

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
SUBSTANTIVE PROGRAM APPLICATION
COMMITTEE RECOMMENDATION**

SUBSTANTIVE PROGRAM APPLICATION

Southeast Technical College (STC) is seeking approval from the BOTE to offer the following four existing academic programs in a CBE format using the Course/Credit-Based model. STC will continue to offer these programs in the existing traditional format.

1. Associate of Applied Science (AAS) in Registered Nursing
2. Associate of Applied Science (AAS) in Electrician
3. Diploma in HVAC/R Technology
4. Diploma in Computer Technician

COMMITTEE RECOMMENDATION

The Committee on Academic Affairs and Institutional Effectiveness met on 11/28/2022 to consider the merits of the substantive program application and, if present, review unresolved concerns regarding program duplication.

After review, the Committee makes the following action recommendation to the Board of Technical Education:

- ☒ Approval
- ☐ Disapproval
- ☐ Deferral
- ☐ Other:

PROPOSED ACTION

STC is seeking approval from the BOTE to offer the following four existing academic programs in a CBE format using the Course/Credit-Based model ¹. STC will continue to offer these programs in the existing traditional format.

AAS in Registered Nursing

39 Credits

General Education (Non-CBE model): 15 Credits to include PHGY210- Physiology with Lab (4 Credits), MICR231- Microbiology with Lab (4 Credits), CHEM106- Chemistry Survey with Lab (4 Credits), and three credits of Social Sciences

Program Courses: 24 Credits of Nursing Courses which will be completed using the CBE Course/Credit Based model

AAS in Electrician

66 Credits

General Education (Non-CBE model): 17 Credits to include 3 Credits Communications, 3 Credits Mathematics, 3 Credits Social Sciences or Humanities, 3 Credits Computers, and 3 Natural Science, 2 Credits Student Success Seminar

Program Courses: 52 Credits of Electrician Courses which will be completed using the CBE Course/Credit Based model

Diploma in HVAC/R Technology

35 Credits

General Education (Non-CBE model): 11 Credits to include 3 Credits Communications, 3 Credits Mathematics, and 3 Credits selected from Social Sciences, Humanities, Computers, or Natural Science, 2 Credits Student Success Seminar

Program Courses: 24 Credits of HVAC/R Courses which will be completed using the CBE Course/Credit Based model

Diploma in Computer Technician

32 Credits

General Education (Non-CBE model): 11 Credits 3 Credits Communications, 3 Credits Mathematics, 3 Credits Computers, and 2 Credits Student Success Seminar

Program Courses: 21 Credits of Computer Technician Courses which will be completed using the CBE Course/Credit Based model

The application STC will submit to the Higher Learning Commission (HLC) is included in this dossier.

¹ If approved by the BOTE, STC is then required to seek approval from the Higher Learning Commission (HLC) – STC's institutional accreditor. If approved by HLC, STC may proceed with program implementation.

IMPLEMENTATION PILOT: EXPECTATIONS

Considering the unique nature of this implementation pilot, approval by the BOTE, and the BOTE's current efforts to develop system-level CBE policies, this section outlines the BOTE's expectations of and commitments to STC. The expectations outlined in this document will remain in effect until successive policies are adopted by the BOTE.

Finance and Management

Tuition and State Fees

During the implementation pilot, STC shall charge students enrolled in CBE programs the same tuition and state fee rates charged to non-CBE programs and as approved annually by the BOTE.

State Appropriations

Since STC is using a Course/Credit Based model, there is no difference in how the BOTE will disburse state appropriations to the CBE programs when compared to non-CBE programs.

Academic Affairs

Program Approval

Once approved, the BOTE's approval shall be continuous until otherwise acted on by the BOTE.

Program Review

During the implementation pilot, Board staff shall regularly review and monitor the performance of the CBE program.

Program Notifications

STC shall immediately notify Board staff of any actions that may influence the integrity, quality, and reputation of the CBE program. Actions may include, but are not limited to:

- A serious or an unusually large number of complaints.
- Investigations or legal action taken against a program.
- Inability or failure of a program to meet the standards outlined in the BOTE's Program Approval and Review Criteria ([BP 303.1](#)).
- Reported negative financial conditions or events.
- Complaints, investigations, reviews, or action taken against a program by state or federal governmental entities.
- Complaints, investigations, reviews, or action taken against a program by institutional or programmatic accreditors.

Institutional Effectiveness

Reporting Requirements

During the implementation pilot, STC shall follow the same reporting requirements for CBE programs as compared to the non-CBE programs. However, STC shall report students enrolled in the CBE program separately from the non-CBE program. The BOTE will add an additional field to reports titled "CBE Implementation Pilot Cohort."



SOUTHEAST
Technical College

Competency- Based Education

Benjamin A Valdez



COMPETENCY-BASED EDUCATION

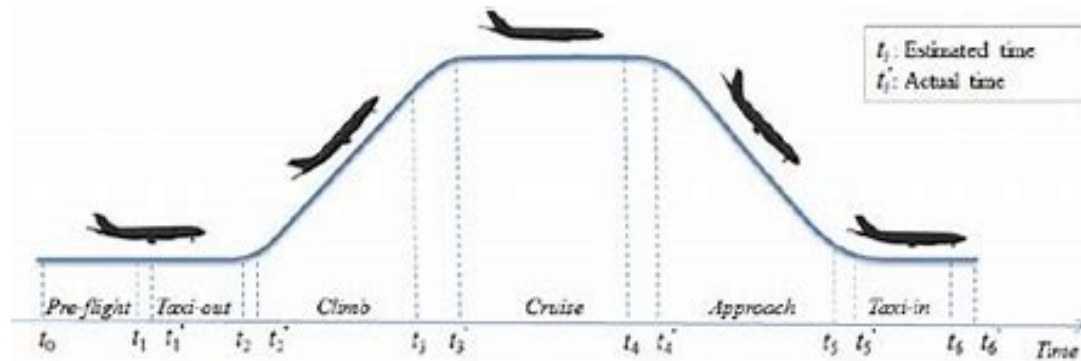
Competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies vary and the expectation of learning is constant. ⁽¹⁾

(1) Bushway, D. J., Dodge, L. G., Long, C. S., & Laitinen, A. (2018). *A leader's guide to competency-based education: From inception to implementation*. Stylus.

