



CONFERENCE

DEVELOPING AND MANAGING COMPETENCY- BASED EDUCATION

May 16 - 18, 2016

Atlanta, GA





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Take the first steps toward implementing competency-based education at your institution.

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OVERVIEW

Gain the information you need to successfully develop and manage competency-based education (CBE) at your institution. You will learn from the experiences of academic leaders who have championed CBE efforts at their own institutions. This is the only conference where you will have working time to rethink curriculum design, student support, faculty involvement, and administrative processes as you embark on a CBE initiative.

"This conference provided attendees with the knowledge, skills, and tools to begin CBE at their own institutions."
-Pat LaGrow, Associate Vice President of Academic Affairs, University of Central Oklahoma

EXAMPLES ROOTED IN PRACTICE, NOT THEORY

We continuously work to bring you the most innovative and practical examples of CBE in higher education. Join us to hear about the following institutions who are on the leading edge of the CBE movement:

- City University of Seattle
- Kentucky Community and Technical College System
- Lipscomb University
- Salt Lake Community College
- University of Maryland University College

CONFERENCE WORKSHOPS

Pre-Conference: Remaking General Education for the 21st Century Using Competency-Based Education

Nowhere does competency-based learning have more promise or potential than in reshaping general education across our nation's universities, yet the challenges of identifying and measuring specific competencies are not insignificant. This workshop will present lessons from two emerging models.

Post-Conference: Prior Learning Assessment (PLA)

To retain and graduate more adult students, institutions are using PLA to award college-level credit for work and life experiences. This workshop will address how PLA can be designed to translate experiential learning into college credit.

[VISIT EVENT PAGE](#)

<http://www.academicimpressions.com/conference/developing-and-managing-competency-based-education-may-2016>



WHO SHOULD ATTEND

Academic leaders tasked with implementing and managing CBE curriculum are encouraged to attend this conference with their committee. You and your team will leave with the tools you need to creatively develop, implement, and manage your CBE programs. **When two attendees register from the same institution, a third registration is offered at 50% off.**

LEARNING OUTCOME

After participating in this conference, you will be able to begin the first steps in developing and implementing competency-based education at your institution.

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.



AGENDA

DAY 1: MONDAY, MAY 16, 2016

Pre-Conference Workshop: Remaking General Education for the 21st Century Using Competency-Based Education

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: Remaking General Education for the 21st Century Using Competency-Based 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 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 workshop will address methods 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. We'll also discuss the use of backward curriculum design, modularization of curriculum content, application to national or local general education frameworks, and the use of assessments in GenEd courses.

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

Competency-based education (CBE) means different things to different people. For example, some define the competencies for an entire college, while others focus on a program of study. In this open discussion, 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

We have seen institutions implement competency-based programs with varying degrees of success. In this session, we will address different CBE models that institutions have embraced and the opportunities and challenges associated with each.

2:45 - 3:00 p.m.

Afternoon break

3:00 - 4:15 p.m.

Learning Outcomes vs. Competencies

Traditional courses often use a single learning outcome in their syllabi and program design. By contrast programs built on competencies require an upfront and more granular approach to articulating learning throughout the program. In this session, we'll explore practical methods for articulating and modeling competencies upfront in the design.



AGENDA

DAY 1: MONDAY, MAY 16, 2016 (CONTINUED)

4:15 - 4:45 p.m.

Working Activity

How does CBE affect the way you design courses or programs with respect to student outcomes? You'll have the opportunity to test out some of the design ideas from the previous session and connect them back to your course or program.

4:45 - 5:45 p.m.

Networking reception (included in registration fee)

DAY 2: TUESDAY, MAY 17, 2016

8:30 - 9:00 a.m.

Continental breakfast (included in registration fee)

9:00 - 10:00 a.m.

Program 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. In a working session, you and your colleagues will identify a list of competencies that students need to develop, as well as how to achieve those competencies.

10:00 - 10:30 a.m.

Breakout Sessions

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 of course design and implementation. You'll also see examples of a finished course map with all the outcomes, competencies, activities, and assessments.

10:30 - 10:45 a.m.

Morning break

10:45 a.m. - 12:15 p.m.

