

# Competency-Based Education (CBE)

## Manual for Students and Faculty

Academic Year 2024-2025



**SOUTH TEXAS  
COLLEGE**

# TABLE OF CONTENTS

|  |          |
|--|----------|
| <b>PREFACE.....</b>  | <b>2</b> |
| Competency-Based Education History in Texas.....           | 3        |
| Competency-Based Education Model .....                     | 4        |
| Competency-Based Education at South Texas College .....    | 5        |
| Competency-Based Education in the Online Environment ..... | 6        |
| <b>STUDENT SECTIONS:</b>                                   |          |
| Competency-Based Education Course Structure .....          | 8        |
| Competencies.....  | 8        |
| Pre-Test.....  | 8        |
| Assignments .....  | 9        |
| Post-Test.....   | 10       |
| Course Artifact.....                                       | 11       |
| Virtual Meeting .....                                      | 12       |
| Student Progress for Each Competency .....                 | 13       |
| Grading Policy.....  | 13       |
| Guidelines for Issuing a Grade of "I" (Incomplete) .....   | 14       |
| Academic Coach Role & Responsibilities .....               | 15       |
| Contact Information .....                                  | 16       |
| Student Resources .....                                    | 17       |
| <b>FACULTY SECTIONS:</b>                                   |          |
| Qualifications to Teach CBE Courses.....                   | 20       |
| Faculty Certification to Teach CBE Courses .....           | 21       |
| Faculty Evaluations .....                                  | 22       |
| CBE Program & Course Approval Process .....                | 22       |
| CBE Program Review Process.....                            | 23       |
| CBE Course Scheduling .....                                | 24       |
| Faculty Resources .....                                    | 25       |
| Course Copy Procedure .....                                | 25       |
| Safe Assign.....   | 28       |
| Pronto Instant Messenger .....                             | 29       |
| Concourse .....  | 34       |
| <b>APPENDIX:</b>   |          |
| Frequently Asked Questions .....                           | 39       |
| Glossary of Terms .....                                    | 42       |
| References.....  | 44       |
| Accreditation Statement.....                               | 44       |
| Notice of Non-Discrimination .....                         | 44       |

## PREFACE

South Texas College (STC) developed this Competency-Based Education (CBE) Manual for faculty and students within the STC Competency-Based Education programs. The Manual 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 Manual is not intended to be and should not be regarded as a contract between the College and any student or faculty.

The CBE Manual will be updated regularly and should be consulted as a primary resource.



## Competency-Based Education History in Texas

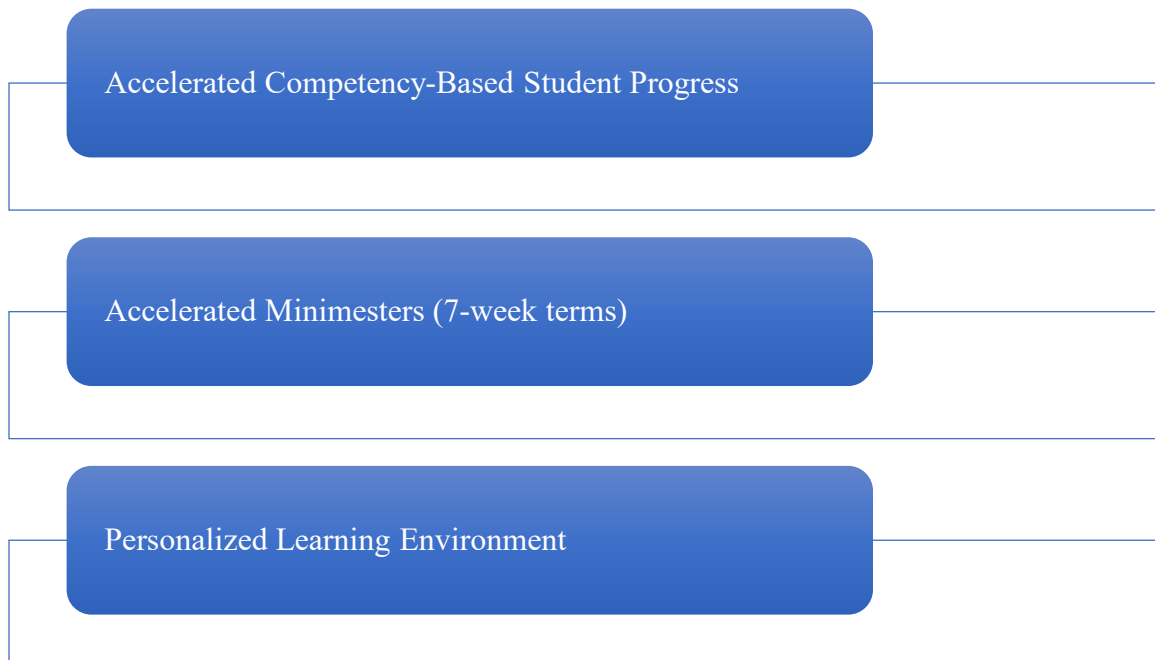
In 2013, the Texas Higher Education Coordinating Board received a grant from the College for All Texans, EDUCAUSE, and other foundations to assist higher education institutions in creating and developing the first competency-based bachelor's degree in the State of Texas.

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 Operations Management. These four South Texas College bachelor's programs are 100% online.

Additionally, the HVAC, Construction Supervision, and Electrical Technology (Design and Building Technologies Programs) programs have converted both their Certifications and Associates of Applied Science degrees to competency-based format.

## Competency-Based Bachelor Degree Unique Design



## 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 most cases any environment, courses in the Design and Building Technology programs require students to complete performance testing in labs. 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, performance labs, 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<br>Traditional versus Competency-Based |   |
|---|---|
| Course Credit Based on Seat Time  | Course Credit Based on Mastery of Competencies  |
| Course Learning Outcomes  | Course Competencies   |
| Quizzes, Assignments, Mid-Term, and Final   | Pre-Test, Assignments, and Post-Test  |
| Lecture, Textbooks, and Tools   | *Online Educational Resources (OER), including E-Books, Learning Activities, Lending Library, PASS Programs, and Streaming Lectures |
| Completion of Course with a letter grade of “D” or better in 16 weeks                       | Completion of Course with a letter grade of “B” or better in all Post-Tests within an accelerated minimester or less                |

\*Not all DBT programs use OER



## Competency-Based Education at South Texas College

Competency-based education programs at South Texas College aim 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. Some programs require in person performance evaluations.

- **Accelerated**

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

- **Affordable**

South Texas College offers CBE courses that are affordable and include textbook(s) as part of the tuition. During each term, you can take as many courses as you can successfully complete at an additional cost.



# Competency-Based Education in the Online Environment

At South Texas College, all CBE courses include the online components described (1-5) below.

## *Start Here*

Start Here is the online classroom's 'home page' or 'welcome page'. This page contains the course faculty contact information, an office location should face-to-face visits be required, and sometimes, 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. 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 smartphone 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. 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 can 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 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. 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.

#### **How do competencies work?**

As a requirement for all competency-based courses, students must show mastery of 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 are 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. However, there are a few courses that might contain six to seven competencies.

### *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?**

A Pre-Test is the first task a student must complete before beginning any module activity in any competency. A Pre-Test allows students to assess his/her current knowledge of the subject matter.

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

There is no studying for the Pre-Test. The Pre-Test is a diagnostic tool used to assess knowledge before 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. Pre-Test for some courses are in person, when student has to demonstrate their ability and knowledge in a lab setting.

**How many times is it taken?**

The Pre-Test for each competency can only be taken once, regardless of the score obtained in an attempt.

**What are the score requirements for the Pre-Test?**

- 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 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.
- NOTE: Obtaining a score below 80% in any Pre-Test does not mean the student has failed the competency or 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. In some courses assignments are lab-based, which means students go to the College campus and get hands on experience if they did not display required knowledge in the Pre-Test.

