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PREFACE

South Texas College (STC) developed this Competency-Based Education (CBE) Handbook for faculty and students within the STC Competency-Based Education programs. The Handbook contains information, guidelines, procedures, and resources to support them while teaching and learning within the CBE programs.

South Texas College reserves the right to change policies and procedures without notice. The CBE Handbook is not intended to be and should not be regarded as a contract between the College and/or any student or faculty.

Also, please note that the electronic version of the CBE Handbook will be updated regularly and should be consulted as a primary resource.
Competency-Based Education History in Texas

In 2013, the Texas Higher Education Coordinating Board received a grant from the College for All Texans, EDUCAUSE, and other foundations to assist higher education institutions in the creation and development of the first competency-based bachelor's degree in the State of Texas.

South Texas College and Texas A&M University-Commerce were selected to receive funding. These institutions collaborated to develop an affordable, accessible, and accelerated competency-based bachelor's degree program. The program, a Bachelor of Applied Science in Organizational Leadership, was established in Spring 2014.

Since then, South Texas College has converted three additional bachelor programs to the competency-based format, the Bachelor of Applied Technology in Computer Information Technology, the Bachelor of Applied Technology in Medical and Health Services Management, and the Bachelor of Applied Technology in Technology Management. These four South Texas College bachelor programs are 100% online.

Competency-Based Bachelor Degree
Unique Design

- Accelerated Competency-Based Student Progress
- Accelerated Minimesters with Flat Rate Tuition
- Personalized Learning Environment
- Credit Given For Military or Work-Related Training
**Competency-Based Education Model**

The Competency-Based Education (CBE) model allows students to complete courses based on their ability to master a skill or **competency** at their own pace and in any environment. The time it takes to demonstrate competencies varies, while the learning expectations are held constant. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities, and experiences that align with clearly defined programmatic outcomes.

**CBE has Five Core Elements:**
1. Students advance upon demonstrated mastery, not seat time.
2. Students develop competencies, including explicit, measurable, and transferable learning outcomes.
3. Assessment is a meaningful, positive learning experience.
4. Students receive timely, differentiated learning support based on their individual needs.
5. Learning experiences emphasize the application and creation of knowledge and the development of essential skills and dispositions. (Sturgis & Casey, 2018)

### Comparison of Traditional & Competency-Based Courses

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Competency-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit Based on Seat Time</td>
<td>Course Credit Based on Mastery of Competencies</td>
</tr>
<tr>
<td>Course Learning Outcomes</td>
<td>Course Competencies</td>
</tr>
<tr>
<td>Quizzes, Assignments, Mid-Term, and Final</td>
<td>Pre-Test, Assignments, and Post-Test</td>
</tr>
<tr>
<td>Lecture and Textbooks</td>
<td>Online Educational Resources, including E-Books, Learning Activities, and Streaming Lectures</td>
</tr>
<tr>
<td>Completion of Course with letter grade of “D” or better in 16 weeks</td>
<td>Completion of Course with a letter grade of “B” or better in all Post-Tests within an accelerated minimester or less</td>
</tr>
</tbody>
</table>
Competency-Based Education at South Texas College
The purpose of CBE at South Texas College is to provide accessible, accelerated, and affordable education.

- **Accessible**
  CBE programs offered at the College are both 100% online and hybrid. Students can access CBE courses online at any time, from any place they choose.

- **Accelerated**
  The CBE curriculum at South Texas College is self-paced. Upon successful completion of a course, students can move ahead to the next course in their degree during the same term.

- **Affordable**
  South Texas College offers CBE courses for a flat tuition of $850 per term. During each term, you can take as many courses as you are able to successfully complete at no additional cost.
Competency-Based Education in the Online Environment

At South Texas College, all CBE courses include the following online components described below.

Start Here
Start Here is the home page or “welcome page” of the online classroom. This page contains the course faculty contact information, an office location should face-to-face visits be required, and in some cases the Program Chair's contact information.

The Start Here page also contains the following sections:

1. Essential Course Information
   This section has vital information including course description and competencies for the course. Also included are the faculty's brief curriculum vitae and guidelines on the following: netiquette, Pre-Tests, learning materials and activities, and Post-Tests for each competency. Technology requirements, such as a functional video camera and a microphone, are also found in this section.

2. Syllabus, Schedule, and Course Policies
   Detailed information students need to understand the course requirements can be found in this section.
   
   → The course syllabus typically includes a course description, contact information and office hours, learning outcomes and course requirements, information regarding textbooks and course materials, as well as course structure, grading scale, and institutional policies.
   
   → The schedule contains the course competencies to offer a more detailed view of the knowledge and skills covered.
   
   → The course grading criteria and exam information can be viewed in this area.

3. Students Technical Resources and Support
   During the term, should students need to contact the Distance Learning Department, the ISP/Help Desk/JagNet, Student Services, Financial Aid, Admissions, and Cashiers, students can find contact information under this section.
   
   → Students can also access Blackboard Ultra using their smart phone or tablet for easy access on the go.

4. College Services and Resources

5. Privacy & Accessibility Statements of Course Technologies
STUDENT SECTIONS
Competency-Based Education Course Structure

CBE courses at South Texas College follow an accelerated minimester structure composed of three critical elements: Pre-Tests, Assignments, and Post-Tests. Each of these components are developed to ensure students have the knowledge, skills, abilities, and individual attributes necessary for the competencies required in their chosen field of study and career. With this unique structure, students are able to advance as soon as competencies are mastered. Below are descriptions of the elements contained within CBE courses.

