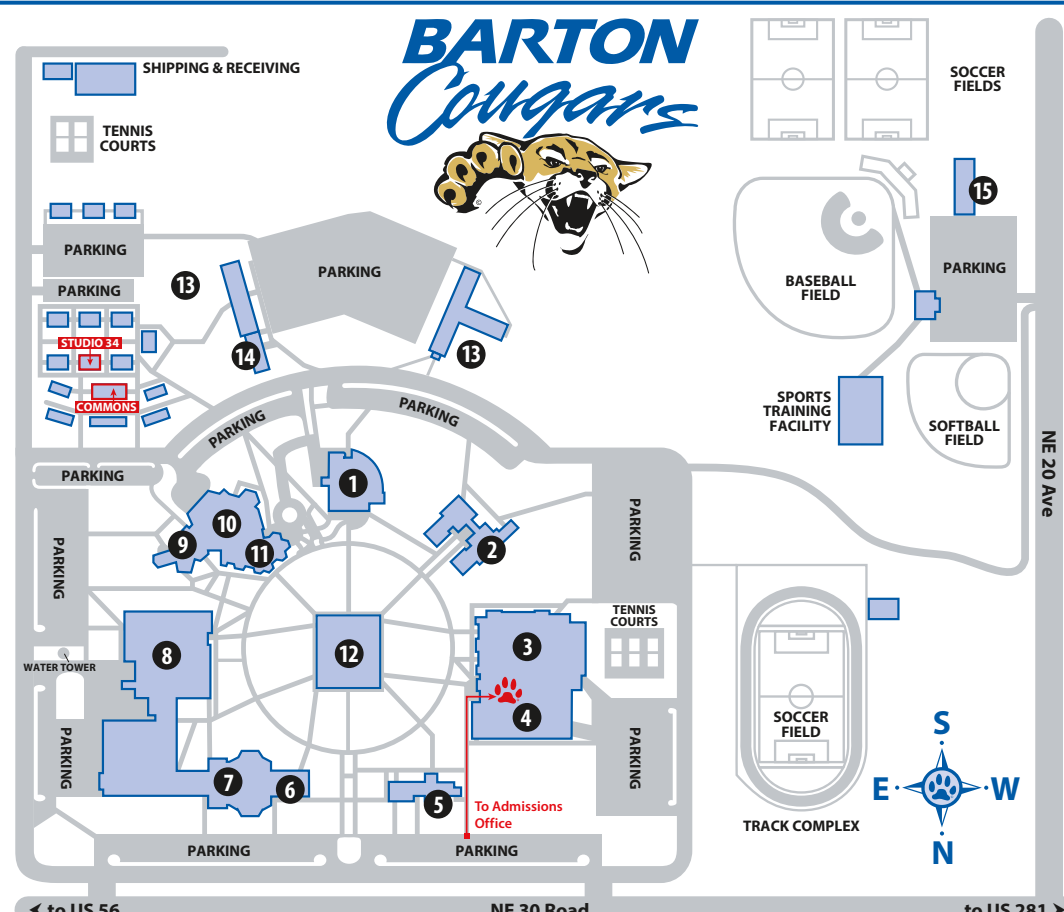
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- 1 U-Building Union
- 2 C-Building Classroom
- 3 P-Building Physical Education
- 4 Kirkman Student Activity Center
- 5 A-Building Administration
- 6 Planetarium
- 7 S-Building Science & Math
- 8 T-Building Technical Education
- 9 F-30 Seminar Room
- 10 F-Building Fine Arts
- 11 Shafer Gallery
- 12 L-Building Learning Resources Center
- 13 Student Housing
- 14 Child Development Center
- 15 Midwest Utility Pipeline Training Center

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Switchboard: (620) 792-2701
Campus Safety: (620) 792-9217

BARTON

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