**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 students 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. Faculty will publish their grading and feedback expectations in the course syllabus, including any day of the week that they may not be available to respond.

**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 (7-week term) or less. There are no limits on how many times students can access and review the assignments.

***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 format can vary from an objective assessment comprising of multiple choice, multiple answer, true/false, etc. or a subjective assessment that includes essay questions, essays on scenarios, case studies, or project-based assessments. Some courses will have the Post-Test skill in a lab setting.

**How will students know when they are-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 passes 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 (1) a timed online exam taken in one sitting, (2) a lab-based demonstration of mastery of a competency, or (3) a project and/or research-based assessment.

**1. Post-Test that is an online exam:**

- Faculty will determine and communicate what the student can have available in the testing environment to use during the exam;
- To maintain exam integrity, Honorlock is required.

**2. Post-Test that is a lab-based demonstration of mastery of a competency:**

- Faculty will determine and communicate what the student can have available in the testing environment to use during the lab-based demonstration;
- Students must schedule a time with their instructor to come in and perform the assessment/task. Students must come prepared with the appropriate equipment (including Personal Protective Equipment) and tools to complete the assessment.
- Students will be given 3 attempts to perform the assessment/task. Each attempt will

measure the same competency; however, the task will be different. Students will be given a rubric prior to the assessment and be supervised by an instructor.

3. Post-Test is a paper and/or project-based assessment:

- Faculty will provide instruction regarding the research paper and/or project with specific information for completing the research paper and/or the project.
- Students will be given 3 attempts to finalize the paper/project.
- After student submits the paper/project (first attempt), the faculty will provide feedback to the student to improve the paper/project. Students have the option (2nd attempt) to submit the project/paper with the recommended changes. Faculty will review and provide feedback and student will have the option (3rd attempt) to submit the paper/project with recommended changes.

The Post-Test grade for each competency is the only grade that will factor into the final grade for the course.

**What happens if a student scores an 80% or higher on the Post-Test?**

- If a 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 they will have passed the course.
- If a student passes the Post-Test and still has attempts left, they can use those attempts to improve their score. The highest attempted grade will be posted for that Post-Test.

**What happens if a student doesn't pass the Post-Test with an 80% or higher?**

If a 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.

**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.

***Course 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.

Frequently asked questions related to Artifacts in CBE courses:

**Why are artifacts important?**

Artifacts provide evidence of competence mastery and can be shared with a prospective employer as evidence. They are important because completing the artifacts help students obtain knowledge and skills.

For example, when a student works on a project or case study, they analyze the information provided in each competency and, particularly in the CBE modality, can make connections between the previous knowledge with which they came into a course and the new knowledge they are gaining in the competency.

Most importantly, students can use those artifacts as the essential elements in a portfolio documenting a student's historical work, learning, and growth to potential employers.

### **Which competency of the course requires the artifact?**

The artifact is submitted in the last competency of a course. However, students may have access to the information relating to the artifact from the beginning of the course, so the student can have the entire session to work on the artifact.

### **How many artifacts are in each course?**

One artifact per course.

### **What are the different types of artifacts?**

Artifacts can come in the form of projects, case studies (research), videos, etc., depending on the course.

### **How is the artifact submitted?**

The artifact is submitted via Blackboard, if an online class, or directly to the faculty, if a face-to-face/hybrid class.

### **Where are the artifacts stored?**

Normally, artifacts are housed in e-portfolios, as applicable. If the program has a Capstone course, the student will create an e-portfolio, and the artifacts are some of the elements in that portfolio. As part of a Capstone, the student will submit their final portfolio for a grade, and they also defend (present) their portfolio through a Microsoft Teams session.

### **How can a student get access to artifacts from their old courses?**

The artifacts are housed in the e-portfolio that students have access to once they leave STC.

### **How can students use artifacts outside of the course?**

Artifacts can be used by students as proof of skills for a prospective employer during an interview. In fact, artifacts in portfolios are an underutilized tool that provide concrete evidence of what a student has accomplished in their coursework and current and previous jobs.

A portfolio showcases those elements and the student's skills and abilities. The artifact is critical in showing what the student learned in their program and showing they did not only learn the material but can apply it in real life.

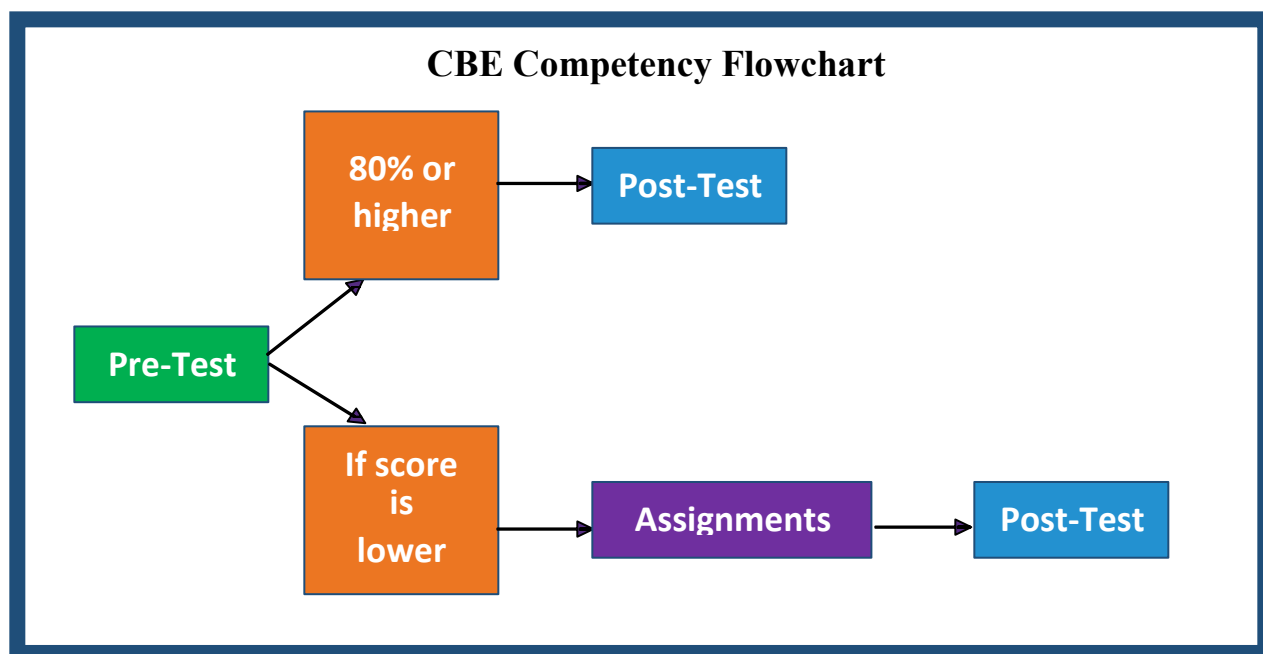
## ***Virtual Meeting***

This link is a real-time video conferencing tool where students and the course faculty meet weekly for lectures, office hours, and other meetings. The faculty may set a recurring time for

the term or communicate the time of weekly meetings.

### *Student Progress for Each Competency within a CBE Course*

The chart below illustrates the process through which students' progress in each competency.



## Grading Policy

South Texas College accepts the responsibility to establish and maintain standards of excellence in the courses taught and to subscribe to the following principles:

1. We recognize the need for consistency and fairness in the evaluation of student performance.
2. We fully recognize the need to maintain public confidence in the academic integrity of the College.