Assessing Courses and Programs

Competency-based models give the institution and program 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 into similar roles and responsibilities to work on this activity. We will end with a review of how institutions can use data from these assessments to identify students who are at-risk.

12:15 - 1:30 p.m.

Lunch (included in registration fee)



AGENDA

DAY 2: TUESDAY, MAY 17, 2016 (CONTINUED)

1:30 - 2:30 p.m.

Application of a Coaching Model in Competency-Based Education

To develop a robust CBE program, institutions must rethink faculty roles in the framework of personalized learning, substantive faculty interaction, and student success. Competency-based programs are focused on learning and development needs at the individual student level. This session will discuss the changing roles of faculty, implementation of a competency coaching model, and approaches to developing faculty and staff as coaches.

2:30 - 3:30 p.m.

Supporting Students

It can be difficult for any student to balance their studies with full-time workloads and busy schedules. In this session, we will cover challenges, opportunities, and strategies for supporting students in competency-based programs.

3:30 - 3:45 p.m.

Afternoon break

Administrative Considerations

3:45 - 5:00 p.m.

Paths to Accreditation/DOE Approach

How do accreditors view CBE models? We will explore how the DOE and various accrediting bodies are addressing competency-based models from both an accreditation and Title IV perspective. With these considerations in mind, you can design your programs to be effective for accreditation approval processes. You'll be able to apply the lessons from the DOE's approach and accreditation issues to your responsibilities and institution.

DAY 3: WEDNESDAY, MAY 18, 2016

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 tell employers or other colleges? What should it tell them? In this session, we will explore transcripts that have been used since the 1960s. We will also look at options for grading systems, explore 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



AGENDA

DAY 3: WEDNESDAY, MAY 18, 2016 (CONTINUED)

10:15 - 11:30 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 consider, and how those translate to the institution's business model. We'll discuss the implications of staffing and cost models for your roles and responsibilities.

11:30 a.m. - 12:00 p.m.

Wrap Up/Program Takeaways

We'll share program takeaways, explore some of the decisions that need to be made, and discuss options that institutions can consider in developing, implementing, and managing CBE.

12:00 - 1:00 p.m.

Lunch for post-conference workshop attendees (included in workshop registration fee)

1:00 - 4:00 p.m.

Post-Conference Workshop: Prior Learning Assessment (PLA)

To retain and graduate more adult students, institutions are using PLA to award college-level credit for work and life experiences. PLA helps kick start student success, provides economic and time benefits, increases student persistence, and values students' lifelong learning by allowing students to take a course challenge (or challenge exams) or to present a portfolio that demonstrates mastery of competencies. 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

Tiffany Denton, Assistant Dean and Director of Assessment and Prior Learning, and Associate Professor of Education, Lipscomb University, tiffany.denton@lipscomb.edu

As an Assistant Dean in the College of Professional Studies at Lipscomb University, Tiffany serves as an administrator of Lipscomb's CORE Assessment Center and designs behaviorally based assessment and curriculum for the competency-based education program.

Tiffany is a graduate of Harding University and spent six years studying at the University of Memphis, earning the Master of Arts and Education Specialist degrees in School Psychology, as well as the Doctor of Education degree in Applied Behavior Analysis. She holds Tennessee licensure as a school psychologist and is recognized as a Nationally Certified School Psychologist and a Board Certified Behavior Analyst with doctoral designation. Tiffany's research interests include behavioral assessment and instructional methods, academic assessment and intervention, temporal discounting, and serving adult learners through best practices in competency-based education.

Eric A. Heiser, Interim Dean, School of Applied Technology and Professional Development, Salt Lake Community College, eric.heiser@slcc.edu

Eric has worked in higher education for the past 11 years. He was a full-time, tenured assistant professor at Central Wyoming College in Riverton, Wyoming for six years and taught in the areas of business, management, and criminal justice. Eric also spent time as a Director and Workforce Training Coordinator during his time with Central. He has spent the past four years as an academic administrator, with the past two years as the Associate Dean and currently the Interim Dean of the School of Applied Technology and Technical Specialties at Salt Lake Community College. Eric has overseen and is currently leading the School of Applied technology to a transition from a clock hour format into Competency Based Education modality. Eric has spent the past five years working in the area of Competency Based Education and Curriculum Development and has been involved in helping to change over 15 academic programs during that time. Prior to moving to Salt Lake City, Eric also served 2.5 terms as an elected member of the Riverton City Council in Riverton, Wyoming, including two terms as the Council President. Eric Holds a Ph.D. in Higher Education Leadership from Colorado State University.

