



CONFERENCE

DEVELOPING AND MANAGING COMPETENCY- BASED EDUCATION

November 19 - 21, 2014
San Diego, CA



ai 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 Diego 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!

LEARNING OUTCOME

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

[CLICK HERE TO REGISTER](#)

<http://www.academicimpressions.com/conference/developing-and-managing-competency-based-education-november-2014>



EXAMPLES ROOTED IN PRACTICE, NOT THEORY

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

- College for America - Southern New Hampshire University
- Lipscomb University
- Sinclair Community College
- University of Wisconsin - Flexible Option
- Western Governor's University

PRE-CONFERENCE WORKSHOP

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. This workshop will address how PLA can be designed to translate experiential learning into college credit.

CONTACT US FOR MORE INFORMATION

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



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AGENDA

WEDNESDAY, NOVEMBER 19, 2014

PRE-CONFERENCE WORKSHOP: PRIOR LEARNING ASSESSMENT

8:30 - 9:00 a.m. Registration and continental breakfast for pre-conference workshop attendees (included in workshop registration fee)

9:00 a.m. - 12:00 p.m. Pre-Conference Workshop: Prior Learning Assessment

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 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

12:00 - 1:00 p.m. Lunch for pre-conference workshop attendees (included in workshop registration fee)

12:00 - 1:00 p.m. Registration for main conference

1:00 - 1:15 p.m. Opening Remarks and Introductions

1:15 - 1:45 p.m. Open Discussion

CBE means different things to different people. For example, those who are using it to define the competencies for an entire college versus a major program of study. In this open discussion with experts and peers, we will come up with a common language of competency that will guide our thinking throughout the conference.

CRITICAL PRINCIPLES FOR DESIGNING COMPETENCY-BASED EDUCATION

1:45 - 2:45 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.



AGENDA

WEDNESDAY, NOVEMBER 19, 2014 (CONTINUED)

2:45 - 3:00 p.m. Afternoon break

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)

THURSDAY, NOVEMBER 20, 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. Breakout Session

Breakout Session One - Faculty/Instructional Designers/Faculty Developers

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.

Breakout Session Two - Deans/Academic Leaders

You will see more examples and hear stories of course design and implementation. You’ll also see examples of a finished course map with all the outcomes, competencies, activities, and assessments.



AGENDA

THURSDAY, NOVEMBER 20, 2014 (CONTINUED)

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. You will be divided by similar roles and responsibilities to work on this activity. It will also review how institutions can use data to alert them to students who are at risk.

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

1:30 - 2:30 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.

2:30 - 3:00 p.m. Breakout Session

You will be divided by similar roles and responsibilities to brainstorm the implications of student support for you and your role.

3:00 - 3:15 p.m. Afternoon break

ADMINISTRATIVE CONSIDERATIONS

3:15 - 4:30 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.

4:30 - 5:00 p.m. Breakout Session - Discussion/Activity

Now that you have learned about the DOE's approach and accreditation issues, what are the implications for your role and responsibilities, and your institution? You'll be divided by similar roles to discuss and dig deeper into this issue.



AGENDA

FRIDAY, NOVEMBER 21, 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 - 11:30 a.m.** Breakout Session
What are the implications of staffing and cost models for your roles and responsibilities? You will be divided by similar roles to further address these issues.
- 11:30 a.m. - 12:00 p.m.** Wrap Up/Program Takeaways
Transforming programs to a competency-based model requires rethinking how the institution allocates its resources. We'll share program takeaways, explore some of the decisions that need to be made, and discuss options institutions can consider in developing, implementing, and managing CBE.

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INSTRUCTORS



SALLY M. JOHNSTONE, PH.D. / Vice President for Academic Advancement

Western Governors University

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

Prior to joining WGU, Dr. Johnstone 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).

Dr. Johnstone 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.



CATHRAEL (KATE) KAZIN, JD, PH.D. / Chief Academic Officer

College for America at Southern New Hampshire University

Dr. Kazin serves as chief academic officer for the newly launched College for America (CfA), an innovative, online, low-cost, competency-based program for underserved working adults. She created the CfA competency-based model and continues to oversee all aspects of curriculum and assessment development. CfA was the first entirely competency-based program to be approved by its regional accreditor, NEASC, and the first program to be approved under the "direct assessment" provision of Title IV by the US Department of Education.

