



CONFERENCE

# DEVELOPING AND MANAGING COMPETENCY- BASED EDUCATION

May 20 - 22, 2014  
San Antonio, TX



**CAEL**  
Linking Learning and Work

<http://www.cael.org>



**ACADEMIC  
IMPRESSIONS**



*Learn from academic leaders who have led inclusive curriculum review processes that resulted in competency-based education.*

## OVERVIEW

Competency-based education (CBE) continues to gain favor across higher education because of its ability to get students to degree completion faster, cheaper, and on a flexible learning schedule. However, adapting or creating a competency-based education program requires institutions to rethink curriculum design, student support, faculty involvement, and back-office processes such as registration, admission, transcription, data systems, etc.

Join us in San Antonio to take a meaningful step toward implementing and managing competency-based education at your institution. This conference will draw on the experiences of academic leaders who have championed competency-based education efforts at their institutions.

## A TEAM EFFORT

Academic leaders tasked with implementing and managing competency-based education curriculum will benefit the most from this conference. For maximum benefit, CBE committees are encouraged to attend together. You and your team will leave this conference with the nuts-and-bolts tools you need to creatively develop, implement, and manage your competency-based education programs. **When two attendees register from the same institution, a third registration is offered at 50% off. Register your team online!**

## EXAMPLES ROOTED IN PRACTICE, NOT THEORY

To demonstrate best practices in competency-based education, case studies from the following institutions will be shared:

- DePaul University's School for New Learning
- Rio Salado College
- University of Maryland University College
- Western Governors University
- Westminster College

## LEARNING OUTCOME

After participating in this conference, you will be prepared to determine whether and how to develop, implement, and manage competency-based education at your institution.

[CLICK HERE TO REGISTER](#)



# AGENDA

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TUESDAY, MAY 20, 2014

- 12:00 - 1:00 p.m.** Conference registration
- 1:00 - 1:15 p.m.** Opening Remarks and Introductions
- 1:15 - 2:30 p.m.** Trends in Competency-Based Education  
Both The Atlantic and Forbes identified competency-based education as a top trend in higher education in 2014. Changes in government regulations and demands for access, success, and accountability in higher education are giving institutions the opportunity to reimagine the criteria for degrees. In this opening session, we will address different ways model institutions have embraced competency-based education. In so doing, we'll also discuss some of the opportunities and challenges of CBE.
- 2:30 - 2:45 p.m.** Discussion: Takeaways for Your Institution  
Conversations with experts and peers will allow you to examine the big ideas that have applicability to your institution, and steps you can take to ensure successful implementation.
- 2:45 - 3:00 p.m.** Afternoon break

## CRITICAL PRINCIPLES FOR DESIGNING COMPETENCY-BASED EDUCATION

- 3:00 - 4:15 p.m.** Learning Outcomes vs. Competencies  
Many universities 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.
- 4:15 - 4:45 p.m.** Working Activity  
What are the implications of course or program design with CBE in mind for your institution? You'll have the opportunity to test out some of the design ideas and connect them back to your course or program.
- 4:45 - 5:45 p.m.** Networking reception (included in registration fee)



# AGENDA

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WEDNESDAY, MAY 21, 2014

- 8:30 - 9:00 a.m.** Continental breakfast (included in registration fee)
- 9:00 - 10:00 a.m.** Course Design  
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. You and your colleagues will identify a list of competencies that students need to develop and demonstrate as well as how to achieve those competencies.
- 10:00 - 10:30 a.m.** Reflection 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.
- 10:30 - 10:45 a.m.** Morning break
- 10:45 a.m. - 12:15 p.m.** Direct Assessment  
Competency-based models give the program and institution a lot more latitude when measuring learning. Institutions can directly assess subsets of competencies by designing learning evaluation exercises that invoke observable behaviors from students. In this session, we'll choose a small subset of competencies and brainstorm a series of assessments that could be used to evaluate student learning, instead of more traditional tests and papers.
- 12:15 - 1:30 p.m.** Lunch (included in registration fee)
- 1:30 - 2:45 p.m.** Supporting Students  
It can be difficult for any student, 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.
- 2:45 - 3:00 p.m.** Afternoon break

## ADMINISTRATIVE CONSIDERATIONS

- 3:00 - 4:00 p.m.** Paths to Accreditation/DOE Approach  
How do accreditors view competency-based models? In this session, we'll explore how various regional and professional accrediting bodies view competency-based models, and talk about how the DOE is approaching them in accrediting and Title IV policies. With these considerations in mind, institutions can design their programs to be effective for accreditation approval processes.
- 4:00 - 4:45 p.m.** Discussion/Working Activity  
Now that you have learned about the DOE's approach and accreditation issues, what are the implications for your institution?



