



CONFERENCE

# APPLYING COMPETENCY-BASED EDUCATION TO LIBERAL ARTS INSTITUTIONS

March 9 - 10, 2015  
Salt Lake City, UT



**ai** ACADEMIC  
IMPRESSIONS



*Learn how to successfully apply competency-based education to a liberal arts context.*

## OVERVIEW

Competency-based education (CBE) poses unique challenges for liberal arts institutions. Colleges and universities across the country are looking for ways to speed up degree completion while reducing costs. CBE offers an opportunity to do so. However, liberal arts institutions must find a way to utilize CBE in a way that sustains the high-quality brand they have developed. We have teamed up with our expert instructors and Westminster College to bring you a two-day intensive conference that will show you how to successfully implement CBE at your liberal arts institution.

Join us in Salt Lake City to take a meaningful step toward using competency-based education at your liberal arts institution. This conference will draw on the experiences of academic leaders who have championed competency-based education efforts at their own institutions. This two-day symposium will provide nuts-and-bolts information on how to:

- Creatively develop CBE programs
- Use innovative pedagogies in teaching CBE courses
- Assess student learning
- Ensure student success

## WHO SHOULD ATTEND

Academic leaders at comprehensive liberal arts colleges who are tasked with implementing and managing competency-based education curriculum and/or those exploring how competency-based education could enhance traditional and non-traditional learning environments will benefit the most from this symposium.

[CLICK HERE TO REGISTER](#)

<http://www.academicimpressions.com/conference/applying-competency-based-education-liberal-arts-institutions>



## UNIQUE PROGRAM FORMAT

This symposium will help academic leaders and faculty from comprehensive liberal arts colleges take a meaningful step toward implementing and delivering competency-based education at their institution. We will focus on integrating CBE with high-touch learning programs traditionally offered by smaller liberal arts institutions. Our end goal is to help you provide accelerated degree completion pathways for both traditional and non-traditional students.

You will have a unique opportunity to explore content and spend time working on activities. Our expert instructors will deliver short presentations on each topic. Then, practitioners at Westminster will connect the content to proven case studies to help you gain a full understanding of the information. We have designed this symposium in a way that allows you to apply the content to your institutional setting.

## LEARNING OUTCOME

After participating in this conference, you will have the knowledge to begin developing and implementing competency-based education at your institution.

## CONTACT US FOR MORE INFORMATION

Contact **Tunde Brimah**, Senior Conference Director at [Tunde@academicimpressions.com](mailto:Tunde@academicimpressions.com) or 720-988-1220 if you'd like additional information about the program.



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# AGENDA

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## MONDAY, MARCH 9, 2015

- 8:00 - 8:30 a.m.** Registration and continental breakfast (included in registration fee)
- 8:30 - 9:15 a.m.** Introductory remarks - Why Westminster is hosting this CBE symposium

### DESIGN PRINCIPLES FOR CBE

- 9:15 - 10:30 a.m.** How to Effectively Align Goals, Outcomes, and Competencies for Student Success  
Many colleges use learning outcomes for their syllabi and program design. Programs built on competencies take a more granular approach and “choreograph” learning throughout the program. Extending the articulation of learning is done upfront and in a very detailed format—instruction, program design, and learning support follow from the modeled learning. In this session, we’ll explore very practical models for articulating and modeling competencies upfront in the design.  
Following this interactive presentation, a CBE expert from Westminster will offer an effective practice on how they were successful in aligning goals, outcomes, and competencies for student success?
- 10:30 - 11:00 a.m.** Working Activity  
Now, it is your turn to try some of the design principles. At your table, you and conference colleagues will apply specific design principles to begin the re-design process for your course or program.
- 11:00 - 11:15 a.m.** Break
- 11:15 a.m. - 12:30 p.m.** Best Practices in Identifying and Developing Faculty/Staff as Coaches and Mentors  
To develop a robust CBE program, institutions must rethink how to design and deliver programs aimed at non-traditional learners. From a curricular perspective, competency-based programs start with the knowledge and skills students need by the time they graduate and design backward from there. This session will address backward design principles for CBE, the changing roles of faculty, and approaches to developing faculty and staff as coaches and mentors.
- 12:30 - 1:45 p.m.** Lunch (included in registration)
- 1:45 - 3:00 p.m.** Integrating CBE with Innovative Pedagogies in Maximizing Student Learning  
This session will provide scenarios from various courses on the integration of CBE in the curricula.
- 3:00 - 3:15 p.m.** Break



# AGENDA

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## MONDAY, MARCH 9, 2015 (CONTINUED)

### TACTICAL PRACTICES

**3:15 - 4:30 p.m.**

#### Competency-Based Models for General Education

General education is intended to provide a foundation in liberal education to equip undergraduates to thrive in the 21st century. A poorly designed curriculum can jeopardize first- to second-year retention, lengthen time to degree, reduce graduation rates, and leave students and paying parents wondering about the value of the mythical four-year degree. Weak general education curriculum can leave faculty in upper division courses—and, eventually graduate school faculty and employers—disappointed in basic student skill-levels and knowledge.