COMPETENCY-BASED EDUCATION

- CBE is an educational approach where education is focused on the individual learner.
- Competencies are defined as the Knowledge, Skills & Abilities, Intellectual Behaviors, and Application & Transfer.
- In a CBE program, time is the variable in learning, and mastery is the constant in learning.
- Key Characteristics
 - What a learner knows and can do.
 - Mastery or proficiency is required
 - Flexible, pre-planned, backward design curriculum journey
 - Performance-based, criterion reinforced, authentic assessment
 - Personalized approach with wrap-around services

PILOT TRAINING GRADING



Current Grading Process

• Pre-flight	95%
• Taxi-Out	90%
• Climb	95%
• Cruise	95%
• Approach	95%
• Landing	20%
• Taxi-In	90%
Average	82.8%

COMPETENCY-BASED EDUCATION

- Competency is the Currency
 - We can connect, compare and validate
- Stages to Implementation
 - Planning
 - Building
 - Implementation

COMPETENCY-BASED EDUCATION

- Associate of Applied Science in Registered Nursing
 - Colette Schwartz, MSN, RN
- Associate of Applied Science in Electrician
 - Marcus Hunter
- Diploma in HVAC/R
 - Daniel Vos
- Diploma in Computer Technician
 - Todd Wohlwend

NEXT

THE SMART WAY TO WHAT'S



SOUTHEAST
Technical College



Competency-Based Education Programs

(Including Credit-Based, Direct Assessment and Hybrid Programs)

HLC's Review Process

Background Information

Institutions planning to offer competency-based education (CBE) programs are required to seek prior HLC approval by completing and submitting this application. Institutions should understand the [Common Framework for Defining and Approving Competency-Based Education Programs](#) that was adopted by the Council of Regional Accrediting Commissions (C-RAC) on June 2, 2015.

Institutions planning to offer CBE programs that are considered for Title IV eligibility should also be aware that the U.S. Department of Education (the Department) requires that they obtain approval from their institutional accreditor prior to filing their applications with the Department.

The Department's longstanding guidelines published on [March 19, 2013](#), and on [December 19, 2014](#), highlight that a course/credit-based competency-based program that requires approval by the accreditor is one where the program is organized or reorganized around competencies, not one where competencies have been added to existing courses.

On September 2, 2020, the Department published new regulations that will have implications for competency-based education. The new regulations will be effective July 1, 2021.

Competency-based education has two principal approaches: (1) a credit-based approach and (2) a direct assessment approach.

HLC's policies and procedures for substantive change apply for these requests. Please refer to the [Substantive Change section of HLC's website](#) (<https://www.hlcommission.org/change>). In addition, HLC's Competency-Based Education Programs Substantive Change process must follow the following federal guidelines:

Direct Assessment Programs. An institution must seek prior HLC approval for every direct assessment program and hybrid program, as well as every concentration (or any subset) of each direct assessment program that it intends to initiate (for example, within MBA, an MBA in Finance, MBA in Accounting, or MBA in International Business, or within engineering, in chemical engineering, electrical engineering, or civil engineering, etc.). An institution must file one application for each program. If an institution plans various concentrations of a program, it must separately address each concentration in the application. If an institution later seeks to add a new concentration for a direct assessment program or hybrid program previously approved by HLC, it will need to file a new application and seek approval for that new concentration.

Credit-Based CBE Programs. An institution must seek prior approval for its first two credit-based CBE programs. A credit-based CBE program requiring approval is one in which (1) the majority (51% or more) of the credits are offered through CBE or (2) the general education courses or the major courses are being converted to CBE and the program is organized around competencies.

Once HLC has approved the first two programs, an institution can add concentrations to the approved CBE programs, reformat other existing academic programs into CBE programs or add new academic programs in a credit-based CBE format provided that the institution does not add a program that would be a “significant departure” from its existing programs or would trigger the need for prior approval under HLC policies related to new academic programs.

Credit-based CBE programs that were offered prior to May 1, 2015, and reported to HLC through the survey sent in the spring of 2016 are included in the institution’s approvals. These programs are listed in an institution’s Institutional Status and Requirements (ISR) Report under Accreditation Stipulations.

Note: Credit-based CBE programs that were offered prior to May 1, 2015, and are included in the institution’s approvals do **not** count toward the first two programs approvals.

Other Related Considerations and Essential Program Components

Institutions should understand the difference between credit-based CBE and other initiatives, such as prior learning assessments, for example.

Proposed CBE programs are subject to federal definitions related to distance and correspondence education, and institutions should understand the significance of the interaction between students and faculty in these programs. If HLC finds that the proposed programs lack sufficient student-faculty engagement as outlined in the federal definitions of these concepts, HLC will require that the institution have appropriate HLC approvals for correspondence education prior to initiation of the proposed credit-based or direct assessment CBE programs in addition to the HLC approval required for credit-based or direct assessment CBE programs.