# AGENDA

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THURSDAY, MAY 22, 2014

**8:00 - 8:30 a.m.** Continental breakfast (included in registration fee)

**8:30 - 9:30 a.m.** Grading and Transcribing

When students leave an institution, what does their transcript really tell employers or other colleges? What should it tell them? In this session we will explore other types of transcripts that have been used since the 1960s. We will also look at options for grading systems, options for learning transcription, and discuss how those can be easily translated.

**9:30 - 10:00 a.m.** Case Study

Using the variables in grading and transcribing, we'll explore through case study how those core elements impact the institution's business model.

**10:00 - 10:15 a.m.** Morning break

**10:15 - 11:15 a.m.** Staffing and Cost Models

Realigning the institution to support competency-based programs requires changes in how the institution allocates its resources. In this session, we'll look at some of the variables institutions need to choose, and how those translate to the institution's business model.

**11:15 - 11:45 a.m.** Action Planning

Transforming programs to a competency-based model requires rethinking how the institution allocates its resources. In this session, we'll explore some of the decisions that need to be made, and the options institutions can consider.

**11:45 a.m. - 12:00 p.m.** Program Takeaways/Wrap-Up

## POST-CONFERENCE WORKSHOP: PRIOR LEARNING ASSESSMENT

**12:00 - 1:00 p.m.** Lunch (included in workshop registration fee)

**1:00 - 4:00 p.m.** Post-Conference Workshop: Prior Learning Assessment

To retain and graduate more adult students, institutions are adopting Prior Learning Assessment (PLA) as means for awarding college-level credit for college-level learning from work and life experiences. Students can achieve this in a variety of ways including 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 workshop will address how PLA can be designed to translate experiential learning into college credit while also addressing these credit issues.

- What Prior Learning Assessment (PLA) Is
- Types of PLA
- How PLA contributes to academic success
- Multiple approaches to PLA
- How to prepare faculty and administrators with PLA professional development





# INSTRUCTORS



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**DR. MICHELLE NAVARRE CLEARY / Associate Professor and Associate Dean,  
Curriculum, Instruction, and Assessment**

*DePaul University*

Michelle serves as a faculty mentor and Associate Dean at DePaul University's School for New Learning (SNL), which has been delivering competency-based education for over forty years. Prior to coming to SNL, she was a faculty member at the City Colleges of Chicago. Her research focuses on adult learners and writing instruction.



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**DR. JENNIFER FREED / Interim Vice President of Academic Affairs**

*Rio Salado College*

Jennifer has been at Rio since 2004 and has served as biology faculty as well as an instructional designer and the faculty chair for eLearning design. In addition to serving as the co-principal director for the Predictive Analytics Reporting Framework Grant, she is the principal investigator for the Next Generation Learning Challenges Wave IIIb Grant, All Roads Lead to Student Success. She also works closely with academic affairs leadership and the faculty of the college on learning innovation. Current projects include analytics, personalized learning, credit for prior learning, and competency-based education efforts.



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**DONNA YOUNGER / Senior Consultant**

*Council for Adult and Experiential Learning (CAEL)*

For over thirty years, Donna Younger has served as a practitioner, consultant, and researcher in the field of adult learning and development, with particular emphasis on assessment. As a consultant for the Council for Adult and Experiential Learning (CAEL), Donna has worked to train practitioners in prior learning assessment and has consulted with two- and four-year institutions in designing policies and systems to support PLA. Most recently, she served as the PLA coach for Arkansas institutions participating in the Complete College America grant. Her work as a PLA practitioner began as a faculty member at DePaul University's School for New Learning soon after completing an Ed.D. in Curriculum and Instruction with a focus on adult development at the University of Memphis. Donna's research in assessment has focused primarily on the development of assessment abilities in faculty and in identifying qualities and principles of effective and ethical assessment in the field adult learning.