This session will address various models for using CBE in general education curriculum that can have a positive impact on the distinctiveness of your institution's core curriculum, completion and persistence, and the employability of your students.

**4:30 - 5:00 p.m.**

#### Discussion: Takeaways for Your Institution

During this discussion, you will have the chance to share big ideas that resonate most strongly with you and what you are taking back to your institution.

**5:00 - 6:00 p.m.**

#### Networking reception (Included in registration fee)

At this reception, you will hear a welcome address from Westminster's president, Brian Levin-Stankevich.

## TUESDAY, MARCH 10, 2015

**8:00 - 8:30 a.m.**

#### Continental breakfast (included in registration fee)

**8:30 - 9:30 a.m.**

#### The Power of Project-Based Learning

Project-based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Students build valuable competencies such as problem-solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed. This session will dive into the intersection between CBE and PBL and its impact on teaching and learning.

### ASSESSMENT

**9:30 - 10:45 a.m.**

#### Best Practices in Evaluating Competency Achievement

As institutions work to connect competency-based education with more traditional forms of education, the role of assessment is expanding. In this session we will provide a framework for assessing competency-based education across curricula. You will explore the use of assessment for deepening learning, fostering mastery and academic identity, building curricular coherence, increasing faculty buy-in, and strengthening programmatic and institutional assessment.



# AGENDA

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## TUESDAY, MARCH 10, 2015 (CONTINUED)

**10:45 - 11:00 a.m.** Break

**11:00 a.m.- 12:30 p.m.** The Power of Portfolios: Documenting Authentic Learning Assessment through Reflection

To retain and graduate more adult students, institutions are adopting prior learning assessment (PLA) as a means for awarding college-level credit for college-level learning from work and life experiences. Students can achieve this by presenting a portfolio that demonstrates mastery of those competencies or by taking a course challenge (or challenge exams). PLA helps save time, save money, gain understanding, and value students' lifelong learning. This session will address how portfolios can be used to document and assess student learning.

**12:30 - 1:15 p.m.** Lunch (included in registration fee)

## STUDENT SUCCESS

**1:15 - 2:30 p.m.** Using CBE Models to Connect with Underserved Student Audiences

**2:30 - 2:45 p.m.** Break

**2:45 - 4:00 p.m.** Using CBE Models to Streamline Pathways to Graduation and Student Success

It can be difficult for students, including those in CBE programs, to balance their studies with full-time workloads and busy schedules. Competency-based programs need to provide just-in-time support for students for whom school is a huge investment but rarely the first priority in life. In this session, we will cover challenges, opportunities, and strategies for supporting students in competency-based programs.

**4:00 - 4:30 p.m.** Working Activities - Applying Student Success to Your Institution

You have heard many good student success practices. Now it's your turn to apply them. Using the workbook that we provide, you will take this time to jot down some of your ideas on how these practices can be used at your institution.

**4:30 - 4:45 p.m.** Takeaway and Closing Remarks



# INSTRUCTORS



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**RICHARD CHAPMAN / Professor of Economics***Westminster College*

Dr. Chapman is a professor of Economics with emphasis on labor economics, negotiations, and political economy. His research interests have been centered on explaining persistent poverty and discrimination in the United States economy. Currently he has developed and is working on implementing, improving, and assessing performance coaching as a process to enhance graduate studies in competency-based learning in Westminster College's Project Based MBA program. He is also interesting in developing coaching and mentoring as a process to develop talent in organizations.



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**LAURIE DODGE / Vice Chancellor of Institutional Assessment and Planning and Vice Provost***Brandman University*

Dr. Dodge oversees program outcomes assessment, program review, curriculum processes, and the academic catalog. She serves as Brandman University's WASC accreditation liaison officer and is a member of the WASC Substantive Change Committee. She was appointed for a three-year term to the WASC Interim Report Committee from 2010-2013 and was a member of the WASC Changing Ecology of Higher Education Task Force 2011-2013. Dr. Dodge is a graduate of the inaugural WASC Assessment Leadership Academy and is a key presenter for the academy and for WASC workshops on assessment, Lumina Degree Qualifications Profile, and competency-based education.

Laurie was previously a professor in psychology teaching research, statistics, the senior capstone, and pediatric neuropsychology at Brandman. Over the last twenty years at the university, she has also served as interim co-vice chancellor of academic affairs, interim dean of arts and science, and department chair of psychology.