Institutions should also have carefully reviewed their credit hour policies and practices and made appropriate changes to encompass these new programs. Where the institution proposes reducing or eliminating “seat time” and credit-based units of measurement commonly used to enroll students and measure their progress, it must have determined “credit-hour equivalencies” for the program based upon its conventional assignment of credit hours across the institution.

Consequently, institutions should be prepared to demonstrate that their CBE programs (regardless of the chief mode of delivery, whether credit-based, direct assessment or a combination of the two) include the following essential components, as documented in the design of the program and its regular evaluation:

- a) Faculty interaction with students is initiated on a regular basis by one or more faculty members who have subject matter expertise in the discipline of the course or program (and not performed by success coaches, academic mentors, graduate students or other individuals even if they have some subject-matter expertise).
- b) Regular and substantive faculty interaction is explicitly designed in the curriculum and can be documented, and the quality of this interaction is evaluated in curriculum assessment and program review. (See [HLC's Glossary](#) for a definition of regular and substantive interaction.)

- c) Assessment of “credit hour equivalencies” for the competencies and student learning outcomes of the program in relation to the typical assignment of credit hours across the institution. (In order to corroborate this matter, all institutions that have not previously undergone a credit-hour evaluation in conjunction with a comprehensive evaluation will complete the Federal Credit Hour Worksheet and submit this form as part of the application. [If there are questions about whether an institution has previously completed a credit-hour review, contact the institution’s HLC staff liaison.])
- d) The elements of good practice described below.

Elements of Good Practice in Competency-Based Education

When determining whether to approve a competency-based program, HLC will expect institutions to demonstrate the following elements of good practice. These elements are derived from HLC’s [Criteria for Accreditation](#) and [Assumed Practices](#) and align with elements that it typically reviews in substantive change.

Philosophy and Framework for Competency-Based Education. The institution has a clearly defined purpose and philosophy undergirding its reason for developing and promoting competency-based education. It has clearly defined goals and a framework for its competency-based programs that ensures quality and learning.

Structure and Coherence of the Program. The institution has outlined the structure of the competency-based program and established clearly defined competencies related to the program and the learning outcomes that students must attain to be awarded the credential. The program has a clearly-defined beginning, middle and end, and the institution has a mechanism for monitoring student progress towards acquisition of competencies and attainment of the credential being awarded at the end of the program. Expectations for student work and the means for assessing the learning and competencies acquired through that work are clearly defined. The competencies required for the program build a unified body of knowledge that is consistent with a discipline or career path; that is, they are not taken as merely discrete units or for desultory purposes.

Application of Academic Policies. The institution has determined how its already-established academic policies in such areas as Satisfactory Academic Progress, academic discipline, probation and suspension apply to students in the competency-based program, and it makes appropriate amendments to its academic policies where appropriate. The institution shows how it determines when a student in the program is not making sufficient academic progress and should be moved to a traditional course-based format to complete his or her academic program or when other disciplinary action should be taken, including academic probation, suspension, or dismissal.

Student Eligibility. The institution has a mechanism for determining prior to matriculation in the competency-based program whether a student has the capacity to complete the program (as demonstrated by tests of computer skills and sufficient academic preparation, for example) and therefore is eligible to enroll in that program. Even an open-admissions institution should have such a mechanism for determining a student’s eligibility to enroll in a competency-based program.

Information to Students. The institution provides clear information to students outlining the structure and expectations of the program, tuition and fees, and academic policies that apply to students in the program. This information is clearly communicated to students prior to their matriculation.

Student Support Services and Access to Academic Resources. The institution offers student support services that appropriately guide students in these programs; they must have the same access to learning resources as traditional students. In addition, the institution is prepared to assist students who

drop out of a competency-based program in making the transition back to a traditional course-based format so as to ensure that those students can continue to progress towards a degree or certificate.

Eligibility, Development, and Engagement of Faculty Members and Instructional Staff. Faculty members with subject matter expertise in the student's discipline and in general education play a formative role in developing the student's academic program. While faculty with subject matter expertise may design the curriculum, these faculty members must also engage regularly with students during the competency-based program, provide expert assistance and academic support to students in the program, and have a meaningful role in directing and reviewing the assessment of competencies as well as the student learning outcomes. Program faculty should be "qualified faculty" (institutions should refer to the Commission's document, "Determining Qualified Faculty") and not simply "subject matter experts," graduate students, or other personnel. In addition, faculty should be well suited for delivering competency-based education by interest and experience and receive appropriate professional development and support from the institution in executing this role. While mentors or counselors may be assigned an important role in supporting or assisting students in direct assessment competency-based programs, they must not replace the essential role of faculty or instructors. For those programs that do assign mentors or counselors, the number of those individuals assigned to the program should be sufficient to work with enrolled students and must be qualified to advise students at the college level.

Assessment of Student Learning. The competency-based program relies upon a strong foundation for the assessment of student learning outcomes that has been established by the institution, with demonstrated capacity to assess student work at the course and program level in both general education and in the major. At all levels, assessment supports academic improvement. The comprehensive student learning outcomes and goals of the program are reviewed regularly and reflect concepts generally agreed on by the related discipline(s).

Evaluation and Improvement Systems. The institution ensures that it regularly reviews its competency-based programs, particularly in the initial years of those programs, to ensure that it identifies any areas of weakness in the programs and makes immediate improvements.

