



Austin Competency Analysis Profile

ASL Interpreter

Conducted

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Preface

Austin Community College would like to express our sincere appreciation to our business, industry, labor, and community partners who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list, employability skills, and academic skill levels that have been developed and validated by subject matter experts who perform the occupation. This list will be used to develop programs that address the needs of business and industry by equipping current and aspiring supervisors with the entry skills required in a workplace environment.

A CAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

ACAP: ASL Interpreter

ASL Interpreter
Community Interpreter
Deaf Interpreter
Deaf-Blind Interpreter
Educational Interpreter
Legal Interpreter
Medical Interpreter
Religious Interpreter
Sign Language Interpreter
Theatrical Interpreter
Trilingual Interpreter
VRS Interpreter

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare students for *entry level* positions in this field. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes students need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure business and industry input that is relative and meaningful to the workplace. These *Competencies* are intended to include all basic, necessary skills for this occupational area, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

Key Terms:

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP: ASL Interpreter

Unit 1	Linguistic Theory and Language Skills
Unit 2	Interpreting Theory and Skills
Unit 3	Professionalism
Unit 4	Cultural and Community Awareness

Resources

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Occupational Competencies

ACAP: ASL Interpreter

Unit 1: Linguistic Theory and Language Skills

Competency 1.1 Analyze specific linguistic features, content, and message

Competency Builders:

- 1.1.1 Define language, linguistics, and discourse
- 1.1.2 Understand the terms associated with aspects of linguistics and discourse
- 1.1.3 Identify linguistic structures in language (e.g., Phonology, Morphology, etc.)
- 1.1.4 Identify and describe parts of language (e.g., nouns, verbs, pronouns, determiners)
- 1.1.5 Gain an understanding of the semantics, pragmatics, & sociolinguistic variations of language
- 1.1.6 Identify the parameters of context

Competency 1.2 Apply principles of linguistics to communication

Competency Builders:

- 1.2.1 Identify the linguistic registers
- 1.2.2 Identify the range within specific registers
- 1.2.3 Identify appropriate lexical choices based on socio-political, register, and genre factors
- 1.2.4 Explain dynamic equivalence (Source /Target message)

Competency 1.3 Analyze the impact of an interpretation on the discourse between two or more people

Competency Builders:

- 1.3.1 Explain discourse analysis
- 1.3.2 Describe the value of discourse analysis to achieving effective interpretations
- 1.3.3 Distinguish between ritual and system constraints
- 1.3.4 Discuss discourse as it occurs in everyday activities
- 1.3.5 Compare ASL and English discourse features

Competency 1.4 Communicate using gestures

Competency Builders:

- 1.4.1 Describe the use of gestures as a means of communication
- 1.4.2 Utilize basic gestural handshapes to create visual-spatial formation
- 1.4.3 Analyze the relationship between gestures and signs

Competency 1.5 Communicate using fingerspelling

Competency Builders:

- 1.5.1 Identify and produce proper handshapes for the manual alphabet and numbers
- 1.5.2 Demonstrate the correct positioning for spelling words and number
- 1.5.3 Produce numbers in isolation as well as incorporated into signs
- 1.5.4 Produce variations in fingerspelled letters and numbers
- 1.5.5 Develop speed and fluency of fingerspelling and numbers while maintaining clarity and accuracy
- 1.5.6 Develop receptive fingerspelled word recognition skills, as opposed to solely focusing on each letter
- 1.5.7 Develop receptive and expressive vocabulary for fingerspelling and lexicalized fingerspelling

Competency 1.6 Communicate fluently in ASL and English

Competency Builders:

1. 6.1 Acquire ASL receptively with a variety of signers in a variety of settings
1. 6.2 Produce ASL combining signing, finger spelling, specific body language and conceptually accurate sign production
1. 6.3 Produce appropriate pronunciation of English words, phrases, and idioms
1. 6.4 Utilize ASL expansion strategies when appropriate
1. 6.5 Express oneself correctly, fluently, clearly, and with poise in English and ASL
1. 6.6 Communicate in a range of registers, from formal to intimate
1. 6.7 Apply public speaking skills in both ASL and English

Competency 1.7 Maintain a high degree of grammatical accuracy in ASL

Competency Builders:

- 1.7.1 Identify grammatical features of ASL
- 1.7.2 Apply ASL Structure and basic linguistic aspects
- 1.7.3 Apply complex receptive and expressive skills in ASL discourse
- 1.7.4 Produce complex ASL sentence structures
- 1.7.5 Produce target, content-specific commands, questions, and statements in ASL
- 1.7.6 Produce dialogue, sentences, narratives and/or stories utilizing ASL grammatical features

Competency 1.8 Maintain a high degree of grammatical accuracy in English

Competency Builders:

- 1.8.1 Identify grammatical features of English
- 1.8.2 Apply English Structure and basic linguistic aspects
- 1.8.3 Apply complex receptive and expressive skills in English discourse
- 1.8.4 Produce complex English sentence structures

- 1.8.5 Produce target, content-specific commands, questions, and statements in English
- 1.8.6 Produce dialogue, sentences, narratives and/or stories utilizing English grammatical features

Unit 2: Interpreting Theory and Skills

Competency 2.1 Interpret in a manner that results in accurate and reliable interpretations in both ASL and English

Competency Builders:

- 2.1.1 Choose the appropriate mode (e.g. simultaneous, consecutive) of interpreting in a given setting
- 2.1.2 Listen to speakers' statements to determine meanings and to prepare interpretations
- 2.1.3 Maintain message content, context, and style as much as possible, without distortions, additions, or omissions
- 2.1.4 Seek clarification in appropriate manner and at appropriate time
- 2.1.5 Utilize cloze skills
- 2.1.6 Manage the flow of communication (i.e. ask a speaker/signer to pause or slow down)
- 2.1.7 Manage internal factors (e.g. personal filters and intrapersonal communications) by adhering to appropriate norms, rituals, and protocol
- 2.1.8 Manage external factors (e.g. environmental, logistical and situational) by adhering to appropriate norms, rituals, and protocol
- 2.1.9 Maintain transparency (i.e. when asking for clarification, interpreter says to all parties, "I, the interpreter, did not understand, so I am going to ask for an explanation")
- 2.1.10 Make adjustments based on consumer feedback
- 2.1.11 Correct errors in interpretation as soon as appropriate
- 2.1.12 Transliterate or interpret by observing the language use of deaf or hard of hearing consumers
- 2.1.13 Apply strategies for facilitating communication (i.e. attention getting techniques, turn taking signals, and others)

Competency 2.2 Participate in team interpreting

Competency Builders:

- 2.2.1 Establish team dynamics
- 2.2.2 Ask for and provide support from team (e.g. back channeling, feedback)
- 2.2.3 Indicate to team how to feed and to receive a feed
- 2.2.4 Cooperate with team members
- 2.2.5 Determine appropriate role in a given setting

Competency 2.3 Analyze the effectiveness of interpreting performance

Competency Builders:

- 2.3.1 Apply contemporary theories of performance assessment
- 2.3.2 Identify strengths and weaknesses of interpreting performance generated by self and peers
- 2.3.3 Identify when communication is/is not linguistically effective

Competency 2.4 Use technology and equipment specific to ASL/English interpreting (e.g. video remote interpreting, video relay services, microphones)

Competency Builders:

- 2.4.1 Identify variety of technology and equipment specific to ASL/English interpreting
- 2.4.2 Explain appropriate usage of interpreting technology and equipment
- 2.4.3 Select appropriate technology and/or equipment in a given setting

Competency 2.5 Interpret in technical or specialized settings (e.g. technical, legal, medical, theatrical, educational)

Competency Builders:

- 2.5.1 Identify resources for content-specific vocabulary
- 2.5.2 Research terminology and information to be used in interpretations
- 2.5.3 Refer to reference materials (e.g. dictionaries, lexicons, encyclopedias, and computerized terminology banks) as needed to ensure translation accuracy
- 2.5.4 Produce appropriate spelling, pronunciation, and conceptually accurate sign production for technical or specialized words, phrases, and idioms
- 2.5.5 Check meaning of technical terms and terminology to ensure that they are accurate and remain consistent throughout interpretation

Competency 2.6 Synthesize theoretical frameworks as they apply to interpreting in a variety of contexts

Competency Builders:

- 2.6.1 Describe theories of interpretation
- 2.6.2 Explain cross-cultural and interpretation theories
- 2.6.3 Compare and contrast linguistic characteristics in a variety of signed language interpretations
- 2.6.4 Define philosophical frames (e.g. helper, machine, communication facilitator, bilingual/bicultural)
- 2.6.5 Identify history of interpreting roles (e.g. operator, interpreter, ally, or customer service provider)
- 2.6.6 Recognize types of interpreting models (e.g. Gish, Colonomos, Cokely)

Unit 3: Professionalism

Competency 3.1 Manage personal and professional demands that occur during interpreting

Competency Builders:

- 3.1.1 Prepare for all assignments (e.g. inquire about the nature of the assignment, review relevant terminology)
- 3.1.2 Identify appropriate professional demeanor and practices (e.g. arrive on time, appropriate dress)
- 3.1.3 Identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting)
- 3.1.4 Maintain professional behavior
- 3.1.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards
- 3.1.6 Adapt to changes that arise during assignments
- 3.1.7 Apply professional conflict resolution strategies when appropriate
- 3.1.8 Perform sight translation when applicable

Competency 3.2 Apply honest and ethical practices in all interpreting assignments

Competency Builders:

- 3.2.1 Represent credentials accurately
- 3.2.2 Acknowledge limitations with respect to particular assignments
- 3.2.3 Decline assignments for which one is not qualified
- 3.2.4 Make ethically appropriate decisions while interpreting

Competency 3.3 Advocate for conditions that protect the rights and welfare of consumers and interpreters

Competency Builders:

- 3.3.1 Identify working conditions that support quality interpreting
- 3.3.2 Indicate when fatigue might compromise interpreting accuracy
- 3.3.3 Take appropriate action to prevent and/or report harm to parties that the interpreter serves

Competency 3.4 Maintain confidentiality

Competency Builders:

- 3.4.1 Disclose information only to appropriate parties (e.g. treating physician) or with consent
- 3.4.2 Protect written/electronic client information in his or her possession
- 3.4.3 Follow all legal regulations, rules, laws and/or guidelines that apply to interpreting assignments

Competency 3.5 Maintain impartiality to eliminate the effect of interpreter bias or preference

Competency Builders:

- 3.5.1 Refrain from allowing personal judgments or cultural values to influence neutrality
- 3.5.2 Disclose potential conflicts of interest (e.g. personal involvement, ideology)
- 3.5.3 Withdraw from assignments if necessary

Competency 3.6 Manage interpreting assignments with respect and dignity

Competency Builders:

- 3.6.1 Use professional and culturally appropriate ways of showing respect
- 3.6.2 Promote direct communication among all parties (e.g. tell the parties to address each other, rather than the interpreter)
- 3.6.3 Situate self for optimal placement and positioning
- 3.6.4 Describe the importance of power as a part of interpreting

Competency 3.7 Clarify the scope and limits of the interpreting role, in order to avoid conflicts of interest

Competency Builders:

- 3.7.1 Refrain from personal involvement with all parties during the interpreting assignment
- 3.7.2 Limit own activity to interpreting within an assignment
- 3.7.3 Maintain emotional neutrality
- 3.7.4 Describe the implications of having dual roles in an interpreting assignment

Competency 3.8 Pursue professional development to attain the highest possible level of competence and service

Competency Builders:

- 3.8.1 Continue to develop language and cultural knowledge and interpreting skills (e.g. stay up to date on changes in medical terminology or regional slang)
- 3.8.2 Seek feedback to improve performance
- 3.8.3 Support the professional development of fellow interpreters (mentoring)
- 3.8.4 Participate in organizations and activities that contribute to the development of the profession

Competency 3.9 Apply principles of customer service to interpreting assignments

Competency Builders:

- 3.9.1 Conduct assessment of client needs (e.g. oral interpretation, cued speech, tactile signing)
- 3.9.2 Request feedback from client and team (if applicable)
- 3.9.3 Communicate client needs to appropriate personnel in order to accommodate them in the future

- 3.9.4 Communicate fluently in ASL and English in a variety of settings with clients of various ages and backgrounds
- 3.9.5 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the client(s)

Competency 3.10 Discuss the scope and authority of state and federal laws impacting deaf people and interpreters