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# INSTRUCTORS



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**JAMES E. "CID" SEIDELMAN, PH.D. / Provost and Vice President for Academic Affairs and Professor of Economics**

*Westminster College*

As Provost, Dr. Seidelman supports the full range of opportunities for student learning, coordinates the College's efforts to develop innovative program designs and pedagogy, provides leadership for all academic divisions and educational resources of the college, student development (residential and student life, student services, and intercollegiate athletics) and information resources (academic and administrative computing, library, and institutional research).

Dr. Seidelman has provided leadership in Westminster's development of 4 CBE programs. Prior to his appointment as Provost, Seidelman served as Director of the Economics Program, Director of the MBA Program and Dean of the Bill and Vieve Gore School of Business.

Dr. Seidelman was formerly a Commissioner for the Northwest Commission on Colleges and Universities and served as Chair of the Commission. In addition to a number of consulting and expert witness engagements, his research interests focus on international trade issues, trade agreements, development economics and innovation and change in higher education.



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**DR. SALLY M. JOHNSTONE / Vice President for Academic Advancement**

*Western Governors University*

Sally is the vice president for academic advancement at Western Governors University, an online competency-based education institution. She is working with a dozen colleges across the U.S. assisting them in developing their own CBE programs.

Prior to joining WGU, Sally was the provost and vice president for academic affairs at Winona State University. She also spent almost two decades at the executive director of WCET at the Western Interstate Commission for Higher Education (WICHE).

Sally continues to work on issues of higher education policy, quality assurance, competency-based education, and open and distance learning. She serves on the U.S. National Commission for the United Nations Educational, Scientific Cultural Organization (UNESCO), the editorial boards for *Change* magazine and the *Journal of Open, Distance and e-Learning* (UK). She has written dozens of articles, books, and reports on issues of integrating information and communication technology into academics.

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# HOTEL RESERVATIONS

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The conference will be held at:

Hyatt Regency San Antonio  
123 Losoya St  
San Antonio TX 78205



To reserve your room, call (210) 222-1234. Please indicate that you are with the Academic Impressions group to receive the room rate of \$189 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of May 19-21, 2014. Reservations must be made by April 28, 2014. There are a limited number of rooms available at the conference rate. Please make your reservations early.

With a spectacular location directly on the River Walk that overlooks the historic Alamo mission, Hyatt Regency San Antonio offers luxurious accommodations and a full range of modern services and amenities for your comfort and convenience. We are surrounded by a large variety of restaurants, bars, clubs, shops and tourist attractions.

Airport: San Antonio International Airport (SAT)

Taxi - \$24 one-way, per car

Seating and Luggage: 6 passengers / amount of luggage depends on size of bags

Pick Up: Lower level of the airport

SATRANS Airport Shuttle - \$19 one way





**PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259**

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, access to the networking reception on Tuesday, breakfast and lunch on Wednesday, and breakfast on Thursday, as well as refreshments and snacks throughout the conference.

**Best Values**

Conference + Post-Conference  
Workshop - \$1595 USD  
 \_\_ # of attendees

Total \_\_\_\_\_

**Conference**

Conference only - \$1295 USD  
 \_\_ # of attendees

Total \_\_\_\_\_

**Workshop**

Post-Conference workshop  
only - \$395 USD  
 \_\_ # of attendees

Total \_\_\_\_\_



**ATTEND AS A TEAM** - remember, when 2 members of the same institution register, a 3rd registration is 50% off.

### EARLY BIRD PRICING

Postmarked on or before May 2, 2014. For registrations postmarked after May 2, 2014, an additional \$100 fee per registrant applies.

Visit our website to register online:

<http://www.academicimpressions.com/conference/developing-and-managing-competency-based-education>



PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259

## CONFERENCE REGISTRATION INFORMATION

Print Name

Job Title

Institution/Organization

What name do you prefer on your name badge?