Dr. Kazin came to SNHU from Educational Testing Service (ETS), where she served as executive director for the higher education division and led efforts to develop next generation assessments for 21st century skills.

Dr. Kazin is also an attorney specializing in civil rights and higher education law. She earned a JD from the University of Pennsylvania Law School and was an editor of the *Law Review*. After working at the law firm of Hogan and Hartson (now Hogan Lovells), she joined the US Department of Labor, where she served both as an attorney and as a speechwriter to Secretary of Labor Robert Reich.



INSTRUCTORS



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 & 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.

Dr. Long was named "Woman of Influence" for Innovation by the *Nashville Business Journal* in its inaugural class of award recipients. Although the words innovative and entrepreneurial are not synonyms with those in higher education, Dr. Long has reflected this spirit in her academic career. 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*.



JUDEE RICHARDSON, PH.D. / Director of Academic and Curricular Development

University of Wisconsin-Extension, Flexible Option

As a senior member of the administrative team, Dr. Richardson provides leadership for UW Flexible Option academics, including the development of curriculum, programmatic policy setting and faculty support and training. Dr. Richardson has more than twenty years of senior leadership and research experience in the higher education and non-profit sectors focused on social justice, environmental responsibility, research measurement and data-informed decision making.

Dr. Richardson received her doctorate in experimental psychology from the University of Connecticut, and her Certificate in Evaluation Practice from George Washington University. In addition, she is a program evaluation expert reviewer for the Corporation for National and Community Service and a certified restorative justice mediator.



INSTRUCTORS

NANCY THIBEAULT, PH.D. / Dean of Distance Learning and Instructional Support

Sinclair Community College

Bio to come.

TESTIMONIAL

“It was a great opportunity for our faculty to learn and train together as we prepare to move forward with our transition into Competency Based Learning.”

- Eric A. Heiser, Associate Dean, Salt Lake Community College

“Excellent program which provided good information to help us get started with developing CBE options at our campus.”

- Phillip Dickson, Division Chair, Technical Education, Black River Technical College

“We are just starting to develop CBE, so I feel much more prepared now that I have attended this conference. So glad I attended.”

- Christine Burns, Faculty, Central New Mexico Community College



HOTEL RESERVATIONS

The conference will be held at:

Hyatt Regency Mission Bay
1441 Quivira Rd.
San Diego, CA 92109

To reserve your room, call (619) 224-1234. Please indicate that you are with the Academic Impressions group to receive the room rate of \$169 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of November 18-20, 2014. Reservations must be made by October 28, 2014. There are a limited number of rooms available at the conference rate. Please make your reservations early.

The Hyatt Regency Mission Bay Spa and Marina is a coastal property located on Mission Bay – the largest aquatic preserve in the US. The hotel offers eight acres landscaping and gardens, three freestyle swimming pools with the only waterslides offered at a San Diego hotel, and observation decks with a panoramic view of Pacific Ocean and Mission Bay.

The San Diego Zoo and Wild Animal Park, Belmont Park, championship golf courses, Old Town San Diego, Mission Beach and the Gaslamp District are all nearby to this property. This hotel is located approximately five miles, or 15 minutes, from San Diego International Airport (SAN).

Approximate Pricing for Transportation Options:

San Diego Airport Shuttle: The Cloud 9 Super Shuttle runs 24 hours daily with service to San Diego International Airport (SAN). Fare is approximately \$13.00 USD per person/one way. Call 800-974-8885 for reservations.

San Diego Taxi Services: Fare is approximately \$23.00 USD from the hotel to San Diego International Airport via Yellow Cab.





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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

REGISTRATION FEES

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

Best Values

Conference + Pre-Conference
Workshop - \$1595 USD

__ # of attendees

Conference

Conference only - \$1295 USD

__ # of attendees

Workshop

Pre-Conference workshop
only - \$395 USD

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Total _____

Total _____

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 October 31, 2014. For registrations postmarked after October 31, 2014, an additional \$100 fee per registrant applies.

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

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Additional Contact Name

Contact Phone

Additional Contact Email

Additional Contact Title

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Emergency Contact Name

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