The following grading system is used for CBE courses:

| Grade |              | Interpretation | Grade Points Per Cr. Hour |
|-------|--------------|----------------|---------------------------|
| A     | 90-100%      | Excellent      | 4                         |
| B     | 80-89%       | Good           | 3                         |
| F     | 79% or below | Failing        | 0                         |
| I     | NA           | Incomplete     | Not Computed              |

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

In the case of 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.



## **General Expectations for Faculty Response Time**

Faculty will publish their grading and feedback expectations in the course syllabus, including any day of the week that they may not be available to respond.

Due to the nature of 7-week CBE-based courses, prompt feedback is essential for student success. While most faculty should login to respond to email communication and grade assessments faster, the general expectations for faculty responses are as follows:

- Email and messaging communication will be answered within 24 hours
- Assessments (papers, projects, tests) will be graded within 48 hours
- If not graded within expected timeframe, the student should contact their faculty member via email or Pronto messenger.
- If the faculty member does not respond, the student should contact the Academic Coach or Student Success Specialist, or Department Chair.

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”.

## ***Guidelines for Issuing a Grade of "I" (Incomplete)***

The grade of “I” (for Incomplete) may be given by an instructor in certain circumstances for a course in which a student was unable to complete all of the objectives for the passing grade level attempted. The student must complete all of the objectives as dictated by the instructor by the end of the next seven (7) week term. Failure to complete all requirements by the end of the next seven (7) week term will result in a final grade of “F” for the course.

When a faculty member issues a grade of “I” (Incomplete), documentation should be provided to both the student and the faculty member's department/program chair which includes the following:

- The student's name, A#, and contact information
- The faculty member's name
- The course, section number, and semester for which the “I” is being awarded
- A brief explanation of the reason for which the “I” is being awarded
- A summary of the coursework already completed by the student, and the grades, points, and/or scores earned and recorded for that work
- A summary of the coursework still required from the student in order to merit a change of grade from an “I” to a letter grade (A, B, F), and the relative weight of each pending item toward the final course grade
- The date by which all of the coursework needs to be completed by the student

All of the above should be contained on a single form, with signature lines for the student, the faculty member, and the faculty member's department/program chair, each of whom should receive a copy. A copy of the course syllabus, or section outline, specific to the section in which the student is enrolled, should also be attached.

### **Grade Changes Refer to Board Policy 3312**

If a student requests a grade change in writing, justifying the change, and the instructor agrees to change the grade, the instructor should fill out a Change of Grade Form obtained from the Enrollment Center and attach it to the request. The Dean must approve changes made later than one year after the end of the semester in which the course was taken. Grade changes must be made within 30 days to affect scholastic probation status.

If an instructor initiates a grade change, the instructor must fill out a Change of Grade Form obtained from the Enrollment Center.

## **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 and Support Services***

- Provide academic advisement to students from intake to assessment of academic and career goals
- Assist students in developing and achieving their educational goals
- Advise on selecting classes based on their degree plan
- Connect students with resources such as counselors, tutors, and financial aid
- Assist in planning student schedules, 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
- Monitors student progress in the CBE courses:
  - Contacts faculty if students are not active in the course
  - Respond to faculty request to follow up with students
  - Connects students with support services the need throughout course

### ***Registering for CBE Courses***

- Assist with accessing and completing registration, admissions, and financial aid process
- Work with student services to verify the information for accuracy and completeness

## Contact Information

### **Bachelor of Applied Science in Organizational Leadership (BASOL)**

Vacant

Pecan Campus G-237

Email:

Phone Number: (956) 872-2216

### **Bachelor of Applied Technology in Computer Information Technology (CITP)**

Saeed Molki, Program Chair

Pecan Campus M-150

Email: [smolki@southtexascollege.edu](mailto:smolki@southtexascollege.edu)

Phone Number: (956) 872-8326

### **Bachelor of Applied Technology in Medical & Health Services Management (MHSM)**

Dr. Hilaire Saint-Pierre, Program Chair

Pecan Campus G-238

Email: [hsaintpi@southtexascollege.edu](mailto:hsaintpi@southtexascollege.edu)

Phone Number: (956) 872-7233

### **Bachelor of Applied Technology in Operations Management (OPMG)**

Dr. Ruben G. Flores, Program Chair

Pecan Campus G-239

Email: [rgflores@southtexascollege.edu](mailto:rgflores@southtexascollege.edu)

Phone Number: (956) 872-8344

### **Child Development and Early Childhood Program**

Veronica Rodriguez, Department Chair

Pecan Campus P2-157

Email: [vrodri2@southtexascollege.edu](mailto:vrodri2@southtexascollege.edu)

Phone Number: (956) 872-7265

### **Design and Building Technology Department**

**(HVAC, Electrical Technology, and Construction Supervision)**

Jorge Martinez, Department Chair

Technology Campus B-226

Email: [jsmartinez@southtexascollege.edu](mailto:jsmartinez@southtexascollege.edu)

Phone Number: (956) 872-6269



# 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](mailto:finaid@southtexascollege.edu)

## Cashiers Information

<https://finance.southtexascollege.edu/businessoffice/cashiers/>

Phone Number: (956) 872-3455

Email: [stc\\_cashiers@southtexascollege.edu](mailto: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>

## 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 (DBT Labs by appointment)**

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 providing access to higher education and supporting 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 must 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 College's mission and goals. 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. In 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. The link is provided here: <https://academicaffairs.southtexascollege.edu/credential.html>

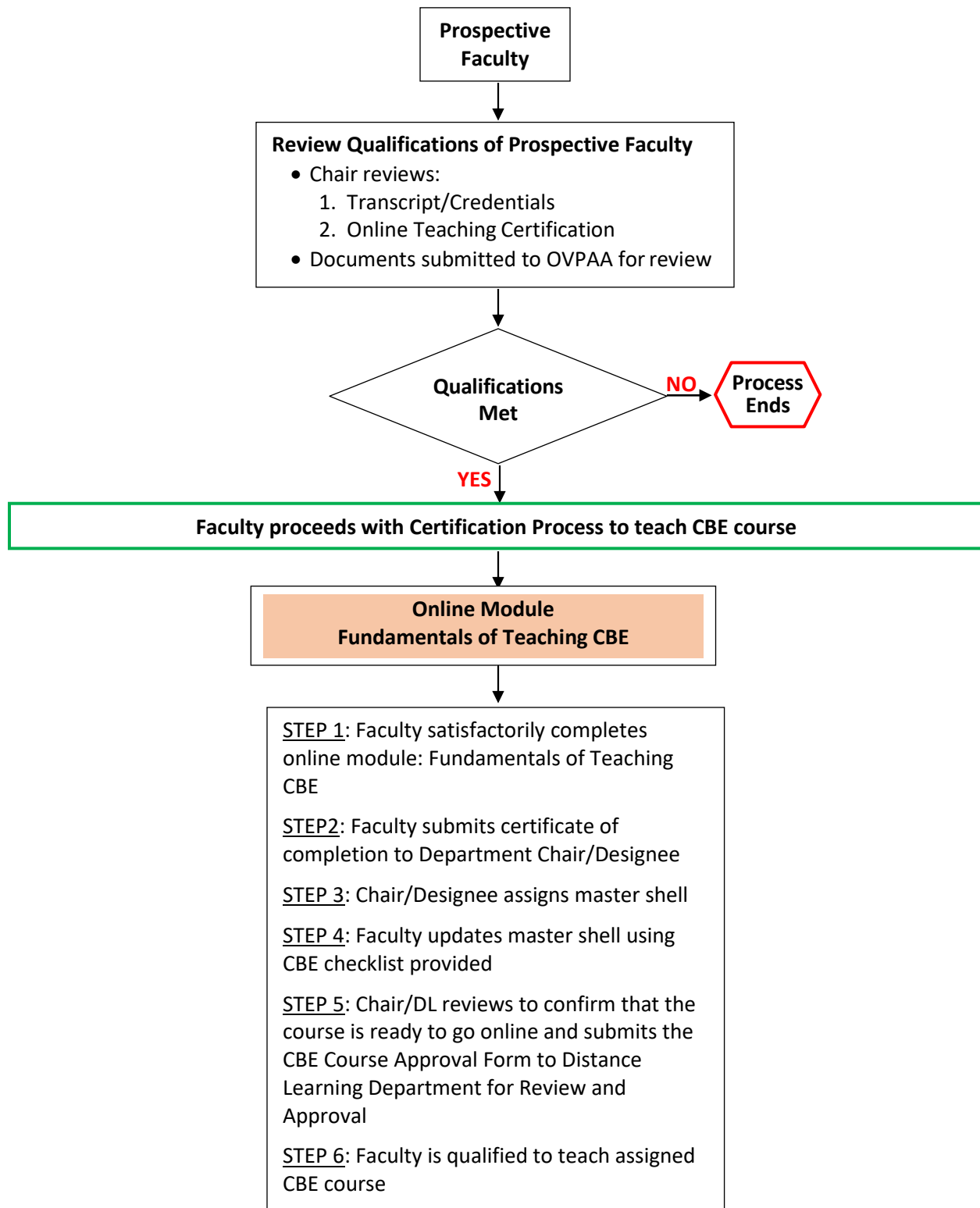
Faculty who meet the credentialing requirements to teach a CBE course will also need to have completed the following two professional development certifications:

