**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. 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) 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, revised, and deactivated programs 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. Then, the Instructional division publishes the prerequisites in the College Catalog. There are two types of prerequisites, a mandated assessment score or required coursework 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](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 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](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), 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.