Kristin Jones, Director, Performance-Based Programs, City University of Seattle, krissy@CityU.edu

Krissy leads the development and implementation of competency-based and performance-based programs. Over the past several years, she has led multiple programs through the research, design, development and implementation of various institutional programs, along with outside corporation and district partnerships at both the undergraduate and graduate level.

Previously, Krissy was a curriculum and instruction coach for a local school district where she worked with teachers to create high quality curriculum and diversified instructional practices to meet the vast array of student learning needs within the district. Jones also has experience instructing students ranging from kindergarten through the master's level. Some current publications include: "Formative Classrooms: Shifting the Focus of Assessment in Higher Education"; "Innovative Program Delivery: Performance-based Education"; and "Effective Course Design for Student Success." Jones also completed a case study on CBE for her Ph.D. from the University of Washington.



INSTRUCTORS

Dave Lungren, President for Digital Content Solutions, Collegis Education

Dave Lungren leads the design and development of online learning at Collegis Education. In over 12 years with the organization, he has led teams that built thousands of online courses for over twenty college partners. Most recently, Dave has focused his efforts on designing new models of learning delivery and assessment strategies to support competency-based education programs. Prior to joining Collegis, Dave spent eight years running online development teams in the publishing and corporate training industries.

James (Jim) Selbe, Owner, Selbe Consulting and former System Director for Distance Learning Initiatives and Special Assistant to the Chancellor, Kentucky Community and Technical College System, selbeconsulting@gmail.com

Jim is a higher education consultant, specializing in online, competency-based education, enrollment growth and serving student veterans. He served for over seven years as the President of Hopkinsville Community College, an institution that was recognized among the five fastest growing mid-size US community colleges, and increased its FTE by over 30 percent in a five-year span. Until January 2015, Jim served as the System Director for Distance Learning Initiatives at the Kentucky Community and Technical College System (KCTCS) and guided the development of foundation principles for competency-based online education to be used statewide. Jim was also the director of KCTCS' online, modularized, competency-based Direct2Degree program (D2D). D2D was funded by a \$2m grant from Educause and was designed to be a linear (one-course-at-a-time) program targeting busy adults who were unemployed or under-employed.

Jim has had a distinguished career as a college and university administrator for more than 36 years. Having served at a private liberal arts university, a technical institute, a regional research university and several community colleges, Jim brings a wealth of knowledge across higher education sectors. He has served as unit chief over institutional advancement, alumni relations, extended campus services, student services, academic affairs, distance education and college president. He brings a unique perspective to guide planning and execution with full understanding of the cross-function implications.

Joellen Shendy, Associate Vice Provost and Registrar, University of Maryland University College, joellen.shendy@umuc.edu

Joellen envisions a 21st Century student record that replaces the traditional transcript. She has worked in higher education serving adult students since 1988. Joellen is a founding member and currently President of Chesapeake and Potomac Association of Collegiate Registrars and Admission Officers (CAPACRAO). She is the former Chair of the Business Process and Systems Strand of the Competency Based Education Network (CBEN) - a group of colleges and universities working together to address shared challenges to designing, developing and scaling competency-based degree programs. As Associate Vice Provost & Registrar at University of Maryland University College, she focuses on the strategic future of credentialing. She supports student learning via projects that empower students with metacognitive agency to articulate what they know and can do throughout their educational journey. She is currently working with IMS Global bringing vendors and institutions together to create a new extended transcript for competency-based education.



