WHAT Competency-Based Education LOOKS LIKE

The shape and depth of competency-based education (CBE) shifts each time a college or university starts a CBE program, because each institution's needs are different. Generally speaking, however, CBE programs distinguish themselves by "clearly defining and communicating what their graduates are required to know and be able to do," according to a report for the National Institute for Learning Outcomes Assessment. What follow are crosssections of postsecondary elements meant to illustrate a spectrum of CBE, from the more traditional to the more experimental. While necessarily non-exhaustive, the illustration is meant to give a quick introduction to how learning and other aspects of college and university work can differ according to how much CBE is applied.

More conventional

"Middle of the Road"

Less conventional

EDUCATIONAL MODEL





- Some classes
- Unbundled content
- Competencies and assessments



- No formal classes
- Referrals to open educational
- Prior-learning assessment

FACULTY ROLE



Vertically Integrated Roles: Designing and Teaching and Assessing and Advising



Partially Disaggregated Roles: Designing and/or Teaching and/or Assessing and/or Advising



Disaggregated Roles: Designing or Teaching or Assessing or Advising

LEARNING SUPPORT



Faculty-based advising



High level of coaching and mentoring at the institution or through a contracted service



- Online mentoring
- Informal learning groups

TECHNOLOGY



Web enhancements to classroom-based course



Online delivery



Adaptive learning

TYPICAL STUDENTS



- More traditional studentsMay be employed part time



- Non-traditional
- Some postsecondary experience but no degree
- Some work experience
- School and work highly integrated

FEE STRUCTURE



- Pay per term or credit hour

- Fully competency based
- Title IV eligible with special approval



- Subscription model (all you can learn within a given time)
- Direct assessment
- Not Title IV eligible