**Competencies**

**What is a competency?**

Programs are designed around competencies that are needed for a particular career ensuring that the material is relevant. The outcome is that students are workplace ready and have expertise in their chosen fields.

**How do competencies work?**

As a requirement for all competency-based courses, students must show mastery in a set of competencies. For each competency, this process is started by students completing a Pre-Test which is evaluated to determine competency level.

- If a Pre-Test score is satisfactory (80% or better), the student can move directly into the Post-Test phase of a competency to prove proficiency.
- If the score is unsatisfactory (less than 80%), students will move into acquiring and demonstrating their knowledge, skills, and abilities by engaging in learning activities that align with clearly defined objectives. Once completed, a Post-Test will be administered.

**How many competencies in a course?**

Typically, each course, on average, has a set of 3 to 5 carefully drafted competencies that define the characteristics and attributes that enable students to perform successfully in academic and professional endeavors.

**Pre-Test**

**What is a Pre-Test?**

Each competency includes a Pre-Test that a student must complete before beginning any learning activity. A Pre-Test is a diagnostic tool that allows the student to assess his/her current knowledge of the subject matter.

**Are students required to take the Pre-Test?**

Students are required to take the Pre-Test for all competencies to assess which knowledge and skills they have mastered.

**Do I need to study for the Pre-Test?**

There is no studying for the Pre-Test. This is a diagnostic tool used to assess knowledge prior to course work.
How is it taken?
The Pre-Test can only be accessed by going into a course competency folder and clicking on the Pre-Test link. The Pre-Test for Competency 1 should be taken as soon as possible within the first week of the minimester term.

How many times is it taken?
The Pre-Test for each of the competencies can only be taken once, regardless of the score obtained in an attempt.

What happens if I do not score an 80% or higher?
- If the student scores an 80% or higher, the Post-Test will automatically open.
- If the score is below 80%, the faculty of record will provide feedback on which assignments in that competency the student needs to focus on to increase their knowledge of the material to prepare for the Post-Test. It is highly recommended that students work on the learning activities to gain the needed knowledge and skills.

If I do not pass the Pre-Test with an 80% or higher, do I fail the competency?
Obtaining a score below 80% in any Pre-Test does not mean the student has failed the competency or failed the course.

Is the Pre-Test grade calculated into the final grade for the course?
The Pre-Test grade is not included as a component in the final course grade calculation.

Assignments
In a Competency-Based course, assignments are used to prepare students to take the Post-Test by increasing their knowledge of the specific competency content/material. Below are the most frequently asked questions about competency-based course assignments.

Are students required to do the assignments?
Assignments prepare students to take the Post-Test and help them succeed in the course; therefore, students are highly encouraged to complete them after the faculty has provided feedback based on the Pre-Test or Post-Test results. However, completing assignments is not mandatory.

How do I know what assignments to do?
If a student has taken either a Pre- or Post-Test and did not score an 80% or higher, the faculty will guide the student to the assignments they should complete to help them prepare for the Post-Test.

Do assignment grades count towards my final grade?
Assignment grades do not count toward the final grade.

Do faculty provide feedback?
Faculty must provide feedback on all assignments to ensure the student understands the material for a particular competency.
Are there assignment deadlines?
CBE courses are self-paced and the student is encouraged to complete assignments in a timely manner to obtain feedback from the faculty member. This practice will enable the student to finish the course within the minimester term or less.

Post-Test
- Competency-based education Post-Tests are constructed to assess how much the student has learned about the material presented to them in that competency.
- The test can take either an objective assessment that comprises multiple choice, multiple answer, true/false, etc. format or a subjective assessment that includes essay questions, essays on scenarios or case studies, or project-based assessments.
- The Post-Test is the only grade that will factor into the final grade for the course.

Below are the most frequently asked questions about competency-based course Post-Tests.

How will I know when I am ready to take the Post-Test?
There are two ways to know when the student is ready to take the Post-Test.

- If the student passed the Pre-Test with 80% or higher, the Post-Test will automatically open.
- If the student did not score an 80% or higher in the Pre-Test, then the student is encouraged to complete the faculty identified assignments to prepare for the Post-Test. If the completed assignments reflect that the student has gained knowledge of the content, then the faculty member will open the Post-Test.

How does the Post-Test work?
- The Post-Test may be a timed exam that is taken in one sitting, or a project-based assessment.
- If the Post-Test is an exam, the faculty will determine and communicate what the student can have available in the testing environment to use during the exam.
- Students have three attempts to score 80% or higher to move to the next competency.
- To maintain exam integrity, students will use an online assessment tool.
- If a Post-Test is a written case study/project-based assessment, the Lockdown Browser and Respondus Monitor is not required. The SafeAssign feature will be turned on for identifying plagiarism.

LockDown Browser is a custom browser that "locks down" the online testing environment and disables functions that can compromise ethical test taking.

Respondus Monitor is a remote proctoring system that uses the webcam of a student’s computer, laptop, or other device to observe and record what the student is doing while taking the Post-Test.

If a student does not wish to use Respondus Lockdown Browser and Respondus Monitor, arrangements may be made with their faculty member for other alternatives.
Use these directions to download the Respondus Lockdown Browser.