Distinguishing Direct Assessment Competency-Based Programs From Prior Learning

Assessment. For those programs providing direct assessment options, applicants must show that direct assessments provided by the institution are clearly distinguished from the assessment of prior learning that may take place at the outset of the program. When students demonstrate competencies at the beginning of a program on the basis of prior learning, transcripts and other documents should make clear that those competencies are awarded as prior-learning credit. Once the institution has identified prior-learning credit for each student, other competencies should be awarded only after the student has completed the tasks, units, or modules that comprise the program's curriculum and that demonstrate mastery of the competencies defined by it.

Institutional Contribution. The institution offering the competency-based program is able to identify and articulate the educational contribution its curriculum provides to students in the program. This contribution may take the form of learning units or modules, substantive engagement with faculty, academic exercises or performances, tests and other demonstrations of student learning or other activities that either expand the student's knowledge beyond any prior learning that the student may have demonstrated at matriculation or that assist the student in documenting how prior learning translates to the attainment of competencies required for receiving an academic credential.

Billing and Title IV. While the institution may charge a fee for its assessment of a student's prior learning as well as its transcription of competencies, the institution charges tuition only for those courses, modules, components, and services that the institution contributes to the development or formation of the competency-based student or for the term or enrollment period in which the student is matriculated in the competency-based program. Similarly, the institution assists students in seeking Title IV student aid funds for those courses, modules or components of the educational program that the institution contributes to the development or formation of the student.

Formal Processes for Evaluating Student Work. The institution has a mechanism for determining how courses, units, modules and competencies in the competency-based program are equivalent to traditional courses and credit hours in a conventional credit-hour-based program, and how they are related to accepted expectations of academic achievement and rigor, as based on the following principles:

1. Student work performed in competency-based programs (e.g., demonstrated mastery of tasks, assignments, or competencies) must be equivalent or superior to student work performed in traditional courses (e.g., successful completion of tests, assignments, or projects).
2. Student learning outcomes and goals in competency-based programs offered by the institution must be equivalent or superior to student learning outcomes and goals defined by the discipline in a traditional academic program.
3. The application of student learning assessments (e.g., examinations; portfolios; projects; capstone presentations; other recognized demonstrations of mastery; etc.) must be equivalent or superior to the outcome assessments that are used in traditional courses.

Transcription of Student Work. The institution is able to demonstrate that students in the competency-based program are achieving at least the same outcomes and goals, and at the same academic level of rigor, as in traditional programs and courses offered by the institution. For direct assessment programs, the institution prepares and maintains a transcript for each student documenting both the competencies earned and the equivalent courses or credit hours based on the expectations noted above. The transcript is prepared and updated during the course of the student's academic program so that it is available in the event that a student transfers to another institution or drops out prior to completing the program. Such credit-hour equivalencies are also available at the program level for state and federal agencies and accrediting agencies that may need to review them. In addition, the transcript provides clear and sufficient information for other institutions and employers to understand the student's accomplishments.

External Contractors. If the institution has contracted with an external organization to provide some or the entire competency-based program, including course materials provided to students, the institution ensures that it retains sufficient control of the development and implementation of the program. The Commission's policies for approval of contractual relationships requires the institution to seek approval of the contract at the same time it seeks approval to initiate a direct assessment competency-based program.

Competency-Based Education Programs

(Including Credit-Based, Direct Assessment and Hybrid Programs)

Substantive Change Application

Institution: Southeast Technical College City, State: Sioux Falls, SD

Name of person completing this application: Dr. Benjamin A. Valdez

Title: Vice President of Academic Affairs Phone: 605-367-5865 Email: benjamin.valdez@southeasttech.edu

Date Submitted:

This completed form will constitute your request for approval of a substantive change. This form will be the basis for review of this application. The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals and has been authorized to submit this form on the institution's behalf.

Please note: HLC plans to update its application forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlccommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlccommission.org/upload. Select “Change Requests” from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

Southeast Technical College works closely with industry to meet the workforce needs of South Dakota in several key areas. To assist our industry partners in fulfilling these critical workforce needs Southeast Tech is seeking approval to offer four existing academic programs in a Competency-Based Education (CBE) format using the Course/Credit-Based model. The academic programs the institution is seeking to add to the CBE format, in addition to the existing traditional format, are the Associate of Applied Science in Registered Nursing, the Associate of Applied Science in Electrician, the Diploma in HVAC/R Technology, and the Diploma in Computer Technician.

2. Does another characteristic of the change requested in this application require prior HLC approval (Example: distance education, contractual arrangement etc.)?

☒ No

☐ Yes

If yes, please explain and submit the relevant application form (or indicate the date on which it was submitted):

3. **Classification of Change Request.**

Note: not every substantive change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

An institution submitting more than one change request should complete multiple applications, one for each type of change. Change requests may be related to the following topics:

- [New academic programs](#), including degree and certificate programs
- [Changes to existing academic programs](#) involving credit/clock hours, method of delivery or length of term
- Opening or closing [additional locations or branch campuses](#)
- [Provisional Plans](#) (with or without Teach-Out Agreements, as applicable)
- [Teach-Out Agreement](#) if closing a campus or additional location that provides total degree programs
- Access to HLC's [Notification Program for Additional Locations](#)
- Initiating or expanding [distance education or correspondence education offerings](#)
- Offering programs through [competency-based education](#) (credit-based, direct assessment or hybrid)
- Initiating or modifying [contractual arrangements](#)
- Change in [mission](#)
- Change in [student body](#)

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other institutional or specialized accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

Southeast Tech is currently under no negative status or action for any of the accreditations we hold, either at the institutional or program level.

