

**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 of all of its courses. The Vice President of Instruction, 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, and the Outcomes Assessment Committee, manage the rigor of curriculum and expectations for student learning. Furthermore, external Advisory Boards and accreditation bodies provide input in establishing and validating 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 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, changes in curriculum, modifications to course content, and safeguards the academic rigor of the College.

The Barton Curriculum Approval Matrix (CAM), 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**

Each academic department assesses and defines prerequisites and submits new requests and changes to LICC for review and approval. Prerequisites for all delivery modes and dual/concurrent credit classes align with on-campus and online courses. There are three types, a mandated assessment score, attainment of a specific grade, and required coursework before enrolling in the more advanced course. If a prerequisite is required, the College publishes it in the course syllabus, the Barton Catalog, and the Barton website.

#### **Access to Learning Resources**

The College provides students with learning resources and services to support their academic and personal success regardless of their location or learning modality. Students are encouraged to contact the various offices for direct services or referrals to services in their locale. Examples of learning resources include: Academic Advising, Academic Development Center, Barton Online Student Services, Civil Rights and Title IX, Counseling, Library, Military and VA Services, Tutoring, and Veteran Services. *See also* 3.D.4 and 3.D.5. for additional detail.

#### **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 achievement standards as those expected of students in on-campus sections.
- CEP students are 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 in the on-campus course. Moreover, course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

The Barton Course Binder Project (CBP) further addresses course and program equivalency. The CPB is a multi-tiered system to ensure expectations for learning, assessment, and student performance are consistent and meet a minimum level of quality and rigor as established and agreed upon by the faculty across all instructional venues and locations. The project provides a continuous improvement framework in which seasoned faculty identify, vet, and collect representative instructional artifacts representing each course's minimum expected rigor and quality level. The multi-tiered system incorporates the following critical elements:

- Development and distribution of course-specific binders
- Faculty-driven curriculum oversight - places expectations on faculty to collaborate and establish the minimum expected quality level.
- Capacity building infrastructure - includes strategic plan and timeline, Process Handbook, user training, and process map.
- Evaluation - peer review: quality and rigor
- Continuous improvement – the process map illustrates the development and review cycle.

### **Faculty Qualifications, Including Dual Credit Programs**

Barton exercises authority over faculty qualifications and required credentials. Faculty hiring procedures are clearly stated and align with guidelines from the Higher Learning Commission and the Kansas Board of Regents. Regardless of delivery method, all instructors hold the HLC-required credentials in a field relevant to the courses taught. The Barton Faculty Qualifying Credentials spreadsheet, based on the IPEDS Classification of Instructional Programs (CIP), specifies instructor-qualifying credentials for each course. All faculty, including faculty teaching in any of the Barton College Advantage Programs (the Barton umbrella term for all high school programming), must meet the HLC's Qualified Faculty Requirements.

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.*