→ **Log in to Blackboard** using your normal JagNet username and password
→ Click on the **Student Services** tab located on the top-right menu
→ Locate the Respondus LockDown Browser section and choose your system's link (either for Windows or Mac version)
→ Follow the installation directions
→ Once installed, you should find a new icon on your desktop:
→ Double click on this icon to open the browser and take the exam

**What happens if I don't pass the Post-Test with an 80% or higher?**
If the student uses all three attempts and fails to pass the Post-Test with an 80% or higher, they will fail the course and must retake it.

**What happens if I score an 80% or higher on the Post-Test?**
- If the student passes the Post-Test with an 80% or higher, the following competency will open to allow them to move forward.
- Passing all of the competency Post-Tests with an 80% or higher will mean that they will have passed the course.
- If the student does pass the Post-Test and still has attempts left, they can use those attempts to better their score. The highest attempted grade will be posted for that Post-Test.

**Are there Post-Test deadlines?**
The final deadline to complete all Post-Tests is the last day of the course. Students should not wait until the last week to complete all course competencies.

**What is an artifact?**
An artifact is a work product that can take the form of a project, case study, research paper, etc. In some courses, an artifact serves as the final Post-Test. Artifacts may also be used for later submission in the Capstone course. If the artifact is in the form of a case study or research paper, the assignment should be written in APA format.

**Virtual Meeting**
This link is a real-time video conferencing tool where students and the course faculty meet weekly for lectures, office hours, and other meetings as needed. The faculty may set a recurring time for the term or communicate the time of weekly meetings.
**Grading Policy**

The following grading system is used for CBE courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points Per Cr. Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89% Good</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>79% or below Failing</td>
<td>0</td>
</tr>
</tbody>
</table>

A grade of "I" (for Incomplete) may be given by faculty in certain circumstances for a course in which a student could not complete all of the objectives for the passing grade level attempted. The student must complete all of the competencies by the end of the next term. Failure to complete all requirements by the end of the following term will result in a final grade of "F" for the course.

Except for the "I", all grades are considered final unless College error is involved. In the event of a grade dispute, an appeal process is provided.

In a repeated course, the last grade received will be used for degree plan requirements as applicable and as part of the student's cumulative grade point average.

- Faculty are to grade assignments and/or Post-Tests within 36 hours.
- If not graded within 36 hours, the student should contact their faculty member via email or Pronto messenger.
- If the faculty member does not respond or grade the assignments/Post-Tests, please contact the Academic Coach or Student Success Specialist.
• The final letter grade (A or B) will consist of the average of all the post-tests as long as each post-test has a score of 80 or higher; otherwise, if the score of any post-test is lower than 80, then the learner will earn an automatic "F".

**Academic Coach Role & Responsibilities**

An Academic Coach is a professional individual who builds a solid partnership with students to ensure their well-being and success. Academic coaching carries the responsibility of supporting students through any educational challenges.

Support services provided by academic coaches are as follows:

- **Advising Activities**
  - Provide academic advisement to students from intake to assessment of academic and career goals
  - Assist students to develop and achieve their educational goals
  - Provide advisement, such as selecting classes for degree plan maintenance
  - Connect students with resources such as counselors, tutors, and financial aid.
  - Plan student schedule, recommend courses and determine appropriate educational solutions for different types of students
  - Assist students in developing good study habits and other skills to ensure their success

- **Registering for CBE Courses**
  - Assist with accessing and completing registration, admissions, and financial aid process
  - Work with student services to verify information for accuracy and completeness
Contact Information

Bachelor of Applied Science in Organizational Leadership (BASOL)
Alejandra L. Garcia, Student Success Specialist
Pecan Campus G-247
Email: alozano2@southtexascollege.edu
Phone Number: (956) 872-8376

Bachelor of Applied Technology in Computer Information Technology (CITP)
Manuel Sanchez, Academic Coach
Pecan Campus G-250
Email: msanch11@southtexascollege.edu
Phone Number: (956) 872-7286

Bachelor of Applied Technology in Medical & Health Services Management (MHSM)
Valeria Guerra, Academic Coach
Pecan Campus G-249
Email: vguerr21@southtexascollege.edu
Phone Number: (956) 872-7276

Bachelor of Applied Technology in Technology Management (TMGT)
Alexandra Morales, Academic Coach
Pecan Campus G-251
Email: amorales_0397@southtexascollege.edu
Phone Number: (956) 872-6755

Child Development and Early Childhood Program
Veronica Rodriguez, Department Chair
Pecan Campus P2-157
Email: vrodrig2@southtexascollege.edu
Phone Number: (956) 872-7265

Public Administration Program
Diana Lucio, Department Chair
Mid-Valley Campus B-202Q
Email: dlucio@southtexascollege.edu
Phone Number: (956) 447-1264
Student Resources

General Financial Aid/Cashiers Department Questions
Financial Aid Information can be found at: https://studentservices.southtexascollege.edu/finaid
Phone Number: (956) 872-8375
Email: finaid@southtexascollege.edu

Cashiers Information
https://finance.southtexascollege.edu/businessoffice/cashiers/
Phone Number: (956) 872-3455
Email: stc_cashiers@southtexascollege.edu

Distance Learning Services
Distance Learning assists with any Blackboard issues.
If you have any problems, please use the link below:
https://www.southtexascollege.edu/online/support.php

I.T. Service Desk
Should you encounter any hardware or software-related issues that do not have anything to do with Blackboard the link below leads you to the services available through Information Services.
https://isp.southtexascollege.edu/

