**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:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C01%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](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C4.A.4%20VPI_Dean%27s%20Council.pdf) (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](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C4.A.4%20VPI_Outcomes%20Assessment_Team.pdf), the [Learning, Instruction, and Curriculum Committee (LICC)](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C02%204.A.4%20VPI_LICC%20Charter%202020-2021.pdf), manage the rigor of curriculum and expectations for student learning. Furthermore, external [Advisory Boards](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C4.A.4%20VPI_Advisory%20Boards.pdf) 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, and/or required coursework before enrolling in the more advanced course. If a prerequisite is required, the College publishes them in the [course syllabus](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C4.A.4%20VPI_Course%20Syllabus%20Prerequsite%20Example.pdf), the [Barton Catalog](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/4.A.4%20Prerequsites%20College%20Catalog%20Examples.pdf), and the [Barton website](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C4.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.

Barton adheres to the Kansas Board of Regents (KBOR) Concurrent Enrollment Partnership (CEP) Requirements

* Concurrent Enrollment Partnership (CEP) students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections.
* CEP students are being assessed using the same method (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections.
* High school faculty are utilizing the same final examination for each CEP course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit.
* High school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

#### A peer review of any CEP materials by non-CEP should take place to ensure appropriate quality and rigor.

#### Access to Learning Resources

The College provides students with a range of learning resources and services to support their academic and personal success regardless of their location or learning modality.

* [Academic Advising](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/ACADEMIC%20ADVISING/HIGH%20SCHOOL%20STUDENTS/www_bartonccc_edu_highschool_advising.pdf)
* [Barton Online Student Services](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/4.A.4%20VPI_Barton%20Online%20Student%20Services.pdf)
* Counseling
* Title IX

*See also 3.D.4 and 3.D.5.*

#### Faculty Qualifications, Including Dual Credit Programs

#### Barton exercises authority over faculty qualifications and required credentials. [Faculty hiring procedures](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C07%204.A.4%20HR_Hiring_Procedures_Faculty.pdf) are clearly stated and align with guidelines from the [Higher Learning Commission](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C08%204.A.4%20HLC_FacultyGuidelines.pdf) and the Kansas Board of Regents. The [Barton Faculty Qualifying Credentials](file:///%5C%5Camshare4%5Cshared%5CACCREDITATION%20EVIDENCE%20TEAM%5CCRITERION%204%5C00%20EVIDENCE%20FOR%20UPLOAD%2022%5C4.A.4%5CNEW%5C10%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.*

**Dual credit courses or programs for high school students are equivalent.**