- 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

## Faculty Certification Process to Teach CBE Courses



## 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 (see link below). In addition, 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 a process similar to approving the institution's online courses. The process begins with faculty creating the curriculum and content of the proposed course. With help from Instructional Designers in the Distance Learning department, the faculty will 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 before the start of the class.

**Approval Process:** The process will move forward upon successful completion of each step below.

| Step | Levels of Review                        | Outcome  |
|------|---|--|
| 1    | Certified Quality Matters Peer Reviewer | Conducts the initial review of the course and confirms that all required elements are in the course  |
| 2    | Department Chair                        | Reviews the course and approves as the discipline expert   |
| 3    | Division Dean                           | Reviews and approve the course for submission to Distance Learning for final review  |
| 4    | Dean of Distance Learning               | 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 |

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

| Course      | Certifications   |                          |                 |                              |
|-------------|------------------|--------------------------|-----------------|------------------------------|
|             | LMS Fundamentals | Instructional Continuity | Online Teaching | Fundamentals of Teaching CBE |
| Traditional | Y                | Y                        |                 |                              |
| Hybrid      | Y                | Y                        | Y               |                              |
| Online      | Y                | Y                        | Y               |                              |
| CBE         | Y                | Y                        | Y               | Y                            |
|             |                  |                          |                 |                              |

## 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 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. Finally, 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 planning, plan implementation, and reporting oversight.

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 the assessment of student success across modalities and provides data for ongoing program review.

The required Program Review Standards are published in the Faculty Handbook:

<https://academicaffairs.southtexascollege.edu/handbook/pdf/faculty-handbook.pdf>

## 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 2024-2025 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 2024 Semester  |               |             |                          |   |             |
|--|---------------|-------------|--------------------------|---|-------------|
| Session  | Classes Begin | Census Date | Last Day to Add Students | Review Small and Large Enrollment                     | Classes End |
| K1   | August 26     | August 30   | <b>September 16</b>      | September 17  | October 11  |
| K2   | October 21    | October 25  | <b>November 11</b>       | November 12   | December 6  |
| New students may be added from week 1 up to the fourth (4th) Monday in each session.<br>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 2025 Semester  |               |             |                          |   |             |
|--|---------------|-------------|--------------------------|---|-------------|
| Session  | Classes Begin | Census Date | Last Day to Add Students | Review Small and Large Enrollment                     | Classes End |
| K1   | January 21    | January 27  | <b>February 10</b>       | February 11   | March 7     |
| K2   | March 24      | March 28    | <b>April 14</b>          | April 15  | May 9       |
| New students may be added from week 1 up to the fourth (4th) Monday in each session.<br>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 2025 SEMSETER   |  |             |                          |  |             |
|---|--|-------------|--------------------------|--|-------------|
| Session   | Classes Begin  | Census Date | Last Day to Add Students | Review Small and Large Enrollment                      | Classes End |
| K1  | Refer to dates published on the Summer 2025 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End |             |                          |  |             |
| K2  | Refer to dates published on the Summer 2025 Academic Calendar for dates related to: Classes Begin, Census Date and Classes End |             |                          |  |             |
| New students may be added from week 1 up to the fourth (4 <sup>th</sup> ) Monday in each session.<br>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.
3. 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.



COURSE MANAGEMENT

Control Panel

Content Collection →

Course Tools

Evaluation →

Grade Center →

Users and Groups

Customization →

Packages and Utilities →

Bulk Delete

Course Copy

Export/Archive Course

Import Course Cartridge

Import Package / View Logs

Manage LTI Links

## Export Course

SELECT COPY OPTIONS

Source Course ID

ocean\_101

FILE ATTACHMENTS

Course Files Default Directory

☐ Copy only links to course default directory files
 ☒ Copy links and include copies of the files in the course default directory

Files Outside of the Course Default Directory

☒ Copy only links to files stored outside of the course default directory
 ☐ Copy links and include copies of the files outside of the course default directory

Package Size

Calculate Size

Manage Package Contents

SELECT COURSE MATERIALS

Select All

Unselect All

☐ Content Areas
 

☐ Home Page
 ☐ Getting Started
 ☐ Week 1: People
 ☐ Week 2: History

☐ Adaptive Release Rules for Content
 ☐ Announcements
 ☐ Blogs

#### 4. 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.

The screenshot displays the 'Import Package' interface. On the left, a sidebar titled 'COURSE MANAGEMENT' lists various tools. Under 'Packages and Utilities', 'Import Package / View Logs' is highlighted with a red rectangle. The main panel, titled 'Import Package', contains several sections: 'SELECT COPY OPTIONS' with a 'Destination Course ID' field set to 'ocean\_101'; 'SELECT A PACKAGE' with a 'Select a Package' button and a 'Browse My Computer' button; 'INSTITUTIONAL HIERARCHY NODES' with 'Add Node' and 'Find Node' buttons; and 'SELECT COURSE MATERIALS' with 'Select All' and 'Unselect All' buttons, followed by a list of checkboxes for 'Content Areas', 'Adaptive Release Rules for Content', 'Announcements', 'Blogs', 'Calendar', 'Contacts', 'Content Alignments', and 'Discussion Board'.

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-](https://stusouthtexascollege-my.sharepoint.com/:v:/g/personal/rreyna_3775_southtexascollege_edu/ER3eMPUqchNDoKMkGt_3H_EBVhdNWBXjRRDugTD4GHS1Qw?e=sFK3KG)

[my.sharepoint.com/:v:/g/personal/rreyna\\_3775\\_southtexascollege\\_edu/ER3eMPUqchNDoKMkGt\\_3H\\_EBVhdNWBXjRRDugTD4GHS1Qw?e=sFK3KG](https://stusouthtexascollege-my.sharepoint.com/:v:/g/personal/rreyna_3775_southtexascollege_edu/ER3eMPUqchNDoKMkGt_3H_EBVhdNWBXjRRDugTD4GHS1Qw?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

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.

