

Development of a Competency-Linked Online Graduate Program



Michelle Bartlett, Ph.D.



Jessica L. White, Ph.D.

Session Objectives

- Determine⁽³⁾ the importance of competency-linked education
- Identify⁽⁴⁾ pros and cons of implementing competency-linked education practices
- Develop⁽⁶⁾ own strategies to align competencies in own course or program



Overview

- Project Goals:
 - Link curriculum and course activities with competencies from accepted international organization
 - Provide students with increased labor market outcomes upon graduation



Program Background



- First fully online degree program at NC State
- Program coordinator worked with well-known training organization
- Desire to align required program courses with ATD Competency Model
- Design courses to be synchronous or asynchronous

Definition of Competency-Linked Education

- Falls in the spectrum of competency-based education
- Book (2014) - no definitive definition of competency-based education; several models exist
- Faculty members
 - Identify competencies
 - Select content, readings and assignments to help students meet identified competencies
 - Engage students in learning process

Why Link Competencies?



- Allow students to master skills at their pace while meeting course objectives
- Deliver content at 5- or 15-week pace
- Improve labor market outcomes for students
- Prepare students with skills needed for workforce
- Provide students list of competencies in which they are proficient

Competency Alignment Process

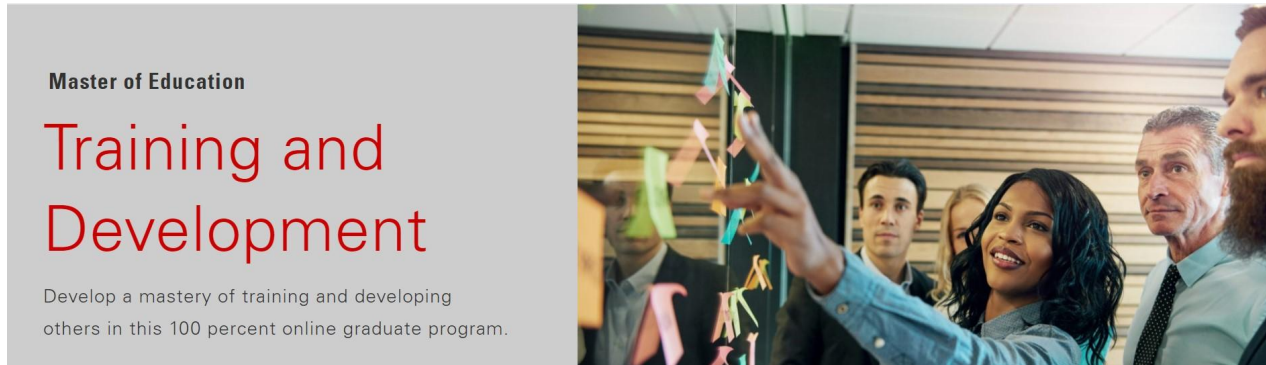


	Course	ATD Competency
1	Designing Instructional Systems	Instructional Design
2	Advanced Instructional Design	Instructional Design
3	Organization Operation of T&D Programs	Managing Learning Programs
4	Needs Assessment and Task Analysis	Performance Improvement
5	Evaluating Training and Transfer Effectiveness	Evaluating Learning Impact
6	Integrating Technology in T&D	Learning Technologies
7	Methods and Techniques of T & D	Training Delivery
8	Research in AHE	Knowledge Management
9	Organizational Change in HRD	Change Management
10	Adult Learner	Training Delivery
11	Special Topics: Leadership	Coaching
12	Capstone	Integrated Talent Management
	Total	36 credit hours

- Courses
- Activities and assignments
- Modifications
- Entire program curriculum

What Does Our Program Look Like?

- Emphasis on building community
- Faculty engage with students through variety of modalities
- Focus on building practitioners with knowledge, skills, and abilities to enter training and development workforce



Challenges

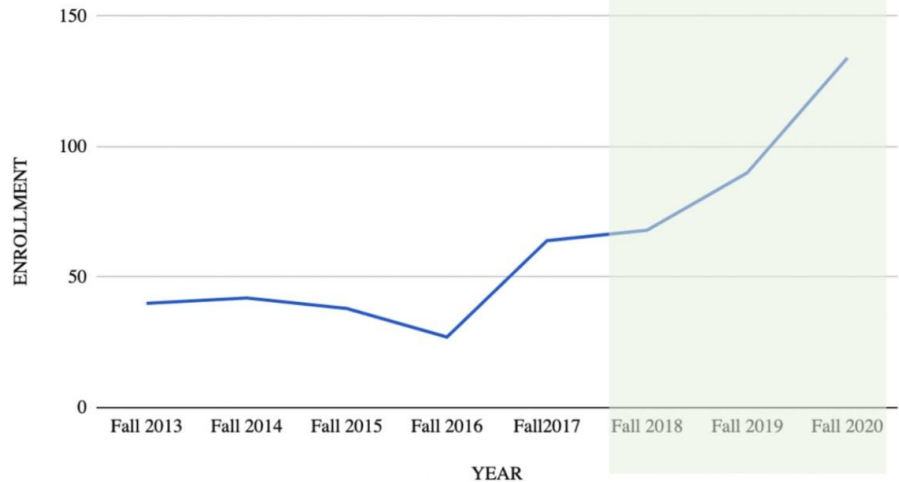
- Developing competencies or finding existing competencies
- Linking the competencies
- Obtaining faculty buy-in
- Training faculty
- Transitioning all course(s) to the new model



Successes

- Graduates finish course(s) with a set of skills obtained throughout the course.
- Courses close the gap between course content and job-related skills.
- Higher program enrollment during and after the project.

Enrollment Growth 2013-2020



Note: Green shaded area represents the enrollment growth during the years of linking curriculum and deliverables to competencies.

Relevance to Teaching & Learning in Higher Education

- Competency-linked education
 - Student success definition
 - Labor market outcomes
 - Apply skills outside classroom



Questions



For Additional Information, Contact



Michelle Bartlett

mebartle@ncsu.edu

<https://linkedin.com/in/drmbartlett>



Jessica L. White

jlwhite6@ncsu.edu

<https://linkedin.com/in/drjessicalwhite>

<https://delta.ncsu.edu>