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# INSTRUCTORS



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**LISA GENTILE / Dean, School of Arts and Sciences**

*Westminster College*

With a background in STEM and a passion for the liberal arts, Dr. Gentile has spent her time in higher education concentrating on the design of exceptional student-centered experiences. As the dean of arts and sciences at Westminster College, much of her recent attention has been focused on ways to support faculty and students involved in low-residency CBE programs.

On the student front, these efforts include the design of multiple overlapping pathways for CBE degree completion, including prior learning assessment, advanced tracks for students having completed particular certificate programs, online pre-requisites, and a low-residency CBE liberal education core. On the faculty front, her focus has been on educating the broader faculty community, providing coaches and internal grants to design low-residency CBE courses, and providing the time for design and implementation of a graduate CBE program in communication. Dr. Gentile’s talk will discuss how aligning opportunities provided by a new strategic plan and a new liberal education core have allowed for development of a CBE liberal education option at Westminster College.



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**CHARLA LONG, JD / Dean of the College of Professional Studies**

*Lipscomb University*

In the role of dean of college of professional studies, Dr. Long is responsible for designing three to four new academic graduate and undergraduate programs each year in response to time-sensitive workplace development needs. She is accountable for growing the college by 1,000 students and \$10 million in revenue in five years. She also provides leadership for CORE, the competency-based assessment and development program; the School of TransformAging®; the adult degree program; the Institute for Law, Justice, and Society; and a host of other academic offerings.

Dr. Long serves on the university’s academic leadership team, setting the academic vision for the entire university, and builds, develops, and inspires a team of individuals to achieve college objectives. Dr. Long, as creator and founder of the School of TransformAging®, was selected by Tennessee governor Bill Haslam to chair the Governor’s Task Force on Aging. As chair, she authored a strategic plan, drawing on the public, private, and nonprofit sectors, to better meet the needs of older Tennesseans and their families. Her recent design of the competency-based program at Lipscomb reflects her innovation in action. This program has been called a future “model for liberal arts institutions” by *Inside Higher Ed*.

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# INSTRUCTORS



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**SCOTT WURDINGER / Professor of Experiential Education and Leadership Studies**

*Minnesota State University-Mankato*

Dr. Wurdinger currently serves as the coordinator of the Educational Leadership Doctoral Program. His research interests focus on the use of project-based learning in developing life skills such as critical thinking, problem solving, and creativity. He has taught all ages of students in a variety of settings and has been teaching in higher education for the past twenty-two years. Dr. Wurdinger serves as a cadre expert for Innovative Quality Schools, which is an organization that authorizes charter schools. He has published numerous research articles and several books on the topic of experiential learning and education reform.

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# HOTEL RESERVATIONS

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The conference will be held at:  
Salt Lake City Marriott University Park  
480 Wakara Way  
Salt Lake City, UT 84108

To reserve your room, call 801.581.1000. Please indicate that you are with the Academic Impressions group to receive the room rate of \$152 for single or double occupancy, plus applicable tax.



A room block has been reserved for the nights of March 8-9, 2015. Reservations must be made by February 16, 2015. There are a limited number of rooms available at the conference rate. Please make your reservations early.

A newly renovated hotel with gorgeous mountain views, full modern amenities and an excellent location adjacent to the University of Utah, the Research Park hotel provides smart, stylish lodging for business and leisure travelers alike. Rest easy in brand new, comfortable rooms with luxurious bedding, and take advantage of numerous modern amenities, including a full service Starbucks, a complimentary local shuttle, free parking and an indoor pool.

Situated just ten minutes from downtown in a quiet area near hundreds of businesses, this Salt Lake City hotel offers easy access to Temple Square, the Mormon Tabernacle Choir, and Salt Lake Palace Convention Center. In addition, the hotel is just a short walk from TRAX, the downtown above-ground trolley. Plus, world-class skiing is just 25 minutes away.

The hotel is located 15 Miles from Salt Lake City International Airport.

**Ground transportation**

Express Shuttle 800-397-0773; fee: 18 USD (one way)

Estimated taxi fare: 35 USD (one way)



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Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.

Register online at [www.academicimpressions.com](http://www.academicimpressions.com)

## REGISTRATION FEES

**Your registration fee includes:** Full access to all conference sessions and materials, breakfast, lunch, and access to the networking reception on Monday, breakfast and lunch on Tuesday, as well as refreshments and snacks throughout the conference.

Conference	
Conference - \$1295 USD	
<input type="checkbox"/> __ # of attendees	

Total \_\_\_\_\_



**ATTEND AS A TEAM** - remember, when 2 members of the same institution register, a 3rd registration is 1/2 off.

### EARLY BIRD PRICING

Postmarked on or before February 27, 2015. For registrations postmarked after February 20, 2015, an additional \$100 fee per registrant applies.

Visit our website to register online:

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Additional Contact Name

Contact Phone

Additional Contact Email

Additional Contact Title

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