**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](../../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. Responsibility for oversight of curriculum and academic standards for courses and programs is managed by the [Learning, Instruction, and Curriculum Committee (LICC)](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/02%204.A.4%20VPI_LICC%20Charter%202020-2021.pdf). This faculty-led committee functions in an advisory capacity to the Vice President of Instruction and focuses on academic and curricular matters. The committee’s goal is to ensure the instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality. This committee oversees the review of all proposed courses and programs, changes in curriculum, modifications to course content or Master Syllabi, reviews and 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, revised, and deactivated programs and degrees. *See also*, 3.A.1.

#### Prerequisites

Prerequisites for all dual/concurrent credit classes align with those for on-campus and online classes; they are assessed and determined by each academic department and new requests and changes are reviewed by LICC. Course prerequisites are then published in the [College Catalog](https://docs.bartonccc.edu/grants/4A%20EVIDENCE%20UPLOADED/4A.4%20EVIDENCE%20UPLOADED/04%204.A.4%20VPI_Examples_of_Courses_with_Prerequsites.pdf). There are two primary types of prerequisites, a mandated assessment score or a course that a student must pass before enrolling in the more advanced course. According to the [Academic Assessment, Placement, and Re-testing policy](https://docs.bartonccc.edu/grants/4A%20EVIDENCE%20UPLOADED/4A.4%20EVIDENCE%20UPLOADED/05%204.A.4%20VPSS_Assessment_Placement_Re-testing_Policy.pdf), students who enroll in specific courses or meet other criteria are required to take an assessment test. If test scores are required for a course, the [Placement Scores Advising Matrix](https://docs.bartonccc.edu/grants/4A%20EVIDENCE%20UPLOADED/4A.4%20EVIDENCE%20UPLOADED/06%204.A.4%20VPSS_Placement_Matrix.pdf) is used to determine appropriate course placement. If a prerequisite class is required, students in all delivery modes must meet this prerequisite prior to enrolling.

#### Faculty Qualifications, Including Dual Credit Programs

#### Barton's [faculty hiring procedures](../../00%20EVIDENCE%20FOR%20UPLOAD%2022/4.A.4/NEW/07%204.A.4%20HR_Hiring_Procedures_Faculty.pdf) are clearly stated as prescribed by the [Higher Learning Commission](https://docs.bartonccc.edu/grants/4A%20EVIDENCE%20UPLOADED/4A.4%20EVIDENCE%20UPLOADED/08%204.A.4%20VPI_HLC_Determining_Qualified_Faculty.pdf) and supported by the Kansas Board of Regents. The [Barton Faculty Qualifying Credentials](../../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), identifies instructor-qualifying credentials for each course. Furthermore, regardless of location or mode of delivery, all faculty are subject to the [Barton faculty evaluation process](https://docs.bartonccc.edu/grants/4A%20EVIDENCE%20UPLOADED/4A.4%20EVIDENCE%20UPLOADED/10%204.A.4%20VPI_2481_Faculty_Evaluation_Process.pdf), designed to ensure the quality of instruction and uniformity across coursework.

#### Resources

As explained in 3.D.4 and 3.D.5, students have access to multiple learning resources.