Competency-Based Education (CBE): Leveraging Equity in Higher Education

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Competency-based education (CBE) has the potential to be a powerful lever for access and equity in higher education. Integrating multiculturalism into CBE programs can further promote equitable outcomes. Students need to have the support for their unique perspective and respect for what they understand within the context of culture. To affect this type of inclusion a model needs to be established that can be utilized for all courses and programs.

In an effort to develop a University wide scalable model to identify and revise courses with achievement gaps, several steps were developed. The steps included frameworks for identifying root causes of inequitable outcomes, and proposed solutions to address these challenges. To take this to the next step a standardized analysis was developed. The project combined elements from the proof of concept gateway course analysis and the Pyramid of Inclusion model. By applying specific strategies, we were able to provide replicability and scalability to curriculum change processes along with the application of the framework and strategies across courses and programs.

The Pyramid of Inclusion model for multicultural competency-based education provided actionable strategies through the design of environments of inclusion and integrated multicultural concepts for CBE. The pyramid of inclusion model emphasizes the importance of what we teach, how we teach, how we assess and support learning from a multicultural standpoint illustrating a full range of multicultural strategies.

An actionable approach in the integration of multicultural concepts into competency-based education is offered by examining gaps that exist in the performance of non-Caucasian learners in academic settings. The strategy presents a model to support the design of environments of inclusion and integrates multicultural concepts into CBE programming. This project is key to a University's mission in addressing critical and relevant issues related to a diverse learner population and gaps in diversity, equity, and inclusion within the curriculum.

Title:

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Keywords:

Competency-based education, Environments of inclusion and Multiculturalism

References:

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Abstract Summary:

Competency-based education (CBE) has the potential to be a powerful lever for access and equity in higher education. Integrating multiculturalism into CBE programs can further promote equitable outcomes. Addressing critical and relevant issues related to a diverse learner population are critical considerations for academic program success.

Content Outline:

Competency-based education (CBE)

- Powerful lever for access and equity in higher education.
- Integrating multiculturalism

University wide scalable model

- Identify and revise courses
- Several steps were developed including frameworks
- Identifying root causes of inequitable outcomes

Proposed solution to address these challenges

- Gateway course analysis and the
- Pyramid of Inclusion model
- Provide replicability and scalability

Application of the framework and strategies across courses and programs

- The Pyramid of Inclusion model for multicultural competency-based education
- Provided actionable strategies
- Inclusion and integrated multicultural concepts
  - emphasizes the importance of what we teach, how we teach, how we assess
  - illustrating a full range of multicultural strategies.

Actionable approach using multicultural concepts for competency-based education

- Non-Caucasian learners in academic settings
- Strategy presents support for the design of environments of inclusion

Conclusion: University's mission supports the CBE

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