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

Southeast Tech is not undergoing or facing any substantial monitoring, special review, or financial restrictions from the US Dept. of Education or other federal or state government agencies.

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No, there has not been any senior leadership or board member changes.

- d) Is the institution experiencing other pressures that might affect its ability to implement the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No, there are not any financial pressures that would affect the institution's ability to implement a CBE program.

5. **Internal Approvals.** Attach documentation of internal (faculty, board) approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence).

6. **State Approvals.** Attach documentation of state approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence).

7. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g. applicable regulation, statute or correspondence). Check the box below if the institution is not part of a system.

☒ Not Applicable

8. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval

is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

☒ Not Applicable

9. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- ☐ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- ☒ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

Southeast Tech will seek approval for CBE education for the Diploma in HVAC/R Technology from HVAC Excellence. The process to seek approval will start in the Fall 2023.

- ☒ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

The Associate of Applied Science in Registered Nursing program which have been identified for piloting the CBE model does not need to seek approval from the Accreditation Commission for Education in Nursing (ACEN) its programmatic accreditation body. The College will make notification to ACEN after obtaining approval from HLC and before starting the program.

The Associate of Applied Science in Electrician and Diploma in Computer Technician programs do not hold programmatic accreditation. No further approvals are needed.

10. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- ☐ Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- ☒ Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of already scheduled visit and date scheduled: **Comprehensive Evaluation scheduled on April 17, 2023.**

The institution's full change application should be submitted along with other materials required for the visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL: https://my.southeasttech.edu/ICS/icsfs/SE_Tech_EE_Handbook-July2020-Final3.pdf?target=87fc46af-ae50-4eb3-859a-dc3d595cdd94

Catalog URL: <https://catalog.southeasttech.edu>

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program. Each proposed new program should be identified by using the [Classification of Instructional Programs terminology \(CIP codes\)](#). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Application for (check one):

- ☒ Credit-based CBE program(s)
☐ Direct assessment program
☐ Hybrid program

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit 2020 CIP code (XX.XXXX) of the program (CIP codes, program name, and additional description [optional])

51.3801 Associate of Applied Science in Registered Nursing

46.0302 Associate of Applied Science in Electrician

47.0201 Diploma in Heating/Ventilation/AC/Refrigeration

11.999 Diploma in Computer Technician

- b) The total credit hours (For a **credit-based** program, the total credit hours [indicate whether semester or quarter] for completion of the program; for a **direct assessment** program, the total credit hours upon which “credit-hour equivalencies” will be based; for a **hybrid program**, the percentage of the program that will be regular credit-based courses and the percentage of the program that will be either competency-based or direct assessment. *Note: See Section C, Question 8)*

For each of the CBE program all General Education courses will be delivered in the traditional educational format of a 16-week semester hybrid, face-to-face, or online format. For the program specific course all courses will be delivered in the CBE Course/Credit-Based model using a semester model

AAS in Registered Nursing*

39 Credits

General Education (Non-CBE model)- 15 Credits to include PHGY210- Physiology with Lab (4 Credits), MICR231- Microbiology with Lab (4 Credits), CHEM106- Chemistry Survey with Lab (4 Credits), and three credits of Social Sciences

Program Courses- 24 Credits of Nursing Courses which will be completed using the CBE Course/Credit Based model

*The AAS in RN program is a degree completion program. All students must have completed a Diploma in Licensed Practical Nursing, hold an unencumbered South Dakota Board of Nursing license as a Licensed Practical Nurse, and have worked in industry for a minimum of 750 clock hours.

AAS in Electrician

66 Credits

General Education (Non-CBE model)- 17 Credits to include 3 Credits Communications, 3 Credits Mathematics, 3 Credits Social Sciences or Humanities, 3 Credits Computers, and 3 Natural Science, 2 Credits Student Success Seminar

Program Courses- 52 Credits of Electrician Courses which will be completed using the CBE Course/Credit Based model

Diploma in HVAC/R Technology

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Program Courses- 24 Credits of HVAC/R Courses which will be completed using the CBE Course/Credit Based model

Diploma in Computer Technician

32 Credits

General Education (Non-CBE model)- 11 Credits 3 Credits Communications, 3 Credits Mathematics, 3 Credits Computers, and 2 Credits Student Success Seminar

Program Courses- 21 Credits of Computer Technician Courses which will be completed using the CBE Course/Credit Based model

- c) Normal or typical length of time for students to complete the program (or equivalent measurement of expected duration)

The AAS in Registered Nursing and AAS in Electrician are schedule in a four-semester/two academic year format. The Diploma and HVAC/R Technology and Diploma in Computer Technician are scheduled in a two-semester/one academic year format.

- d) Proposed initial date for implementation of the program

The institution wants to pilot the AAS in Registered Nursing and AAS in Electrician as soon as the Fall 2023 semester starting August 2023. The Diploma in HVAC/R Technology and Diploma in Computer Technician would start in the Spring 2024 semester starting January 2024.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience for any CBE program would be focused on assisting working adults who are working in industry and interested in earning a college degree for career advancement. For the identified programs students would be enrolled full-time and would be able to interact with and meet with faculty based on their work schedule and master of competencies.

- f) Whether the program will be part of contractual arrangement (see HLC's website for a [definition of contractual arrangements](#))

☒ No

☐ Yes

Important: If yes, complete the [Contractual Arrangement Screening Form](#) for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

- g) Whether the program will be offered as distance education or correspondence education (see HLC's website for [definitions of distance and correspondence education](#))

☒ No

☐ Yes

Important: If yes, check the institution's distance delivery stipulation in its [Institutional Status and Requirements Report](#). If this program does not fit within the institution's current stipulation, submit a [distance delivery application](#) in conjunction with this application.