Library
The following link can be used to access Library services: https://library.southtexascollege.edu
Phone Number: (956) 872-8330
Email: https://southtexascollege.formstack.com/forms/askalibrarian
Chat: 24/7 Support
Open Labs
Services Available:
- Computer assistance
- Printing services
- Multimedia editing
- Windows & Mac computers
- Scanning stations
- Group stations
- Specialized software
- Blackboard support

https://library.southtexascollege.edu/aboutus/openlabs/
Phone Number: (956) 872-2212

Centers for Learning Excellence (CLE)
CLE provides tutoring, and students can work on homework assignments, meet with study groups, and attend study skills workshops. All services offered through the CLE are free to all enrolled students of South Texas College.
https://www.southtexascollege.edu/cle/
Phone Number: (956) 872-8303

Career & Employer Services
The Office of Career & Employer Services is committed to empowering students and alumni to connect their academic experience with career success by developing professional marketability. Students can access more information through the following link:
https://studentservices.southtexascollege.edu/careerservices/
Phone Number: (956) 872-6318

Mental Health Services
The Counseling Department reflects South Texas College's commitment to provide access to higher education and support students' educational goals from diverse backgrounds. Their staff help achieve academic success through the following services: academic counseling, career, and mental health counseling, and assistance to vulnerable populations.
https://studentservices.southtexascollege.edu/counseling/mental-health.html
Phone Number: (956) 872-2173

Counseling and Student Accessibility Services
https://studentservices.southtexascollege.edu/counseling/
Phone Number: (956) 872-2173
FACULTY SECTIONS
Qualifications to Teach CBE Courses

Faculty who teach competency-based courses will need to meet the same qualification requirements as other course delivery formats, including face-to-face, hybrid, online, etc.

South Texas College (STC) developed the Faculty Credentials and Qualifications Guidelines and Procedures Manual to provide information about the credentialing process of faculty members at the College.

STC recruits and employs the most qualified faculty members to accomplish the mission and goals of the College. When determining acceptable qualifications of its faculty, STC gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed in the manual. The College also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certification, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and Course Learning Outcomes. For all cases, the College is responsible for justifying and documenting the qualifications of all its faculty.

South Texas College developed the Handbook of Faculty Credential Requirements for Courses by Discipline/Program that lists the disciplines and courses offered at the College and the minimum credential and qualification requirements for each course. In addition, the Handbook provides individual credential tables by discipline, program, and course.

The Faculty Credentials and Qualifications Guidelines and Procedures Manual and the Handbook of Faculty Credential Requirements for Courses by Discipline/Program are published on the South Texas College Academic Affairs/Faculty Resources webpage.

https://academicaffairs.southtexascollege.edu/credential.html

Faculty who meet the credentialing requirements to teach a CBE course will also need to have completed the following two professional development certifications:

- Online Teaching Certification
- Fundamentals of Teaching CBE Certification

The flowchart on the next page demonstrates the process and steps for credential review and certification to teach CBE courses.
Faculty Certification to Teach CBE Courses

Facultye Certification Process to Teach CBE Courses

Prospective Faculty

Review Qualifications of Prospective Faculty
- Chair reviews:
  1. Transcript/Credentials
  2. Online Teaching Certification
- Documents submitted to OVPAA for review

Qualifications Met

Faculty proceeds with Certification Process to teach CBE course

Online Module
Fundamentals of Teaching CBE

STEP 1: Faculty satisfactorily completes online module: Fundamentals of Teaching CBE
STEP 2: Faculty submits certificate of completion to Department Chair/Designee
STEP 3: Chair/Designee assigns master shell
STEP 4: Faculty updates master shell using CBE checklist provided
STEP 5: Chair/DL reviews to confirm that the course is ready to go online and submits the CBE Course Approval Form to Distance Learning Department for Review and Approval
STEP 6: Faculty is qualified to teach assigned CBE course
Faculty Evaluations
South Texas College has established procedures for faculty evaluation. The process, timeline, and procedures are published on South Texas College Academic Affairs webpage. The Department Chair or designee utilizes the classroom observation evaluation for online classes to evaluate faculty teaching competency-based courses.

https://academicaffairs.southtexascollege.edu/evalplan/

CBE Program & Course Approval Process

CBE Programs
South Texas College has an established process for developing new programs. The timeline, procedures, and approval process are published on the College’s Curriculum Department webpage.

https://academicaffairs.southtexascollege.edu/curriculum/index.html

Departments that want to expand their current program offerings to include the competency-based format will need to go through the approval process established by the College.

CBE Courses
In addition, CBE courses are approved using the process similar approving the institution’s online courses. The process begins with faculty creating the curriculum and content of the proposed course. The faculty, with help from Instructional Designers in the Distance Learning department, develop the course design. Once completed, the course follows several stages of review and approval.

First, the Chair will review the course to make sure it aligns with the department’s standards for that course, and if approved, the Chair will forward the course to the Dean. Once the Dean reviews and approves the course, it will be reviewed by the Distance Learning department for its adherence to best practices as reflected on the CBE Course Approval Form. Once the Dean of Distance Learning approves the course, it will be ready to be scheduled.

Digital Course Approval Form
The South Texas College Digital Course Approval (DCA) Form is designed to ensure that all digital courses offered by the College meet the required quality assurance documentation for learning experiences developed for digital courses. Distance Learning will review the DCA Form to ensure adherence to:

- The Quality Matters Rubric
- The SACS Distance Learning Policy Statement
- The SACS Best Practices for Electronically Offered Degree and Certificate Programs
- C-BEN Rubric for Competency Based Courses (if appropriate)

Timeline: The DCA Form is to be completed by the Faculty and submitted for approval no later than 60 days prior to the start of the class.
**Approval Process:** Process will move forward upon successful completion of each step below.

