

Competency-Based Education in Practice: From Competencies to Assessment and Implementation

Day 2

November 19, 2026

12:00-4:00 PM ET

Zoom

- SCHEDULE -

Prework:

- Read [*The Essentials: Core Competencies for Professional Nursing Education*](#)
- Review AACN's [*Essentials Competency Assessment Framework*](#)
- Review the AACN [*Progression Indicators*](#) and identify the competencies, sub-competencies, and progression indicators most relevant to your course or program.
- Review the [*Expectations for Participating in the Zoom Workshop*](#)
- Come prepared to consider a current CBE implementation or assessment challenge from your course or program.

Learning Outcomes:

- Apply progression indicators to support competency development, performance expectations, and assessment across the curriculum.
- Apply principles of competency-based assessment to develop and refine authentic assessment strategies that align competencies, performance expectations, and evidence of learner competency.
- Utilize strategies for organizing and clustering competencies, sub-competencies, progression indicators, and assessment approaches to support manageable and meaningful course-level implementation.
- Identify practical strategies for addressing common challenges associated with implementing and assessing CBE in varied educational contexts.

Nursing Continuing Professional Development:

- The American Association of Colleges of Nursing is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.
- Participants may earn up to 3.75 CEUs for Nursing Continuing Professional Development.
- There are no relevant financial relationships for any of the planners and presenters for this activity.
- Sponsors have not been involved with the planning of content for sessions awarding contact hours.
- For sessions awarding contact hours, participants must attend in entirety and complete an evaluation after the conference. A continuing nursing education/nursing continuing professional development certificate will be provided.
- There are no known conflicts of interest concerning planners and presenters.

Day Two

11:55-12:00 p.m.

Log-in & Tech Check

12:00-12:15 p.m.

Welcome and Overview: Moving from CBE Foundations to Application

This opening session will orient participants to the workshop and frame the day around moving from a foundational understanding of the Essentials and CBE to addressing the practical realities of implementation.

Speaker: Charla Long, JD, President, Competency-Based Education Network (C-BEN)

12:15-12:45 p.m.

Putting the Progression Indicators to Work

This session will explore the role of progression indicators in supporting competency development across the curriculum. Participants will review key updates to the progression indicators and consider how to use them to clarify performance expectations, support progression toward competency, and inform curriculum-level decisions about competency development and assessment.

Speaker: Charla Long, JD, President, Competency-Based Education Network (C-BEN)

12:45-1:30 p.m.

From Competencies to Evidence: Designing Assessment for CBE

This session will explore how faculty can translate established performance expectations into meaningful evidence of student learning and competency development. Participants will examine approaches to authentic, criterion-referenced assessment; formative and summative assessment; rubric development; and the use of progression indicators to inform assessment. Examples and exemplars will demonstrate how competencies, performance expectations, and assessment strategies can be aligned without relying on a one-size-fits-all approach.

Speakers: Jacquelyn McMillian-Bohler, PhD, APRN, Director, Institute for Educational Excellence, School of Nursing, Duke University, and Dawn Mueller-Burke, PhD, CRNP, NNP-BC, Assistant Professor/Neonatal Nurse Practitioner, University of Maryland, Baltimore, University of Maryland Medical Center

1:30-1:45 p.m.

Break

1:45–2:45 p.m.

Making It Manageable: Organizing Competencies, Progression Indicators, and Assessment Approaches at the Course Level

Moving from CBE principles to course-level implementation can leave faculty managing numerous competencies, sub-competencies, progression indicators, and assessment expectations. This session will explore practical approaches for organizing and clustering these components into a manageable and meaningful structure at the course level. Participants will examine strategies for bringing competencies, performance expectations, and assessment approaches together to support coherent teaching, learning, and assessment within a course.

Speakers: Jacquelyn McMillian-Bohler, PhD, APRN, Director, Institute for Educational Excellence, School of Nursing, Duke University, and Dawn Mueller-Burke, PhD, CRNP, NNP-BC, Assistant Professor/Neonatal Nurse Practitioner, University of Maryland, Baltimore, University of Maryland Medical Center

2:45-3:45 p.m.

CBE in Practice: Strategies for Real-World Implementation Challenges

Implementing CBE across diverse educational settings requires faculty to adapt competency-based principles to real-world constraints. This session will examine practical strategies for addressing common implementation challenges, such as assessing individual competency within large cohorts, providing meaningful formative assessment, working within limited faculty and resource capacity, and scaling authentic learning and assessment experiences. Drawing on the experiences of AACN *Essentials* Coaches and examples from nursing education, participants will explore potential approaches for maintaining the principles of CBE while adapting implementation to their educational context.

Speaker: Dana Tschannen, PhD, RN, Associate Dean for Undergraduate Studies, School of Nursing, University of Michigan

3:45-4:00 p.m.

Q&A / Resources / Closing