Section B. Institution's History With Alternative Delivery Programs

2. Briefly describe the institution's experience in delivering competency-based education prior to the development of this program.

Southeast Tech has not previously delivered a CBE program. This would be the first time that the institution has offered a competency-based format for students.

3. Briefly describe the institution's experience with alternative delivery (distance, correspondence, accelerated, compressed format) programs and with degree-completion programs. List all programs and delivery methods.

Southeast Tech has delivered courses in a compressed format for over ten years. Courses within the business, nursing, automotive, welding, and information technology programs have a long history of providing compressed format courses. Each program has identified courses that provide students with the ability to complete in a shortened time frame. The focus is to allow students to complete courses quicker and within

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit 2020 CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Identify all delivery formats in which the program is currently offered (distance, correspondence, accelerated, compressed). Will the proposed program replace the program currently offered in any of its current formats?

Yes, Southeast Tech does offer similar programs with the same CIP code.

51.3901 Licensed Practical Nursing Diploma Program
Traditional and compressed education formats

46.0503 Plumbing Technology Diploma Program
Traditional education format

11.0201 Computer Programming AAS/Diploma/Certificate Program
Traditional and distance education formats

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit 2020 CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates. Identify all delivery formats in which these two programs are currently offered (distance, correspondence, accelerated, compressed).

Yes, Southeast Tech does offer additional programs with the same 2-digit 2020 CIP code and at the same program level as our AAS in Nursing.

	FY22 Graduates	Format
51.0909- AAS in Surgical Technology	24	Traditional
51.0901- AAS in Cardiac Sonography	16	Traditional

Section C. Institutional Planning for Program Change

6. Describe the number of semester or quarter credit hours, or clock hours, that are delivered in the credit-based competency-based program(s) or, if a direct assessment program, which are equivalent to the amount of student learning being directly assessed for this program. If you are proposing a hybrid program, explain how student progress is measured in relation to credit hours or credit-hour equivalencies.

AAS in Registered Nursing

39 Credits

General Education (Non-CBE model)- 15 Credits to include PHGY210- Physiology with Lab (4 Credits), MICR231- Microbiology with Lab (4 Credits), CHEM106- Chemistry Survey with Lab (4 Credits), and three credits of Social Sciences

Program Courses- 24 Credits of Nursing Courses which will be completed using the CBE Course/Credit Based model

AAS in Electrician

66 Credits

General Education (Non-CBE model)- 17 Credits to include 3 Credits Communications, 3 Credits Mathematics, 3 Credits Social Sciences or Humanities, 3 Credits Computers, and 3 Natural Science, 2 Credits Student Success Seminar

Program Courses- 52 Credits of Electrician Courses which will be completed using the CBE Course/Credit Based model

Diploma in HVAC/R Technology

35 Credits

General Education (Non-CBE model)- 11 Credits to include 3 Credits Communications, 3 Credits Mathematics, and 3 Credits selected from Social Sciences, Humanities, Computers, or Natural Science, 2 Credits Student Success Seminar

Program Courses- 24 Credits of HVAC/R Courses which will be completed using the CBE Course/Credit Based model

Diploma in Computer Technician

32 Credits

General Education (Non-CBE model)- 11 Credits 3 Credits Communications, 3 Credits Mathematics, 3 Credits Computers, and 2 Credits Student Success Seminar

Program Courses- 21 Credits of Computer Technician Courses which will be completed using the CBE Course/Credit Based model

All lectures will be recorded and posted within the Learning Management System (LMS) where students will be able to access the recordings as they are progressing in their course. Students will be able to view the recordings as many times as needed. For all lab components of instruction students will be required to be on campus at least 2 ½ hours per week working with their instructor practicing the hands on learning skills. The required time on campus can also be used to have academic advising and mentoring with the instructor as well as testing on course competencies.

7. Describe the methodology the institution uses to determine the number of credit or clock hours to which the direct assessment or hybrid direct assessment program is equivalent; if applicable, please coordinate this section with the information supplied on the Credit Hour Worksheet (see Appendix A).

The institution is not utilizing a direct assessment or hybrid direct assessment methodology in delivering the CBE model for the four identified programs.

8. Explain how the institution's financial aid systems are configured to handle the management of credit-based competency based programs, direct assessment programs, and hybrid programs (if applicable), and whether the institution anticipates any challenges related to these systems. If the institution is an applicant to the Experimental Sites (ESI) program, please attach a copy of the application provided to the U.S. Department of Education that includes a description of the program(s) the institution intends to include in the ESI program.

Southeast Tech will utilize a traditional 16-week format and will have multiple terms within the semester allowing students to start and complete courses as they have demonstrated mastery of the learning concepts. The Institution does not anticipate any issues and the current financial aid system has the ability to process aid for the credit-based competency based program if they are approved by HLC and the U.S. Department of Education.

Southeast Tech has not and the institution has no intentions to apply as an Experimental Site (ESI) program site with the Department of Education.

Section D. Curriculum and Instructional Design

For the questions in the section, provide evidence of the institution's planning by responding to the following scenarios:

9. For undergraduate programs, consider an exceptional student with 58 credits who has transferred to your program with an excellent record of academic success across the liberal arts and who brings work experience in accounting that has earned 15 additional credits by means of a CAEL prior learning portfolio. How would such a student ideally progress through your program's curriculum, and

what would be the financial expectations for such a student (including tuition, fees, and expenses)? Why would such a student choose this program over other online or face-to-face degree-completion programs?