<table>
<thead>
<tr>
<th>Step</th>
<th>Levels of Review</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Certified Quality Matters Peer Reviewer</td>
<td>Conducts the initial review of the course and confirms that all required elements are in the course</td>
</tr>
<tr>
<td>2</td>
<td>Department Chair</td>
<td>Reviews the course and approves as discipline expert</td>
</tr>
<tr>
<td>3</td>
<td>Division Dean</td>
<td>Reviews and approve the course for submission to Distance Learning for final review</td>
</tr>
<tr>
<td>4</td>
<td>Dean of Distance Learning</td>
<td>Confirms that appropriate approvals are in place and confirms that course review was conducted based on best practice. Provides the final approval and archives the electronic document for future audit</td>
</tr>
</tbody>
</table>

**Faculty Certification:** Faculty Certification is listed in the chart below based on the course modality.

<table>
<thead>
<tr>
<th>Course</th>
<th>LMS Fundamentals</th>
<th>Instructional Continuity</th>
<th>Online Teaching</th>
<th>Fundamentals of Teaching CBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybrid</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>CBE</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
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</table>

**CBE Program Review Process**

All instructional programs including competency-based are subject to Program Review by the Institutional Effectiveness Process on a yearly basis. Required Program Review standards are incorporated into the Institutional Effectiveness Plans for each instructional program in order to assess program viability, effectiveness, and student achievement through a variety of outcomes including the number of graduates, transfer rates, licensure/certification pass rates, graduate placement, program specific accreditations, and use of community advisory committees.

Instructional programs report on the required standards through the mid-biennium and biennial Institutional Effectiveness (IE) reporting cycles. In addition, a Program Review Report is provided to the Vice-President for Academic Affairs each fall semester for the most recently completed academic year. The results for each instructional program are evaluated yearly by the Academic Council and the Planning and Development Committee, the college-wide committee charged with oversight for planning, plan implementation, and reporting.

South Texas College Research and Analytical Services provides disaggregated course data to Deans and program chairs by course modality including online, dual, traditional, and competency-based. This allows for assessment of student success across modalities and provides data for ongoing program review.
The required Program Review Standards are published in the Faculty Handbook.

CBE Course Scheduling

Competency-Based courses are offered in 6 terms during the Academic Year (2 terms each Fall and Spring semester and 2 terms during summer sessions). The College’s Pay Plan for FY2021-2022 lists the CBE terms and required dates and process to add new students each term.

New Student Enrollment Procedures

CBE courses are designed to allow students to enroll up to the fourth (4th) Monday in each session. The calendars below provide a breakdown of the CBE activities for each semester.

### CBE Calendar - FALL 2021 Semester

<table>
<thead>
<tr>
<th>Session</th>
<th>Classes Begin</th>
<th>Census Date</th>
<th>Last Day to Add Students</th>
<th>Review Small and Large Enrollment</th>
<th>Classes End</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>August 30</td>
<td>September 3</td>
<td>September 20</td>
<td>September 21</td>
<td>October 15</td>
</tr>
<tr>
<td>K2</td>
<td>October 18</td>
<td>October 22</td>
<td>November 8</td>
<td>November 9</td>
<td>December 3</td>
</tr>
</tbody>
</table>

New students may be added from week 1 up to the fourth (4th) Monday in each session. Faculty receive notification of additional students from: Academic Coach/SSS and Admissions (automated email). Process adjustment to compensation using A or B Model.

### CBE Calendar - SPRING 2022 Semester

<table>
<thead>
<tr>
<th>Session</th>
<th>Classes Begin</th>
<th>Census Date</th>
<th>Last Day to Add Students</th>
<th>Review Small and Large Enrollment</th>
<th>Classes End</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>January 18</td>
<td>January 24</td>
<td>February 7</td>
<td>February 8</td>
<td>March 4</td>
</tr>
<tr>
<td>K2</td>
<td>March 21</td>
<td>March 25</td>
<td>April 11</td>
<td>April 12</td>
<td>May 6</td>
</tr>
</tbody>
</table>

New students may be added from week 1 up to the fourth (4th) Monday in each session. Faculty receive notification of additional students from: Academic Coach/SSS and Admissions (automated email). Process adjustment to compensation using A or B Model.

### CBE Calendar – SUMMER 2022 SEMSESTER

<table>
<thead>
<tr>
<th>Session</th>
<th>Classes Begin</th>
<th>Census Date</th>
<th>Last Day to Add Students</th>
<th>Review Small and Large Enrollment</th>
<th>Classes End</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>Refer to dates published on the Summer 2022 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2</td>
<td>Refer to dates published on the Summer 2022 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New students may be added from week 1 up to the fourth (4th) Monday in each session. Faculty receive notification of additional students from: Academic Coach/SSS and Admissions (automated email). Process adjustment to compensation using A or B Model.
Faculty Resources

Course Copy Procedure
The procedure for exporting a course from one course shell to another has changed with our new Blackboard Ultra. The following is the information on that procedure.

Export a Course
The procedure for exporting a course from one course shell to another has changed with the new Blackboard Ultra. The following is the information on that procedure.

