CBE

Program Development Framework

This framework is based on the development process for the Texas Affordable Baccalaureate Program, with some additions from lessons learned post implementation. It is meant to assist institutions in developing their own CBE programs, particularly in consultation with the Institute for Competency-Based Education. However, any institution is welcome to use, share, and adapt this framework, and it should be modified to suit the specific context in which it is used.

What is 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 varies and the expectations about learning are held constant. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace.

— Competency-Based Education Network

Inspiration & Investigation

Assess:

- Institutional readiness for innovation.
- Systems for CBE readiness:
    - LMS/CRM/SIS
    - Predictive Analytics
    - Adaptive Learning
    - Financial Aid
    - Transcription
    - E-Portfolio
    - Staffing

ASK: What infrastructure/technology is lacking to engage in automated collection of data and provision of support services?

Identify:

- What students the program will serve.
- Student demand, local employers' needs, labor markets, and anticipated job growth in the area/region.

ASK: To what problem will CBE provide a solution?

- The kind of degree to design and offer.
- Timeline, with milestones, for program development and implementation.
- Funding sources.
- Regulatory requirements, including accreditation, financial aid, and state approval.

Collaboration & Creation

Build:

- A team of collaborators and stakeholders, involving faculty from the start and cultivating buy in from key, upper-level administrators.

- Governance structure for the program, including who has primary ownership, such as a program manager.

- Effective agendas for regular convening of planning team(s).

- The competencies:
  - Work from existing learning outcomes if an existing program.
  - Build on the Texas Tuning Process, LEAP, and DQP initiatives, if applicable.
  - Map to courses/credit hours, if needed.

ASK: What jobs do we expect our students to get? What skills are required for those jobs?

  - Reverse engineer competencies from the answers to those questions (aka backwards design).

Develop & Design:

- Learning outcomes, assessment processes, and assessment instruments.

- Authentic assessments of applied learning, when applicable.

ASK: When students finish a course, what should they know and what should they be able to do? How do we assess mastery of that knowledge and those skills, and what should those assessments look like?"

- E-portfolio environment for repository of learning artifacts.

- Learning resources to support outcomes.

- Formula for grade calculation.

- Process for transcription of grades, competencies, and courses.

- Process for awarding of credit for PLA.

- Marketing/student acquisition plan and toolkits.

- Process for admissions.

- Delivery of modules and courses, including term structure.

Evaluation & Implementation

Establish:

- Continuous improvement processes.

- Processes for learner feedback.

ASK: Who will be responsible for overseeing these processes?

- Metrics for evaluation of programmatic outcomes.

Act:

- Hire needed program faculty and staff.

- Conduct faculty, staff, and student orientations.

- Admit students.

LAUNCH PROGRAM!

- Celebrate

- Evaluate

CBE SUPPORTS

Accessibility | Acceleration | Accountability | Affordability | Employability

f /TAMUCicbe   TAMUC_icbe   tamuc.edu/icbe