**4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

#### Authority Over Courses, Rigor, Expectations for Student Learning

The College is committed to the [integrity, quality, and academic rigor](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.4\NEW\01%204.A.4%20%20VPI_2501_Academic_Integrity_Quality_and_Rigor1.pdf) of all of its courses. The Vice President of Academic Affairs, Dean’s Council (Associate Dean of Instruction; Dean of Academics; Dean of Military Academics, Technical Education, and Outreach Programs; Dean of Workforce Training and Community Education; and Vice President of Student Services), Faculty, the [Outcomes Assessment Committee](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/4.A.4%20VPI_Outcomes%20Assessment_Team.pdf), the [Learning, Instruction, and Curriculum Committee (LICC)](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.4\NEW\02%204.A.4%20VPI_LICC%20Charter%202020-2021.pdf), manage the rigor of curriculum and expectations for student learning. Furthermore, external Advisory Boards assist in the establishment and validation of industry-recognized knowledge and skills.

#### The Learning, Instruction, and Curriculum Committee (LICC) assumes responsibility for oversight of curriculum and academic standards for courses and programs to meet these commitments. This faculty-led committee serves in an advisory capacity to the Vice President of Instruction. It focuses on ensuring instructional integrity and providing quality learning experiences for all Barton students regardless of venue or modality. LICC oversees the review of all proposed courses and programs, changes in curriculum, modifications to course content or Master Syllabi, reviews, recommends changes to faculty credentialing guidelines and evaluation processes and guards the academic integrity of the College. The Barton [Curriculum Approval Matrix (CAM)](https://docs.bartonccc.edu/grants/4A%20EVIDENCE%20UPLOADED/4A.4%20EVIDENCE%20UPLOADED/03.4A.Curriculum_Approval_Matrix.pdf), a macro workflow map, illustrates the rigorous processes for approving new or revising existing and deactivated programs, certificates, and degrees. See also, 3.A.1.

#### Prerequisites

#### Prerequisites for all dual/concurrent credit classes align with on-campus and online courses; they are assessed and defined by each academic department, and LICC reviews new requests and changes. There are three types of prerequisites, a mandated assessment score, and attainment of a specific grade, or required coursework before enrolling in the more advanced course. If a prerequisite is required, the College publishes them in the course syllabus, the Barton Catalog, and the [Barton website](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/4.A.4%20VPI_Course%20Prerequsites.pdf). Students in all delivery modes must meet the same standards before enrolling.

#### Dual credit courses or programs for high school students are equivalent to the higher education curriculum.

The college offers dual and concurrent enrollment for high school students. Concurrent enrollment involves high school students attending existing college courses at a KCKCC location. Dual enrollment utilizes qualified instructors, that meet same academic and credential expectations as KCKCC faculty, in the high school classroom to deliver college courses directly to students. The process outlined in Criterion 3C3 for approval of faculty qualifications is the same used for approving concurrent/dual enrollment instructors. Instructors of concurrent/dual credit courses use the same syllabi and textbook(s) as faculty teaching post-secondary students in on-ground or online sections of the courses. Certain fulltime faculty serve as concurrent enrollment coordinators in their respective disciplines. These processes ensure courses and programs for high school students are equivalent in learning outcomes and levels of achievement.

#### Access to Learning Resources

The College provides students with a range of learning resources to support their academic and As explained in 3.D.4 and 3.D.5, students have access to multiple learning resources.

#### Faculty Qualifications, Including Dual Credit Programs

#### Barton exercises authority over faculty qualifications and required credentials. [Faculty hiring procedures](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.4\NEW\07%204.A.4%20HR_Hiring_Procedures_Faculty.pdf) are clearly stated and align with guidelines from the [Higher Learning Commission](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/08%204.A.4%20HLC_FacultyGuidelines.pdf) and the Kansas Board of Regents. The [Barton Faculty Qualifying Credentials](file:///\\amshare4\shared\ACCREDITATION%20EVIDENCE%20TEAM\CRITERION%204\00%20EVIDENCE%20FOR%20UPLOAD%2022\4.A.4\NEW\10%204.A.4%20VPI_Faculty_Qualifying_Credentials.pdf) spreadsheet, based on the IPEDS Classification of Instructional Programs (CIP), specifies instructor-qualifying credentials for each course. Furthermore, regardless of location or delivery format, all faculty, including adjunct faculty, are subject to the Barton faculty evaluation process, designed to ensure the quality of instruction and uniformity across coursework. *See also, 3.C.2.*