Address

City

State/Province

Zip/Postal Code

Country

Telephone

Email

**IF THIS CONFERENCE PARTICIPANT HAS ANY DIETARY OR ACCESSIBILITY NEEDS, PLEASE LIST THEM IN THE SPACE BELOW. WE WILL DO OUR BEST TO ACCOMMODATE THESE NEEDS.**

How did you hear about this event? (email from AI, ACPA, colleague forwarded email, *The Chronicle*, etc.) \_\_\_\_\_

If you would like us to send a copy of your registration confirmation or receipt to someone else, please complete this section

## ADDITIONAL CONTACT INFORMATION

Additional Contact Name

Contact Phone

Additional Contact Email

Additional Contact Title

## EMERGENCY CONTACT INFORMATION

Emergency Contact Name

Emergency Contact Phone



PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259

**PAYMENT METHOD**

We accept Visa, MasterCard, and American Express credit cards. To pay by check, include the check with this form or select the "invoice me" option. Fax form to 303.221.2259 or mail form along with payment to: Academic Impressions, 4601 DTC Blvd., Ste. 800, Denver, CO 80237

**CREDIT CARD**



Name on Card		Account Number	
Billing Address		Billing City	Billing State
Billing Zip Code/Postal Code	Exp. Date	Security Code (last 3 digits on the back of Visa and MC or 4 digits on front of AmEx)	

**AMOUNT TO CHARGE:** \_\_\_\_\_

**CHECK/INVOICE**

- My check is included and covers \_\_\_\_\_ registration(s) Check # \_\_\_\_\_
- Please invoice me, Purchase Order # \_\_\_\_\_ (PO # not required to receive invoice)



**FREE HIGHER ED NEWS AND ANALYSIS**

Each conference registration includes a subscription to *Higher Ed Impact*, a free industry scan of news, trends, and research on higher education, delivered in an easy-to-scan email. *Higher Ed Impact* (HEI) includes:  
(Check the boxes for the editions you would like to sign up for)

- HEI: Daily Pulse** - impactful news, trends, and practices, sent daily
- HEI: Weekly Scan** - the week's most critical news, with analysis of top stories and trends, sent on Fridays
- HEI: Monthly Diagnostic** - practical takeaways addressing a strategic challenge facing institutions of higher ed, sent 9-12 times/year

List the names of the registrants you'd like to sign up:

*Note if you do not provide any names in the above space, all attendees will be signed up for the options selected.*



# ACADEMIC IMPRESSIONS CANCELLATION AND REFUND POLICIES

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## SATISFACTION PROMISE

We want you to be satisfied with your Academic Impressions learning experience. If the program you purchased fails to meet your expectations, please contact us within 30 days and let us know. We'll credit the full amount you paid toward another AI program that may better fit your needs.

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## CONFERENCES

For in-person conferences, substitute registrants are welcome and may be named free of charge at any time. If you cancel 8 weeks or more prior to the first date of the conference, you will receive a full refund, less a \$100.00 service charge per attendee.

If you cancel within 8 weeks of the first date of the conference, you are not entitled to a refund. However, as a courtesy, we will allow you to apply your payment, less the service charge, toward a future purchase within one year from the date you cancel. Your payment is transferable to another person from your institution if you wish.

Please note that if you do not attend and you do not contact us in advance to cancel as described above, you are responsible for the entire payment. In case this event is cancelled, Academic Impressions' liability is limited to a refund of the registration fee only.

## ONLINE TRAININGS CONSISTING OF AT LEAST ONE LIVE TRAINING DATE

You will receive a full refund (less a \$75 service charge) if you cancel 8 weeks or more prior to the first live training date. If you cancel within 8 weeks of the first live training date, you are not entitled to a refund. But as a courtesy, we will apply your payment (less a \$75 service charge) towards a future purchase within one year from the date you cancel. Your payment is transferable to another person from your institution if you wish. You may name a substitute primary participant free of charge at any time prior to the first live training date. If available, you may switch the live training format to a self-paced format (such as a CD-ROM Recording or On-Demand Download) free of charge. (Shipping charges will apply to CD-ROM Recording orders outside the U.S. or Canada.)

## ONLINE TRAININGS WHICH ARE PURELY SELF-PACED

All sales are final. No cancellations or refunds are provided.

## RECORDINGS, ON-DEMAND DOWNLOADS, MONOGRAPHS AND OTHER PUBLICATIONS

All sales are final. No cancellations or refunds provided.