

Collaborative Teaming in the Development and Evaluation of Curricular Models and Competencies

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Abstract

Shared thinking and collaborative teaming between academics and professionals are essential to compete in the global economy. Competency based curriculum is the bridge that links instruction with professional elements. Instructors must deliver curriculum that transforms today's thinking to solve tomorrow's problems. Professional competence across academic disciplines occurs by linking instruction with curriculum such that upon completion of the program the individual is prepared to introduce thought provoking solutions to professional problems. Competencies are observable and can be measured and assessed in learning outcomes to ensure their acquisition. Shared thinking requires bringing the right people together at the right time for the right purpose to achieve the right results. This paper intends to identify learning outcomes that link curriculum with professional elements. Curriculum development is an internal process that consists of linking learning outcomes with competencies. A pedagogical model may be used to link learning outcomes to professional elements through competency based curriculum. Conducting a position analysis of local government professional elements illustrate how this model may be applied. This analysis describes the duties, responsibilities and technologies associated with the position. This information is then applied against the California State University learning outcomes assessment and select campus Public Administration course curriculums to determine effectiveness.