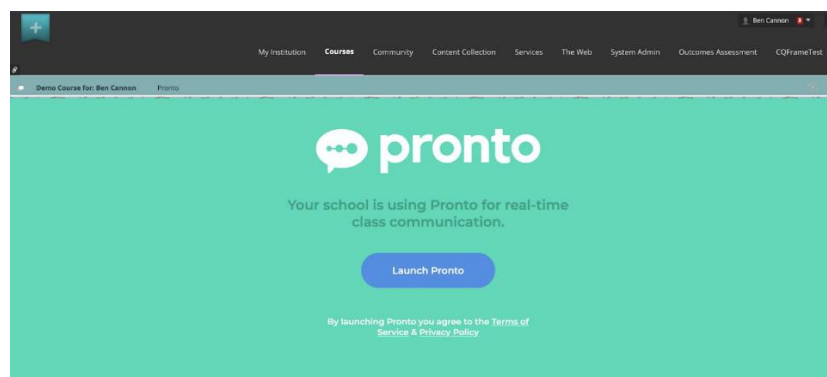
**\*\*Pronto does not require your phone number and your email address in Blackboard will serve as your login. No other user will see your email or phone number.**

### Pronto Basics

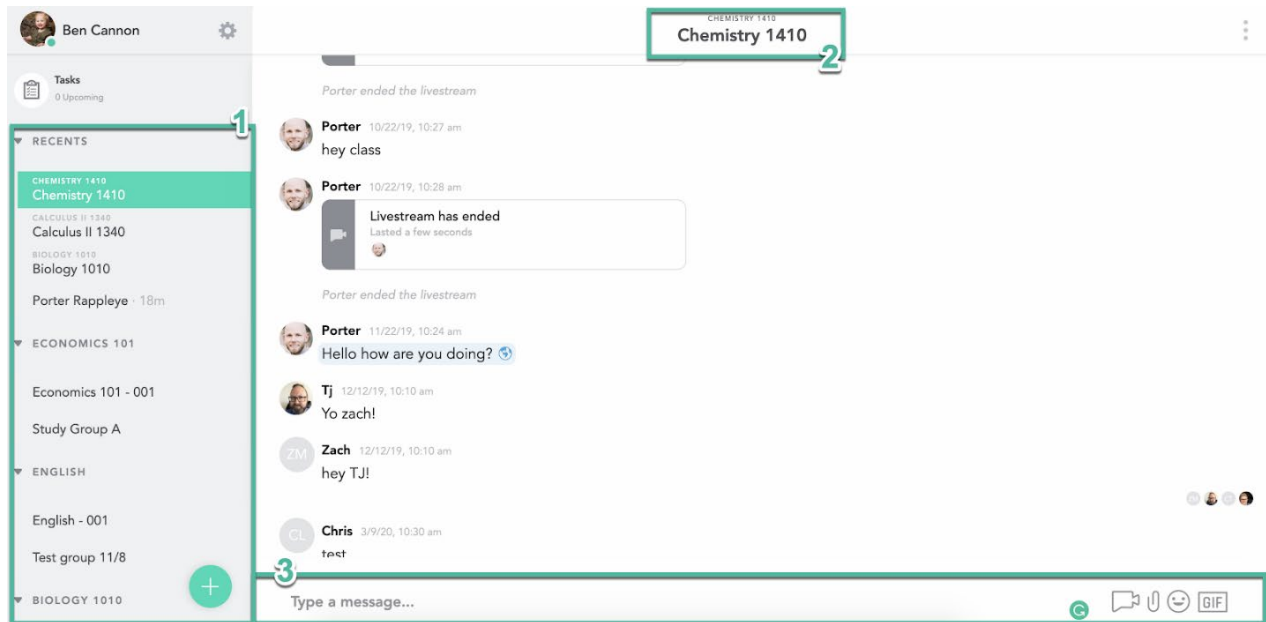
1. Click the **Pronto** link within your course tools.



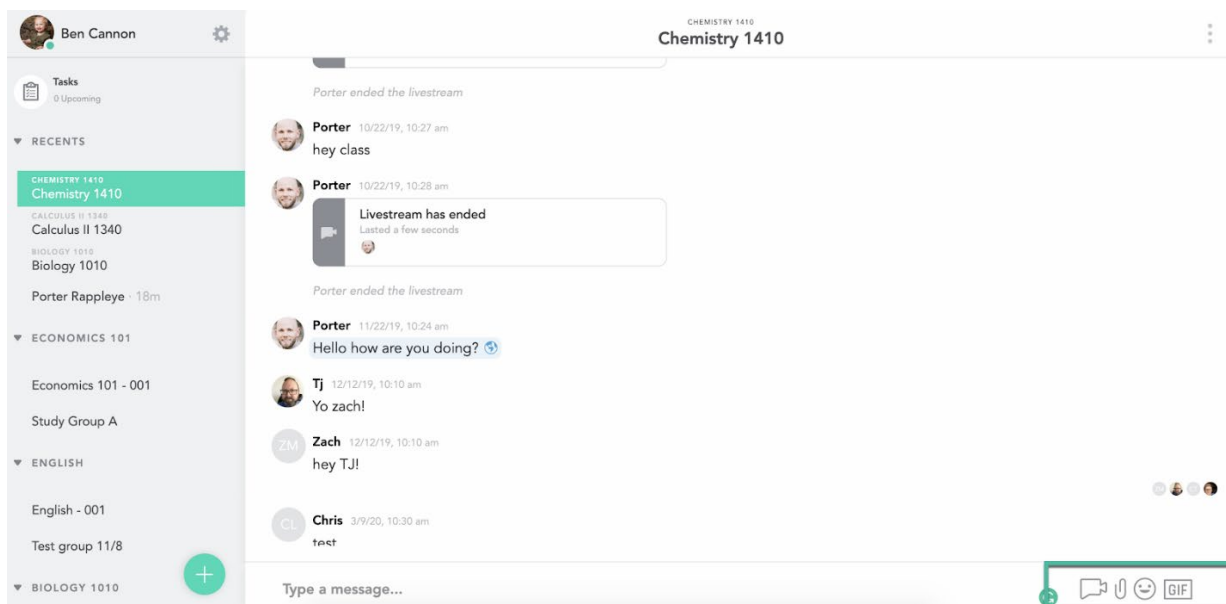
2. This will open Pronto directly in the Blackboard window or bring up a link to open Pronto in another window outside of your Blackboard course, pending the integration for your school.



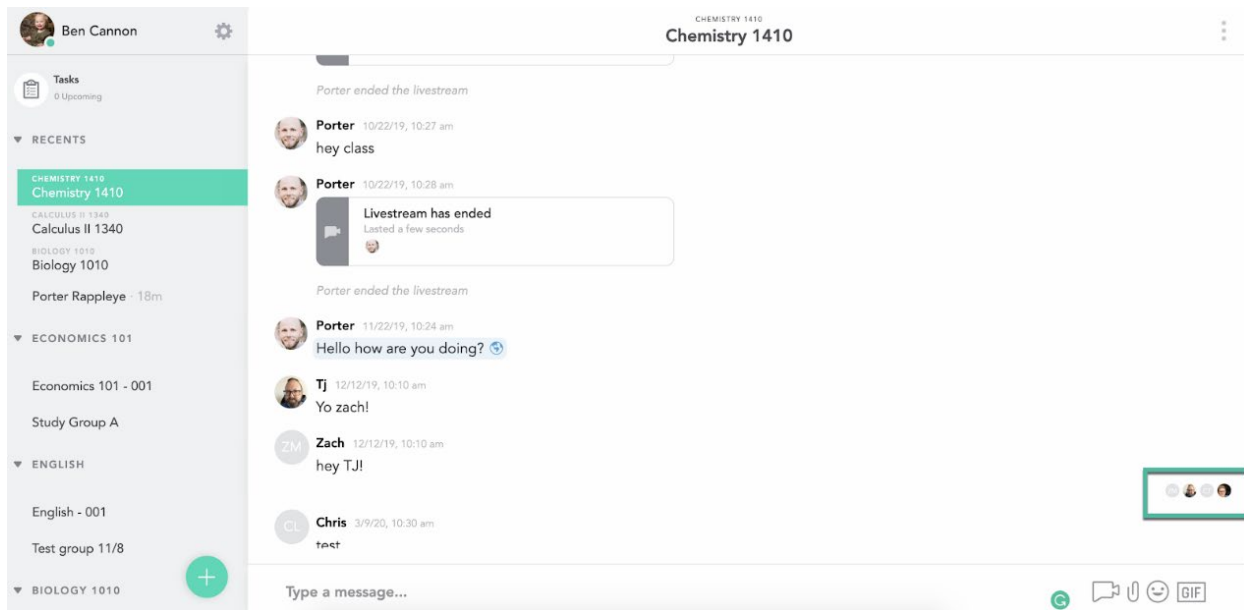
- In the left-hand section you will see a list of your Courses, Sections, Groups and Direct Messages, preceded by a Recents section which will keep your most active communications at the top of the list. 1 The primary window will display your active conversation and at the bottom of the primary window, 2 you can send a message by typing in the Type a message box. 3 To send the message, press enter.