OTHERS	VS	ACADEMIC IMPRESSIONS
Typically large annual event		Intimate, workshop-style event with personalized attention
Many concurrent sessions; forcing choice		One focused learning track
Uneven sessions and less outcome-focused, driven by an open call for proposals		Needs-driven and meticulously planned with practical outcomes <ul style="list-style-type: none"> Action plans and next steps to use upon returning to campus Carefully-vetted expert instructors that are also practitioners in the field
Lecture-based		Learner-centric and designed for interaction and collaboration
Large networking events with vendors		Small-scale opportunity to truly connect with colleagues in the same position at other institutions
Some slide presentations posted online after the event		200+ page workbooks with references, worksheets, articles, templates, exercises, and planning documents

96%
of past attendees would recommend an AI conference to a colleague

250+
and growing of AI member institutions (AI Pro)

15,000+
higher ed professionals served

AI Conference Experiences

Academic Impressions provides valuable exploration of timely and pragmatic challenges to higher education institutions. The combination of impassioned subject matter experts as presenters and means of engaging conference attendees was potent.

- C. Tennent, Associate VP of Facilities Management, University of Saskatchewan

This conference was the complete package: relevant topics, philosophical and practical applications, fantastic speakers, fantastic location. One of the BEST conferences I've ever attended. It is what a conference should be! Full of collaboration, networking and solutions.

- M. Lowe, Associate Professor and General Reference Librarian University of Louisiana at Monroe



LOCATION

May 16 - 18, 2016 :: Atlanta, GA

HOTEL:

Wyndham Atlanta Galleria
6345 Powers Ferry Rd
Atlanta, GA 30339

To reserve your room, please call 770.955.1700. Please indicate that you are with the Academic Impressions group to receive the group rate.

ROOM RATE:

The rate is \$139 for single or double occupancy, plus applicable tax.

ROOM BLOCK DATES:

A room block has been reserved for the nights of May 15, 16 and 17, 2016.

RATE AVAILABLE UNTIL:

Make your reservations prior to April 24, 2016. There are a limited number of rooms available at the conference rate. Please make your reservations early. Rooms are subject to hotel availability.

ADDITIONAL INFORMATION:

Situated in the heart of Atlanta's business district and within easy access of an array of attractions and upscale dining options, the Wyndham Atlanta Galleria is the perfect place for business and leisure travelers. Discover deluxe accommodations, renowned southern hospitality, and convenient amenities.

Situated fifteen miles from downtown Atlanta, the Wyndham Atlanta Galleria offers visitors ultimate convenience, putting them within close proximity of rich culture, world-class dining, legendary sporting events, and such popular attractions as Stone Mountain Park, Six Flags over Georgia, the Georgia Aquarium, and World of Coke.

The hotel is approximately 23 miles from Atlanta Hartsfield Jackson Int'l Airport (ATL).



PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259

PRICING (CIRCLE ONE)

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

Bring your team!

For every two people you register from your institution, receive a third registration at 50% off of the registration price.

A \$500.00 surcharge applies to registrants from corporations.

BEST VALUE	BEST VALUE	BEST VALUE	WITH AI PRO MEMBERSHIP
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\$1,295	\$395	\$395	

EARLY BIRD PRICING

Postmarked on or before April 29, 2016. For registrations postmarked after April 29, 2016, an additional \$100 fee per registrant applies.

[REGISTER ONLINE](#) or on the next page.



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.) _____

ADDITIONAL CONTACT INFORMATION

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

Additional Contact Name | Contact Phone

Additional Contact Email | Additional Contact Title

EMERGENCY CONTACT INFORMATION

Emergency Contact Name | Emergency Contact Phone



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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



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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)

HIGHER ED IMPACT

Delivered free to your inbox, Higher Ed Impact provides you with a full tool kit to help you monitor and assess the trends and strategic challenges likely to have an impact on your institution's health and competitiveness. (Check the boxes for the editions you would like to sign up for)

DAILY PULSE - Scan current events, timely research, and notable practices at other institutions.

WEEKLY SCAN - Review the week's most significant events and the most timely research in higher education, with key takeaways suggested by higher education's leading experts.

DIAGNOSTIC - Get an enterprise-wide and in-depth look at a current, strategic challenge; identify steps to take and critical questions to address.

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

Learn more or sign up to receive Higher Ed Impact at: www.academicimpressions.com/news-sign-up

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



CANCELLATION AND REFUND POLICIES



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.

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

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