Export a Course
The export course feature creates a ZIP file of your course content that you can import to create a new course—without any users or user interactions with the course. The export only includes what you select from the list. Note that attendance isn't included in the list.

More on attendance and exporting:
Files within Course Files that aren't used in the course or not linked in the course aren't included when exporting.

Export packages are downloaded as compressed ZIP files and are imported in the same format. Don't unzip an export package or delete files from the package, as then the contents won't import correctly.

Control Panel > Packages and Utilities > Export/Archive Course

1. On the Export/Archive Course page, select Export Package.

2. On the Export Course page, include only the links to course files or include the links and copies of the course files content.
   - For Copy links and include copies of the content, select Calculate Size to be sure that the package size doesn't exceed the displayed Allowed package size.
   - To remove files and folders from the package, select Manage Package Contents.

1. In the Select Course Materials section, click on the “Select All” option for the course area and tool to export.
   - If you select Discussion Board, decide whether to include started posts for each thread in each forum (anonymously) or include only forums with no starter posts.
2. Select Submit.

Once you have exported the course it will save it as a Zip File. You can find that Zip File in your downloads file on your computer. You will then follow the following steps to import the course package (Zip file) from within the course shell you will be using the current term.

A course import package is a ZIP file of exported course content. When you import a course package into an existing course, the content of the package is copied into the existing course. Import packages don't include student enrollments or data, such as discussion activity and grades.

You don't want to upload an exported course package that you've edited after it was created and downloaded. If you open the ZIP file and change any of the files in the exported course package, the result will be unstable and unpredictable behavior when the course is imported.
Import a Course Package
Control Panel > Packages and Utilities > Import Package/View Logs > Import Package

On the Import Package page, browse for the course package on your computer.

Click “Select All” again but then under “Discussion Board” select the button that indicates, “Include only the forums, with no starter posts”, and deselect the “Announcements” button, if you wish.

About Content Areas
Content from content areas appearing on the course menu that have the same name in the package as in the existing course will be added in the same content area. Nothing is removed from the course and replaced with content from the package. Imported content is appended to existing content in the same content area.

About Discussion Board Forums
Include starter posts for each thread in each forum (anonymously) or include only forums with no started posts in the course copy.

About Course Links
Links to parts of a course that aren't imported will break when the links appear in the destination course. For example, if a link to a test appears in a content area and you choose not to copy tests, the link to the test will break.
About Delegated Grading
When you import a course without enrollments into an existing course, the delegated setting is brought over as enabled for all existing delegated grading assignments. All current users who can reconcile are also set to grade all submissions.

About Attendance Data
Export/import creates an attendance column that you can't delete, but no attendance data is added.

More on attendance and export/import
Below is a link to a video that explains these steps:

https://stusouthtexascollege-my.sharepoint.com/:v:/g/personal/rreyna_3775_southtexascollege_edu/ER3eMPUqchNDoKMKh_3H_EBVhdNWBXjRRDugTD4GHSTQw?e=sFK3KG

Safe Assign
Safe Assign is used to check for content similarity in an assignment in order to check for plagiarism.

Blackboard Learn: Original Course View
Doesn't seem familiar? Jump to the "Ultra" help about using SafeAssign in assignments.

You can use SafeAssign plagiarism checking for any of your assignments.

1. On the Create Assignment page, expand Submission Details.
2. Select Check submissions for plagiarism using SafeAssign.
3. Optionally, select one or both options:
   - Allow students to view the SafeAssign Originality Reports on their submissions.
   - Exclude all student submissions for this assignment from the Institutional or Global Reference Databases.
4. Complete the Create Assignment page.
5. Select Submit.

When you create an assignment using SafeAssign, a grade column is automatically created in the Grade Center. When the assignment is ready for grading, the Needs Grading icon appears in the Grade Center cell. Grade assignments from the Grade Center or access them from the Needs Grading page.
**Pronto Instant Messenger**

**Pronto // Blackboard Basics**
This will walk you through the essential functions of Pronto and how to access it from your Blackboard course.

**Using Pronto in Blackboard**
Pronto is the frictionless communication platform that enables teachers to connect, students to engage and education to stay on-track. Pronto has been enabled across our institution and you can access this tool in Blackboard. It is also available as an app for your mobile device that has notifications similar to text messages. This app is powerful! You can control how you receive these notifications. The app can be helpful in your studies. You can receive reminders as well as message your instructors or students.

**Pronto does not require your phone number and your email address in Blackboard will serve as your login. No other user will see your email or phone number.**

**Pronto Basics**
1. Click the Pronto link within your course tools.

2. This will open Pronto directly in the Blackboard window or bring up a link to open Pronto in another window outside of your Blackboard course, pending the integration for your school.
3. In the left-hand section you will see a list of your Courses, Sections, Groups and Direct Messages, preceded by a Recents section which will keep your most active communications at the top of the list. 1 The primary window will display your active conversation and at the bottom of the primary window, 2 you can send a message by typing in the Type a message box. 3 To send the message, press enter.

4. In the lower right, there are additional options.
• Live Video - You can share your screen or do live video. There is an option to record these for later viewing

• File Attachments - You can share files from your device or cloud services like DropBox

• Emoji - Add emotion to your text or respond to a previous message with an emoticon

• Gif - Search and choose a GIF to express sentiment to the conversation

5. Pronto provides “Read Receipts” which enable you to know which members of your group have seen your message. You no longer have to wonder whether or not your instructors or students are caught up in the conversation. By clicking on the images, you see a full list of who has arrived to at least that point of the chat stream.
6. Pronto also allows for setting language preferences and will instantly translate messages into over 100 distinct languages. To adjust your language preferences, click on the small cog icon in the upper right corner next to your name and use the language and translation option.