- In the lower right, there are additional options.

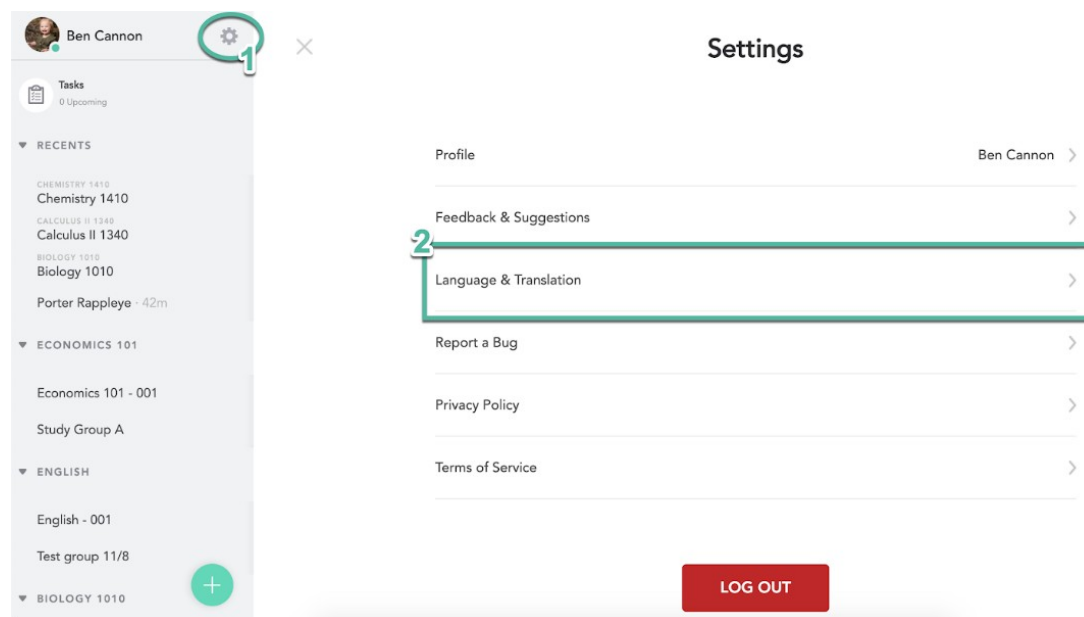


- Live Video - You can share your screen or do live video. There is an option to record these for later viewing
  - File Attachments - You can share files from your device or cloud services like DropBox
  - Emoji - Add emotion to your text or respond to a previous message with an emoticon
  - Gif - Search 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.

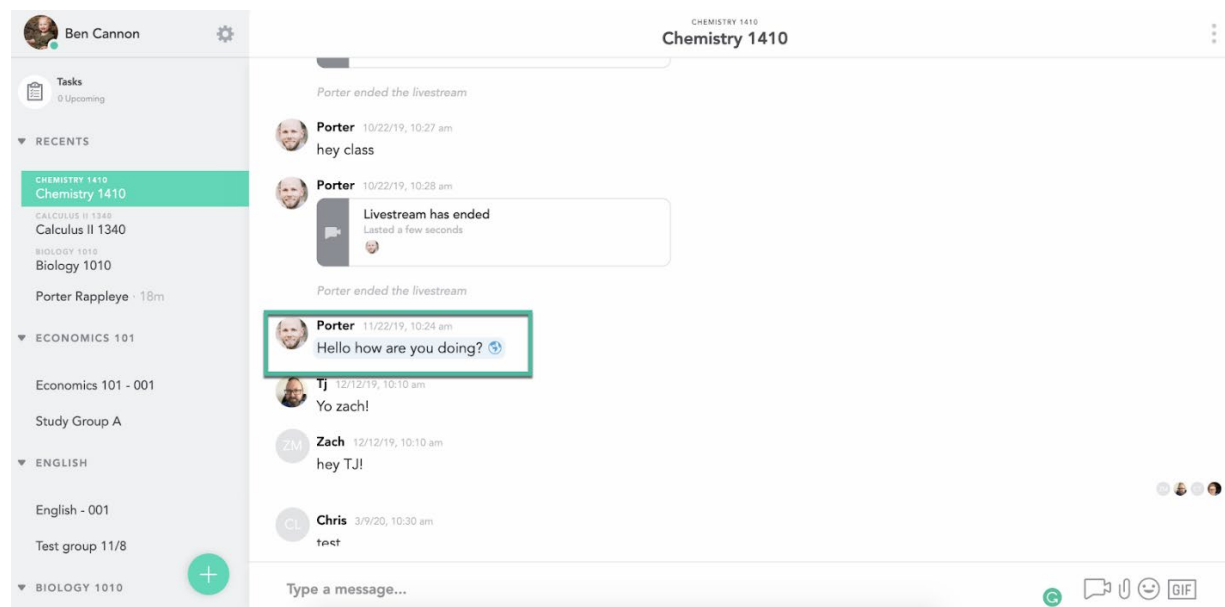




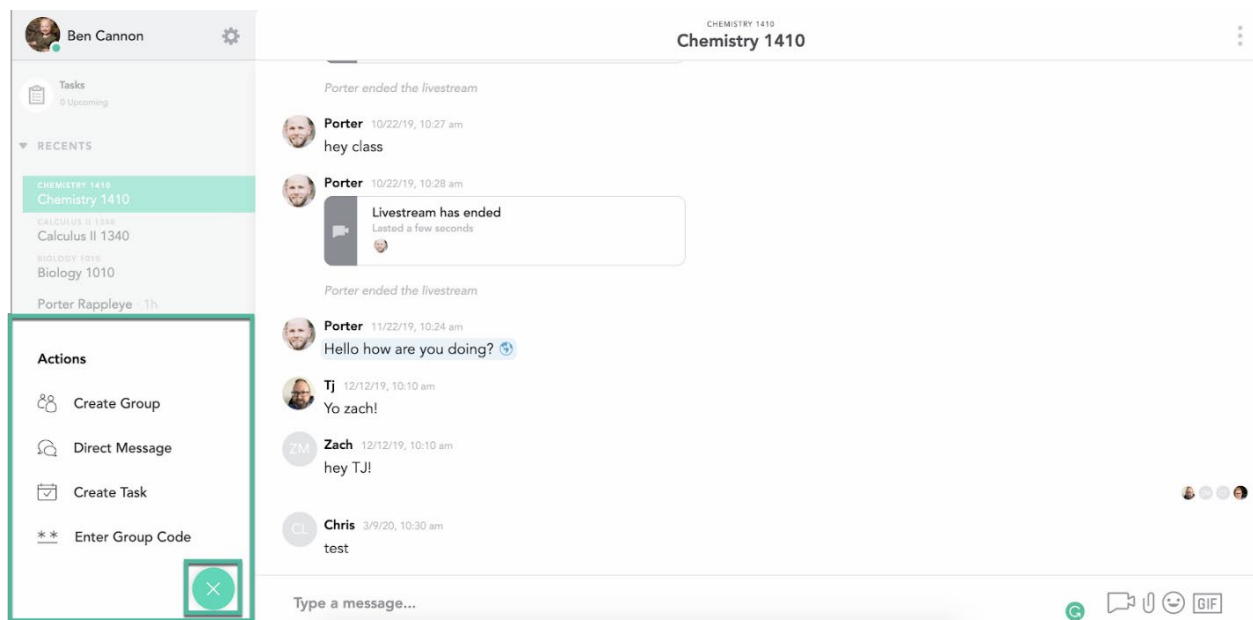
6. Pronto also allows for setting language preferences and will instantly translate messages into over 100 distinct languages. To adjust your language preferences, click on the small cog icon in the upper right corner<sup>1</sup> next to your name and use the language and translation option.