Southeast Tech is a 2-year technical college which is authorized to award Associate of Applied Science and Diploma degrees. Adjusting the above scenario to fit Southeast Tech a student would be evaluated in the following manner. Students enrolling in an Associate of Applied Science degree are required to complete a minimum of 15 credits in General Education courses and at least an additional 45 credits in programmatic courses to meet the minimum requirements of 60 credits for an AAS degree.

Southeast Tech's evaluation process would allow a student to transfer in all previous earned equivalent earned credits from an regionally accredited institution with a grade of "C" or higher. Southeast Tech does require students to complete a minimum of 25% of a total program and 25% of the major or program specific courses at Southeast Tech to establish residency. The accounting program requires students to earn the following General Education credits: 3 credits in Speech, 3 credits in Computer Science, 3 credits in Mathematics, 3 credits in Social Sciences, 3 credits in English. The additional 49 credits would be earned in accounting and business courses. Assuming that the student fulfilled the 15 credits in General Education all of those credits would transfer in. Southeast Tech does allow students to apply for and earn Prior Learning Credit. While Southeast Tech will not transfer in prior learning credits awarded by another institution it does provide background in the review process. A student would need to follow Southeast Tech's Prior Learning Credit policy and submit a portfolio in accordance with the established policy for review.

Assuming the portfolio review is successful and the student is awarded 15 accounting credits for prior learning or work experience those course would be appropriately transcribed. With a total of 30 credits being awarded a student would need to complete the remaining 34 credits to earn their AAS in Accounting from Southeast Tech.

Students choosing to enrolled in the CBE format would be allowed to earn credits as the student progress through their program by demonstrating competencies. The curriculum will be structured around the specified competencies and academic progress will be expressed as the attainment or mastery of the identified competencies. With Southeast Tech utilizing a course/credit based CBE model the student would need to enroll in the remaining courses and demonstrate mastery of the course competencies to meet the remaining credits needed for graduation.

10. For undergraduate programs, consider a marginal student who has struggled to accumulate 48 credits from several institutions across vastly different practice areas (e.g., early childhood education, land surveying, and occupational therapy), suggesting a disjointed and uneven academic history, complicated by mild learning disabilities and avoidance of liberal arts courses. Needing a great deal of academic and social support, the student lacks direction, focus, and a record of success. Describe how this student will be evaluated and assessed for short-term placement and long-term success in your program: what services will be provided and how would they be made available; how regularly would standard academic progress be evaluated and by whom? Finally, describe the cost of all services and options provided by the program.

11. For graduate programs, provide an overview of the admissions requirements. Explain how the institution established learning outcomes for the program and communicated the expected process for attaining competencies in the program. If a professional or licensed program, how do those learning outcomes correspond to professional standards in the state?

Southeast Tech is a two-year technical college and as such does not offer graduate programs.

12. Choose the typical full-time faculty, part-time faculty, and staff member in the proposed program and describe each one's role in terms of the number of students enrolled in the program. What is the expected typical weekly interaction between faculty and students? What is the expected typical weekly time commitment for students, including coaching, mentoring, teaching, assessing, documenting, etc., for a planned academic year or its equivalent?

13. If your institution will be offering credit-based competency-based instruction, direct assessment competency-based instruction, and instruction that offers a combination of these approaches, or hybrid formats, what factors do you use to determine the adequacy of your program to meet your students' needs and the appropriateness of the delivery options to meet the goals and desired outcomes of your program's academic discipline?

Southeast Tech will only be offering a Credit-Based Competency-Based instructional format. At this time the institution does not intend offer a direct assessment method for students to complete courses and competencies which will be earned towards a degree.

14. For direct assessment or credit-based programs, provide an inventory of competencies that will be expected of all students. If these are to be sequentially attained, indicate the intended sequence. Connect each competency to the faculty member(s) responsible for assigning the work and evaluating the credit or successful mastery of the competencies.

Not applicatiabale- Southeast Tech is not offering a direct assessment program.

Section E. Institutional Staffing, Faculty and Student Support

15. If the way the faculty are utilized in the proposed program is different from the way the faculty are utilized in the traditional, credit-hour based program, please explain.

Facutly will continue to be utilized in the same manner in which they are as traditional faculty teaching face-to-face or online. Southeast Tech has established the Four Pillars to Academic Success. The Four Pillars include Teaching & Scholarship, Service to the College, Services to our Community, and Professional Development. Faculty will continue to have responsibilities to work with industry partners, mentor students, track student progress, provide service to the institution by participating in committee assignments, provide service to the community, and participate in professional development to ensure proficiency in their field of study.

16. How does the institution define a full-time student? Identify whether the students in the proposed program will be full-time or part-time, matriculated or non-matriculated, etc.

Southeast Tech defines a full-time student as one who is enrolled in 12 academic credits per 16-week semester.

17. Establishment of Faculty and Their Credentials and Role

- a) Identify the instructional personnel in the program. Refer to HLC's "[Determining Qualified Faculty](#)" document and [Assumed Practices](#) (B.2.a-d) to identify the instructional personnel's credentials and indicate which instructional personnel are subject-matter experts in the discipline of the proposed program and demonstrate the basis for that determination.

CBE Program Faculty and Academic Advisor

The CBE Program Faculty and Academic Advisor will assist the student on a daily basis by providing academic instruction, assessment of learning outcomes, and tracking academic programs while enrolled in the program. Students will be required to meet with their program faculty weekly and schedule assessment measures. Students interested in CBE programs must meet with the CBE Program Faculty, who will:

- Determine if CBE programming is the best fit for the student.
- Establish educational goals and expectations.
- Create an educational action plan.
- Discuss technology expectations related to the program.