Pronto can instantly translate a message into your preferred language instantly or upon clicking the small globe icon next to the message in the chat. Translated messages will have a globe next to them and will be highlighted in light blue. You can see the original language of the message by clicking the globe icon a second time.
7. Additionally, Pronto provides options for users to start direct messages, assign tasks or even create study groups. These options can be accessed by clicking on the teal Action Button in the lower left-hand corner of the site.

Loading the Pronto App on Your Phone

The Pronto App is available in Google Play or the App Store.

Here’s what you need to know:

- Remember to go into Blackboard BEFORE loading the app.
- You must use the email address that you use in Blackboard when you sign into Pronto. (No one will see this but you.)
- This app uses mobile data unless you are connected to a Wi-Fi network
**Concourse**

Concourse is the application used to create a syllabus for each course and after its creation can be used to edit and make the syllabus available on Blackboard for students and faculty.

**Accessing Concourse**

Recommended Browser: Chrome 🌈 or Firefox 🌈

1. Log into JagNet at [https://jagnet.southtexascollege.edu](https://jagnet.southtexascollege.edu) with your STC credentials.

2. Scroll down to Faculty Apps and click on the Syllabi icon.

**Definition of Icons**

- **Edit** - Select the pencil icon next to the syllabus item category you wish to edit.

- **Delete** - Selecting this icon will result in that item being deleted from your syllabus. Caution: Be very careful. Deleted information cannot be retrieved!
Add - Selecting this icon will let you add an item to a predetermined location.

Linked Item – This icon indicates the item is linked to another template. Linked items can only be removed or edited by an administrator.

Contact the Curriculum & Student Learning Department for further information.

Sub-items - the blue arrows that appear next to the editing pencil icon allow you to reorder your sub-items within a syllabus item category.

**Account Profile**

Each user in Concourse will have an account profile. Instructors may update their account profile to include additional information, such as office location or phone.

Completing the account profile will allow you to import your contact information into your course syllabi.

The following steps outline how to update your account profile:

- On the top right corner of the navigation bar, click on Account and select Profile.

- Complete the fields under the Contact Information area and Save your information.
Course Syllabi
Feed processing will be used to generate the course syllabi for each course section offered prior to each term. Upon logging into the Concourse application, you should see your course syllabi on your dashboard.

Note: If you are missing a course syllabus on your dashboard, contact the Office of Curriculum & Student Learning at syllabi@southtexascollege.edu for assistance. Please provide your name, A# and the CRN for the course section missing the syllabi.

Editing the Course Syllabi
The following steps outline how to edit the course syllabus and how to add content.

- Click on the course you would like to edit.

- Click on the drop-down Syllabus menu and select Edit.
• The item list will appear. The following table indicates the items instructors may be expected to complete/update. Note: These are subject to change based on departmental requirements. Contact your department chair for any questions or concerns.

<table>
<thead>
<tr>
<th>Item Category</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information</td>
<td>✓</td>
</tr>
<tr>
<td>Contact Entry</td>
<td></td>
</tr>
<tr>
<td>Required Core Objectives</td>
<td>Pre-Populated by Department Chair</td>
</tr>
<tr>
<td>Core Objectives Matrix</td>
<td>✓</td>
</tr>
<tr>
<td>• Matrix Entry</td>
<td></td>
</tr>
<tr>
<td>Course Requirements</td>
<td>✓</td>
</tr>
<tr>
<td>• Breakdown</td>
<td></td>
</tr>
<tr>
<td>• Grading Criteria</td>
<td></td>
</tr>
</tbody>
</table>

• To add an item to the course syllabus, click on the icon next to the item you wish to add. In this example, we are adding Contact Information.

• A pop-up box will appear where you can enter the content.
  Tip: Contact Information, Core Objectives Matrix, Course Requirements, Assignments and Textbooks & Resources have sub-items that you may want to utilize.

• Once you enter the content, click on the Save button to save and view your changes. You can also use the Copy from Profile button if you have previously set up your account profile.

Note: Some items may have Comment boxes. Information added to Comment boxes are only visible to the editor of the syllabus and not the viewers.
FREQUENTLY ASKED QUESTIONS

1. **How many competencies are in a course?**

   Each course will contain either a minimum of three (3) to five (5) competencies; however, there are a few courses that might contain six (6) or seven (7) competencies.

2. **What is contained in each competency?**

   Each competency contains the following:
   a. Overview
   b. Pre-test
   c. Assignments/Learning Activities
   e. Open Education Resources (OER) reading material
   f. Post-Test

3. **How often is the Pre-test taken?**

   The Pre-test is taken one time only.

4. **Can I study for the Pre-test?**

   No, the Pre-test is taken with no preparation (studying).

5. **What score must I make in the Pre-test to be able to go straight to the Post-test?**

   You must score an 80 or higher.

6. **What happens if I don’t score an 80 on the Pre-test? Do I fail the course?**

   No, you do not fail the course. If you don’t score an 80 or higher on the Pre-test, your faculty member will email you indicating what areas you should concentrate in the Assignments/Activities area so you can be successful in the Post-test.

7. **What happens if I score an 80 or higher on the Pre-test?**

   If the student scores an 80 or higher on the Pre-test, the Post-test will automatically open.