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.



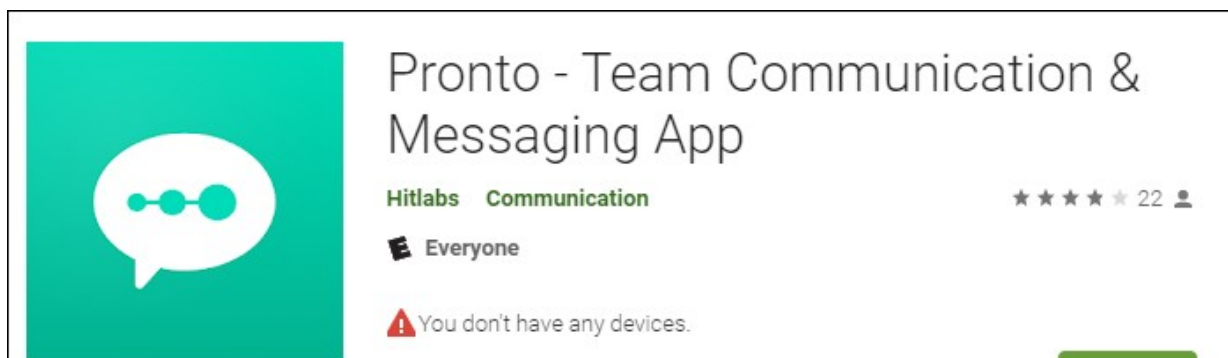
7. Additionally, Pronto provides options for users to start direct messages, assign tasks or even create study groups. These options can be accessed by clicking on the teal Action Button in the lower left-hand corner of the site.



### 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



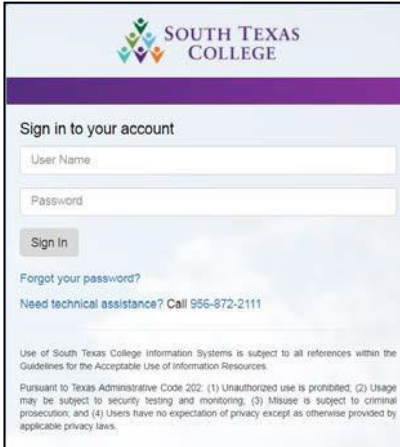
## Concourse

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

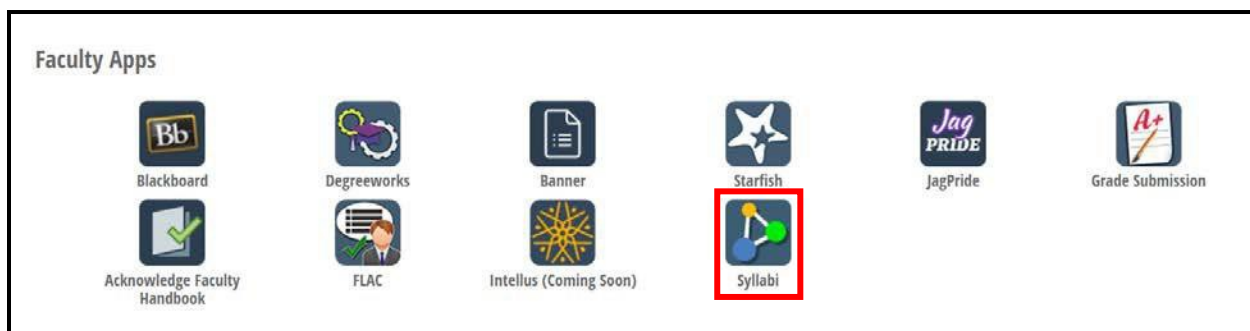
Recommended Browser: Chrome  or Firefox 

1. Log into JagNet at <https://jagnet.southtexascollege.edu> with your STC credentials.



The image shows the JagNet login page for South Texas College. At the top is the college's logo and name. Below is a 'Sign in to your account' section with fields for 'User Name' and 'Password', and a 'Sign In' button. Links for 'Forgot your password?' and 'Need technical assistance? Call 956-872-2111' are provided. At the bottom, there is a disclaimer about the use of college information systems and a reference to Texas Administrative Code 202.

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.



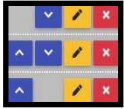
Delete - Selecting this icon will result in that item being deleted from your syllabus. Caution: Be very careful. Deleted information cannot be retrieved!



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.

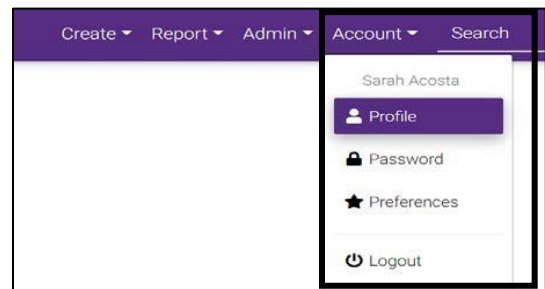
## Account Profile

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:

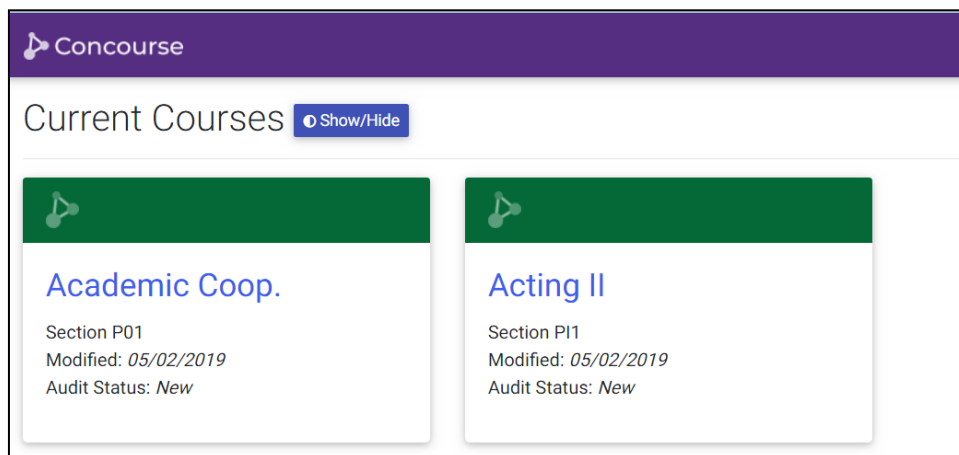
- On the top right corner of the navigation bar, click on Account and select Profile.



- 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.

