CBE Curriculum Foundations
July 2021

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Project Title: Online Competency-Based Education of Technicians in Computer-aided Design and Cybersecurity

• Development and implementation of a 100% online, competency-based education instructional delivery method (Performance-based education (PBE) at TSTC)

  • Architectural Design and Engineering Graphics Technology (ADEG) AAS

  • Cybersecurity AAS
TSTC Go-Live: CYS Fall 2021
ADEG Fall 2022

• Cybersecurity - 19 Classes
• Architectural Drafting - 15 Classes
• First Year Seminar, Dev Ed, GenEd
CBE Modality

Course-Based CBE

vs

Direct Assessment CBE
Curricular Framework

• Identify Programs & Modality for each
• Mastery Grading Policy (A, B, F, Multiple assessments, etc.)
• Modality
• Establish Scheduling Parameters
• Self-Guided?
• Flipped Classroom for F2F
Accreditor Reporting & Approval Requirements

- Substantive Change
- Prospectus
- Teachout Plan
Infrastructure Support

- Financial Aid
- Registrar’s Office
- Creative Services/Marketing
- Dual Enrollment
- Curriculum
- Recruiting
- Student Services
- Placement
- IT
- Veteran’s Affairs
- Institutional Accreditation Department
Program Level Student Support

- Program Enrollment Coaches
- Tutoring
- Faculty/Instructional Support
- Technical/Online Support
Communication & Professional Development
Individual Course Work

*What*

1. Needs Analysis
   a. Backward Design
   b. Identify Course Goal
2. Create Course Outline
   a. Identify Categories
   b. Identify Knowledges, Skills & Abilities
3. Write Learning Outcomes/Objectives & Course Competencies
Individual Course Work continued

*How*

- Iterative ADDIE approach
- Backward Design - Mastery Assessment
- Modular Development - Learning Journey’s
- E-Learning Best Practices
- Interactive & Engaging
- Information Chunking
- Accessibility
Individual Course Work continued

How

• Mastery Assessment
• Pre-Assessment/Check for Understanding
• Authentic
• Multiple Assessment Guidelines
Individual Course Work continued

How

• Quality Control
• QM/OSCQR Review
• Continuous Improvement
From the program perspective...

- Industry-Aligned Curriculum
  - SkillsEngine Calibrate
- Faculty
  - CME vs SME
- Departmental Curriculum Alignment
TRADITIONAL EDUCATION  VS.  PERFORMANCE-BASED EDUCATION

Schedule: Lab times are set by the course schedule.

Deadlines: Due dates are set by faculty.

Grading: As long as you pass the class you can move forward.

Assessments: You are only allowed to take your test or assessment one time. If you fail, you fail.

Tuition: Full-time and part-time students pay the same amount for each class.

Transcript: At the end of your program you earn a transcript that shows what classes you took, and what your grade was.

Schedule: You set your lab times so they fit in your schedule.

Deadlines: You set your pace, as long as you finish within the semester.

Grading: You can’t move forward until you have mastered the course material.

Assessments: You can retake the material over and over until you can prove you have learned it.

Tuition: Full-time students pay a subscription rate. The more classes you move through, the lower your cost.

Transcript: At the end of your program you earn a transcript and a competency transcript that shows your future employers what skills you have mastered.

Performance-Based Education

Your Rhythm. Your Beat.

Contact your program enrollment coach, or visit tstc.edu/performance for more information.

*Full-time enrollment is equal to 12 credit hours or more per semester. Part-time enrollment is 11 credit hours or less per semester.
PERFORMANCE-BASED EDUCATION

LEARN AT YOUR PACE IN THE PERFORMANCE OF YOUR CAREER.

CONGRATULATIONS
Your program has been selected to teach in a performance-based education (PBE) model, often referred to as competency-based education, or CBE. This will enable you to have more flexibility in scheduling your classes and require you to perform at a higher standard for all your assessments. However, you will be provided with the opportunity for multiple attempts for your assessments, and you will not be restricted to a “one and done” model like you may be used to in traditional classes. In this personalized approach to instruction, success is measured by your results. Some students may require multiple attempts for mastery. This can result in increased retention of information and skills versus the traditional “one and done” approach to assessment.

ADDITIONAL BENEFITS OF PBE

► SCHEDULE
Flexible scheduling opportunities can enable you to work your class schedule around your life. You have the flexibility to determine how much time you spend on specific assignments, as long as all assessments are mastered at the appropriate level by the course completion date. With reduced time also comes the benefit of tuition savings. Utilizing your prior knowledge and motivation, you may have the opportunity to accelerate through your courses, with the potential to pick up additional courses at no additional cost.

► COURSE DELIVERY
Lectures and some assignments will be done online, outside of scheduled class time. Responsibility for completing online content will be yours as a student, and a program enrollment coach will work with you to set your schedule, track your progress, and help you identify any additional support you may require. This places the focus of learning in the lab environment with the goal of increased faculty-student interaction.

► INDUSTRY SKILLS TRANSCRIPT
In addition to a traditional transcript, you will receive an industry-verified, skills-based transcript that identifies the specific competencies you have earned to share with potential employers.

FOR MORE INFORMATION:
Contact your program enrollment coach, or visit: tstc.edu/formance
What was the most challenging aspect of transitioning the curriculum to CBE?
How has the PBE/CBE process evolved throughout the project and how do you envision it changing for the future?
Thank you!

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