8. **How many times can I take the Post-test in each of the competencies?**

   The student has three (3) opportunities to take the Post-test. The highest of the three Post-tests will be the final grade for that competency.

9. **Can you take the Post-test without doing the assignments under Assignments/Activities?**

   Yes, you can request the faculty member open the exam; however, this is not recommended because you will most likely not pass the Post-test and you will have only two more opportunities to take the exam.
10. What if the first Post-test is less than an 80%?

If the score is less than 80, the student is advised to go back to the Assignments/Activities area and prepare again. Once the student feels comfortable or ready, the student will inform the faculty member and then the second (2\textsuperscript{nd}) Post-test will open. This will be the same process if the second Post-test is not passed with an 80 or higher.

11. What happens if the student doesn’t pass all of the competency Post-tests with an 80 or higher?

If the student doesn’t pass all the competencies with an 80 or higher, the student will fail the course.

12. Do faculty need to provide a weekly Live Collaborate session?

Yes, this will help students to fully understand the material. These sessions are recorded so students can go back and review. This is part of the substantive feedback mandate for SACSCOC.

13. Are students required to attend the Live Collaborate sessions?

No, they are not required and these are not for a grade.

14. How long does the faculty have to grade the Pre-test, Post-tests, and assignments?

The faculty have 24 hours to grade.

15. What happens if students are not participating in the course? Ex. No Pre-test is taken by the second week.

The faculty member should notify the Academic Coach or Student Success Specialist so that he/she can contact the student(s). They will provide feedback back to the faculty member with a status for each student.

16. Do I need to use Lockdown Browser or Respondus Monitor for Pre-tests and Post-tests?

Lockdown Browser and/or Respondus Monitor are only required for the Post-tests that are Multiple Choice or True & False. For written assignments, Lockdown Browser and/or Respondus are not required but must have SafeAssign turned on for plagiarism.
<table>
<thead>
<tr>
<th>Glossary of Terms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Release</td>
<td>A mechanism in the online platform Blackboard that allows for a faculty member to program rules into the course experience. In CBE courses, the faculty member can program a rule stating the sequence in which the pre-tests and post-tests are made available.</td>
</tr>
<tr>
<td>Artifact</td>
<td>An artifact is a work product that students may be required to complete as evidence that they have learned the required knowledge and/or skills of a competency or course. This work product can take the form of a project, case study, research paper, etc.</td>
</tr>
<tr>
<td>Blackboard Collaborate Ultra</td>
<td>A real-time video conferencing tool that lets the student add files, share applications, and use a virtual Whiteboard to interact.</td>
</tr>
<tr>
<td>Competency</td>
<td>A competency is an observable and measurable aptitude of interrelated knowledge, skills, abilities, and other characteristics to enable or improve the efficiency and performance of a task.</td>
</tr>
<tr>
<td>Competency-Based Education</td>
<td>Competency-based education refers to an instructional system based on students demonstrating that they have learned the knowledge and skills they are expected to learn in a self-paced manner as they progress through their education.</td>
</tr>
<tr>
<td>Competency Learning Material</td>
<td>The material included in each competency available to the student for preparation for the Post-Test.</td>
</tr>
<tr>
<td>Concourse</td>
<td>A syllabus management platform that allows students to view their syllabus in a seamless manner embedding the syllabus in their Blackboard course.</td>
</tr>
<tr>
<td>Microsoft Teams</td>
<td>A Microsoft 365 application that allows students to chat with teammates via text, have a voice conversation, or a video meeting.</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Using someone's work and not acknowledging or giving credit to the original author(s).</td>
</tr>
<tr>
<td>Post-Test</td>
<td>The assessment that measures what the student has learned in the competency.</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>A diagnostic assessment to determine what the student knows about the material that is taught in that competency.</td>
</tr>
<tr>
<td><strong>Pronto Instant Messenger</strong></td>
<td>A real-time messaging app that allows the student to use messaging, video chat, have a voice conversation, or a video meeting.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Respondus LockDown Browser</strong></td>
<td>Respondus LockDown Browser is a special internet browser that &quot;locks down&quot; the online testing environment so that the student cannot access other material online while taking the Post-Test.</td>
</tr>
<tr>
<td><strong>Respondus Monitor</strong></td>
<td>Respondus Monitor is a proprietary tool from Respondus that uses the webcam of the student's computer, laptop, or other device used to take the Post-Test to observe and record what the student is doing while taking the Post-Test.</td>
</tr>
<tr>
<td><strong>SafeAssign</strong></td>
<td>A plagiarism prevention tool that detects unoriginal content in students' papers by identifying areas of overlap between submitted assignments and existing works.</td>
</tr>
<tr>
<td><strong>Virtual Office Hours</strong></td>
<td>These are the set times when an instructor will be available in case the student has questions.</td>
</tr>
</tbody>
</table>
References


South Texas College Accreditation
South Texas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

Notice of Non-Discrimination
South Texas College is an equal education and equal employment opportunity/affirmative action employer. South Texas College does not discriminate or tolerate discrimination against any employee, an applicant for employment, student, or applicant for admission based on race, color, national origin, ethnicity, religion, age, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, parental status, disability, genetic information, veteran status, or any other protected category under applicable local, state, or federal law. Conduct that excludes participation, denies benefits, or subjects others to discrimination is prohibited. The College complies with all applicable policies and state and federal legislation in order to combat discrimination.
https://www.southtexascollege.edu/about/notices/notice-of-non-discrimination.html