Students will meet a minimum of once per week with the CBE Faculty or Academic Success Coach to ensure that students are progressing through the program and to address any setbacks or issues. Students can schedule meetings with their CBE Faculty or Academic Success Coach more often if needed.

Supplemental Program Instructor

In addition to the CBE Faculty, Supplemental Program Instructors are available to provide instruction and guidance to students in all CBE programs. Acting as the instructional leader in the absence of the CBE Faculty, Supplemental Instructors can instruct, review course materials and graded assignments, answer lab questions and provide demonstrations.

Academic Success Coach

The CBE Academic Success Coach is a one-stop source for students by assisting with all student affairs, from admission to graduation, and assisting students with academic or career plans. The CBE Academic Success Coach monitors students' academic progress and communicates weekly with students to discuss their course progression. In addition, assists the CBE Program Faculty by responding to student inquiries on assignments and connecting students to specialized resources as needed, communicating closely with the CBE Program Faculty to ensure information is shared regarding students' progress and needs.

- Admission requirements
- Registration processes
- Financial aid

- Unofficial transcript evaluation
- Changing majors
- Addressing transfer issues
- Assessment test scores

b) Identify the role of each of the instructional personnel in the program and, referring to HLC's documents regarding faculty qualifications referenced above, specify how each functions in the implementation of the program.

18. Regular and Substantive Interaction Between Faculty and Students

a) Regular

Identify every faculty member connected to the program with his/her credentials, title and experience in the academic discipline or field.

Name	Credential	Title	Experience in the Academic Discipline or Field
Daniel Vos	Diploma in Residential Heating & A/C Technology; AAS in HVAC Technology; BA in Philosophy; Master of Education	HVAC Instructor	
Jarrod Johnson		HVAC Instructor	
Marcus Hunter		Electrician Instructor	
Mike Bezdichok		Electrician Instructor	
Todd Wohlwend		Information Technology Instructor	

Merrel Pepper		Information Technology Instructor	
Kenneth Schaffer		Information Technology Instructor	
Natalie Board	Master of Science in Nursing and Registered Nurse	Nursing Instructor	
Amber Langbehn	Master of Science in Nursing and Registered Nurse	Nursing Instructor	
Colette Schwartz	Master of Science in Nursing and Registered Nurse	Nursing Instructor	
Traci Grogan	Master of Science in Nursing and Registered Nurse	Nursing Instructor	
Stephanie Entringer	Master of Science in Nursing and Registered Nurse	Nursing Instructor	

Does the faculty member initiate communication on some regular basis with the student in the course(s)? If yes, provide explicit examples of how and when this occurs.

Yes, faculty will initiate communication with students on a weekly basis. Southeast Tech sees student and faculty interaction as a critical component of student success. Faculty will be required to speak with each student on a weekly basis. The level of the conversation and interaction will be based on how the student is progressing in the course. If a student has established that they are progressing in class and that they are on track to complete within the semester the interaction may be limited to discussing future assignments and exams to prepare the student for continued success. If the instructor senses that a student may be struggling or not progressing the conversation will be far more involved to include coordinating time for the student

to be in class for one-on-one assistance, scheduling tutoring, or to attend a traditional face-to-face course for additional assistance.

Does the student have a responsibility to initiate communication with the faculty member on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide explicit examples of how and when this occurs.

b) Substantive

Describe the manner in which faculty respond to questions from students about academic content of the program. Describe the interaction between faculty and students in demonstrating competencies of the program material.

Faculty will have multiple modes of communication with students in answering questions regarding academic content. Primary contact, between faculty and students, will be face-to-face when students will have the opportunity to sit down with their instructor and be provided with additional assistance to address their questions or concerns. In addition, students will have the ability to email faculty, connect with faculty during structured office hours, or utilizing a technology solution such as MS Teams where a student can have live interaction with their instructor.

Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Faculty will utilize two types of assessments (or tests) are used to determine a student's progress toward mastering a competency:

Formative assessments: These assessments are like "practice tests" of the objectives. Both the instructor and the student can use the "formative assessment" to gauge how well the student is learning the objective. The assessments can be repeated until a level of mastery is achieved. The scores for formative assessments do not contribute to the student's grade for the competency.

Summative assessment: This assessment occurs for each competency and is taken when a student and instructor determine that the student has the necessary skill level to be successful. When a student successfully completes the summative assessment, the student can progress to the next competency. If the student does not pass, the CBE Faculty will counsel with the student to determine what objectives should be practiced or relearned before retaking the assessment. Substance Abuse Counseling students complete assignments when ready to do so.

Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Section F. Evaluation and Assessment

19. How will the institution measure whether a student has demonstrated mastery of a competency area and is making satisfactory academic progress in the program, and how will the institution determine when a student has withdrawn or changed enrollment status?

20. Please explain the institution's process for assessing student learning outcomes. How will the institution conduct program review and to whom will the evaluation be delivered? What other measures for ensuring academic quality will be measured and assessed, and who will be involved in the process?

Appendix A: Credit Hour Worksheet

Date of most recent credit-hour evaluation:

A credit-hour evaluation typically occurs as part of a Federal Compliance Review conducted during a comprehensive evaluation for Reaffirmation of Accreditation.

If the institution has not completed a credit-hour evaluation within the last three years, please submit the [Credit Hour Worksheet](#) for the institution's most current academic year as an appendix to this application.