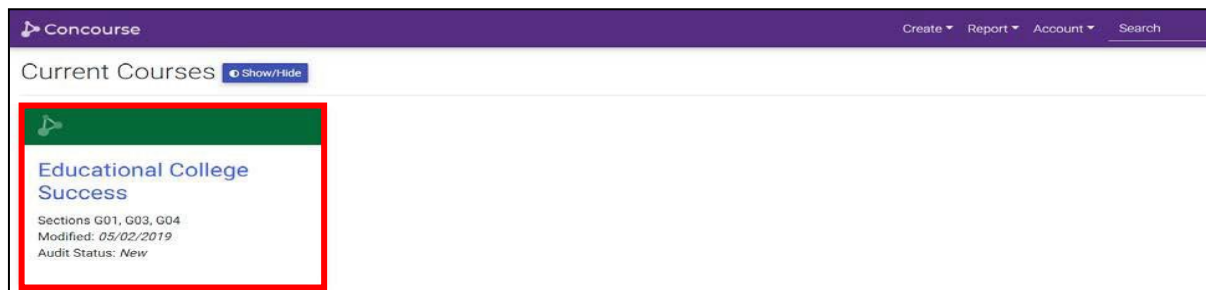


Note: If you are missing a course syllabus on your dashboard, contact the Office of Curriculum & Student Learning at [syllabi@southtexascollege.edu](mailto:syllabi@southtexascollege.edu) for assistance. Please provide your name, A# and the CRN for the course section missing the syllabi.

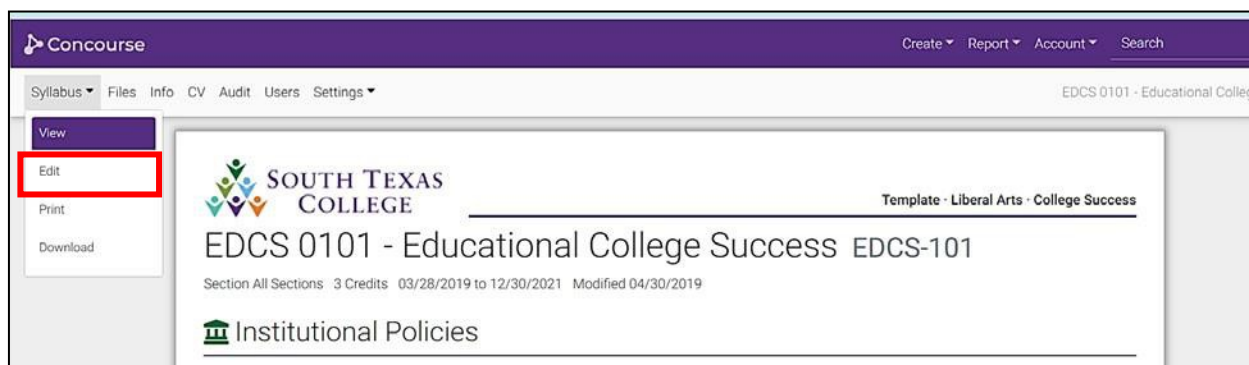
## Editing the Course Syllabi

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.


| Item Category  | Instructors                          |
|--|--------------------------------------|
| Contact Information<br>Contact Entry                     | ✓                                    |
| Required Core Objectives                                 | Pre-Populated by<br>Department Chair |
| Core Objectives Matrix<br>• Matrix Entry                 | ✓                                    |
| Course Requirements<br>• Breakdown<br>• Grading Criteria | ✓                                    |

- 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.



Edit Item: Contact Information Entry

Copy From Profile

Role (e.g. Instructor)

Title (e.g. Dr.)

First Name

Middle Name

Last Name

Suffix

Email

Office

Phone

Website (e.g. https://mysite.edu)

Notes

Save Save & Notify Cancel

**Save** Save & Notify Cancel

**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.

# APPENDIX



## Frequently Asked Questions

### **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.

### **What is contained in each competency?**

Each competency contains the following:

- a. Overview, To Do List, and Resources
- b. Pre-Test
- c. Assignments/Learning Activities
- e. Open Education Resources (OER) or Reading Material
- f. Post-Test

### **How often is the Pre-Test taken?**

The Pre-Test is taken one time only.

### **Can I study for the Pre-Test?**

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

### **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.

### **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.

### **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.

### **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.

### **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.

### **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 (2nd) Post-Test will open. This will be the same process if the second Post-Test is not passed with an 80 or higher.

**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.

**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.

**Are students required to attend the Live Collaborate sessions?**

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

**How long does the faculty have to grade the Pre-Test, Post-Tests, and assignments?**

The faculty have 24-48 hours to grade.

**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.

**Do I need to use Honorlock for Pre-Tests and Post-Tests?**

Honorlock is only required for the Post-Tests that are Multiple Choice or True & False. For written assignments, Honorlock is not required but must have SafeAssign turned on for plagiarism.

***Questions Specific to Workforce Courses***

**How can I get hands-on practice, complete lab assignments and assessments?**

You will need to schedule an appointment with your instructor. Most labs are open Fridays; however, you will still need to schedule this time with you instructor

**How does grading criteria for lab Post-Tests work?**

Students have 3 attempts to score an 80% or better on a lab Post-Test. Each attempt will have a different task and will be graded using a rubric that is provided to you prior to the Post-Test.

**What tools and PPE do I need to bring for hands-on practice, lab assignments, and assessments?**

You are responsible to have any necessary tools listed in your tool kit list when coming in for hands-on practice, lab assignments, and assessments. This includes appropriate PPE; please refer to Safety Rules/Plan.

**How much time is available to complete each performance evaluation Post-Test?**

Each Post-Test has a different time amount. Specific times will be provided by your instructor prior to taking the Post-Test.

**What additional credentials are required in the Design and Building Technology programs?**

- a. HVAC (EPA, NATE, OSHA 10, and TDLR)
- b. Electrical Technology (OSHA 10 and TDLR)
- c. Construction Supervision (OSHA 10)

Each of these can be scheduled by contacting the Institute for Advanced Manufacturing (E-1.601 or 872-6198)

## Glossary of Terms

|                                     |  |
|-------------------------------------|--|
| <b>Adaptive Release</b>             | 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. |
| <b>Artifact</b>                     | 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.    |
| <b>Blackboard Collaborate Ultra</b> | A real-time video conferencing tool that lets the student add files, share applications, and use a virtual Whiteboard to interact.   |
| <b>Competency</b>                   | 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.   |
| <b>Competency-Based Education</b>   | 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.                         |
| <b>Competency Learning Material</b> | The material included in each competency available to the student for preparation for the Post-Test.   |
| <b>Concourse</b>                    | A syllabus management platform that allows students to view their syllabus in a seamless manner embedding the syllabus in their Blackboard course.   |
| <b>Microsoft Teams</b>              | A Microsoft 365 application that allows students to chat with teammates via text, have a voice conversation, or a video meeting.   |
| <b>Plagiarism</b>                   | Using someone's work and not acknowledging or giving credit to the original author(s).   |
| <b>Post-Test</b>                    | The assessment that measures what the student has learned in the competency.   |
| <b>Pre-Test</b>                     | A diagnostic assessment to determine what the student knows about the material that is taught in that competency.  |

|                                 |  |
|---------------------------------|--|
| <b>Pronto Instant Messenger</b> | A real-time messaging app that allows the student to use messaging, video chat, have a voice conversation, or a video meeting.                                     |
| <b>Honorlock</b>                | Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home.   |
| <b>SafeAssign</b>               | A plagiarism prevention tool that detects unoriginal content in students' papers by identifying areas of overlap between submitted assignments and existing works. |
| <b>Virtual Office Hours</b>     | These are the set times when an instructor will be available in case the student has questions.  |

## References

Chris Sturgis and Katherine Casey. "Quality Principles for Competency-Based Education." CompetencyWorks 2018. <https://www.inacol.org/wp-content/uploads/2018/10/Quality-Principles>

Competency-Based Education Network (2020). <https://cbenetwork.org/>

## 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>



Updated: September 2024