Thinking Beyond the Credit Hour

A Conversation with Change Agents
Accreditation & Higher Education

- High cost, questionable value, self-referential
- Anti-innovation, obsolete, rooted in old model
- Protects establishment, one-size fits all
- Can’t touch reputational model; can’t get rid of bad actors; doesn’t define levels of quality
- Averse to tying education to work/profession
- U.S. Higher Education considered the best but its students aren’t (graduation rates, dissatisfaction with graduates)
Disruptions

- “Unique” institutions and approaches
- Global enterprises (threat to national goals?)
- Demand for consumer protection, regulation, protection of money
- Shifting (Dual or Dueling) roles
- Quality defined differently (QI and QA defined differently)
- Compliance – QI – QA …is this really a doable triad that embraces all types of institutions?
Other Disruptions

- Traditional triad and regions strained
- Gatekeeper function pushes regulation (vouch for the whole shifts to verify specifics & find one specific flaw)
- Rapid expansion of new delivery models, approaches, ways of learning, expectations
- Less expensive, higher value models
- Focus on outcomes, competencies…perhaps a pay for learning versus time--reimbursement?
Competency-Based Programs, MOOCs, DQP, MMORPGs, Badges…

- Education & learning transformed
- Curricular redesign or transformation?
- Learning as currency
- Personalized student-defined learning & path
Real life competencies don’t naturally align with courses: Hence, translation competency/outcome framework needed.
Full Curricular Redesign

Intentionally designed & sequenced learning experiences

ORIENTATION
- Rolling entry
- Personal Dev. Plan

MODULES & ASSESSMENTS
- Competency Clusters
- Themes
- Coaches

EXPERIENCES
- PLA
- Work-based
- Integrating

MODULES & ASSESSMENTS
- Clusters & Themes
- Coaches
- External Resources

INTEGRATING CAPSTONE

Progression through competencies versus courses

Competencies aligned with accepted framework (such as DQP)
Profile (becomes the framework)

Competencies defined by institution, employer

Experiences

Competencies to achieve profile

Direct Assessment

Personalized Services

3rd-party assessment
Student determines competencies

Mentoring, Support Direct Assessment

Field Profile or Career Map

COLLABORATIVE learning the norm

Student finds experiences
Conveyor-belt competencies... accumulation or culmination?

Educational experiences (social context situated in cyberspace)?

Fully situated, deep learning and self-transformation?

Designed to fit new purposes— flexible to context or ecosystem?