Competency Builders:

- 3.10.1 Describe state and national interpreter certification and/or licensure options and processes
- 3.10.2 Describe the implications of these systems on the employment of interpreters
- 3.10.3 Stay current on changes/updates to rules and regulations affecting interpreters

Unit 4: Cultural and Community Awareness

Competency 4.1 Analyze differences and commonalities among Deaf and hearing cultures

Competency Builders:

- 4.1.1 Describe characteristics of Deaf Culture and the Deaf Community
- 4.1.2 Describe behavior and group norms, values, and common knowledge of Deaf people
- 4.1.3 Explore the traditions of Deaf people (e.g. history, folklore, Deaf Art/De'VIA, ASL literature, and Deaf literature)

Competency 4.2 Examine the history and socio-political experiences of the Deaf community

Competency Builders:

- 4.2.1 Discuss the major historical eras, events and figures in the Deaf community that impact Deaf and hard of hearing people
- 4.2.2 Describe the resulting implications of these events/figures for interpreting (e.g., audism, Deaf President Now, Clerc, Milan)
- 4.2.3 Describe the historical foundations of the interpreter profession and its impact on the Deaf community
- 4.2.4 Discuss issues currently controversial among members of the Deaf community
- 4.2.5 Define attitudes and oppression within the hearing and Deaf communities (e.g. hearing privilege, Deaf Heart)
- 4.2.6 Discuss the labels (e.g. Deaf, deaf, mute, hearing impaired) and stereotypes of Deaf people in historical context (cultural vs. pathological perspectives on Deaf people)
- 4.2.7 Identify organizations and agencies that could or do serve Deaf people

Competency 4.3 Examine communication across cultural differences

Competency Builders:

- 4.3.1 Familiarize self with the cultures associated with the languages one interprets
- 4.3.2 Respect cultural differences among individuals
- 4.3.3 Utilize appropriate behavioral and communicative strategies both while conversing and while interpreting (e.g. strategies for introductions, turn-taking, and follow-up)
- 4.3.4 Use cultural norms appropriate to ASL and English
- 4.3.5 Alert all parties to any significant cultural misunderstanding that arises
- 4.3.6 Describe the cultural implications of using inappropriate gestures in unfamiliar cultural etiquettes in diverse countries and customs

Employability Competencies

Employability Competencies are underlying skills, including work habits and ethics, essential to the workplace and personal growth. SCANS (Secretary's Commission on Achieving Necessary Skills) are the basis for these competencies and are included in all programs based on an ACAP (Austin Competency Analysis Profile). These skills are taught with the intention of providing the student with a well-rounded understanding of workplace expectations in areas not specific to a particular occupation, in an attempt to develop a valuable employee.

ACAP: ASL Interpreter

Unit 1:	Resources
Unit 2:	Interpersonal
Unit 3:	Information
Unit 4:	Systems
Unit 5:	Technology
Unit 6:	Basic Skills
Unit 7:	Thinking Skills
Unit 8:	Personal Qualities

Unit 1: Resources

Competency 1.1 Manage time effectively

Competency Builders:

- 1.1.1 Select relevant, goal-related activities
- 1.1.2 Rank activities in order of importance
- 1.1.3 Allocate time to activities
- 1.1.4 Identify tasks to be completed
- 1.1.5 Develop and follow an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, and task deadlines, without wasting time
- 1.1.6 Identify possible impact of schedules on other activities
- 1.1.7 Evaluate and adjust a schedule

Competency 1.2 Manage money effectively

Competency Builders:

- 1.2.1 Prepare or use budgets including making cost and revenue forecasts
- 1.2.2 Record details to track budget performance
- 1.2.3 Adjust budget appropriately when needed
- 1.2.4 Allocate money to include accurately preparing and using a budget according to a consistent and orderly accounting method
- 1.2.5 Calculate future budgetary needs based on projected costs and revenues
- 1.2.6 Track the extent to which actual costs and revenues differ from the estimated budget, and take appropriate and effective action

Competency 1.3 Manage material and facility resources effectively

Competency Builders:

- 1.3.1 Store resources such as materials, supplies, parts, equipment, space or final products in an order that makes the best use of them
- 1.3.2 Allocate materials and facility resources to include carefully planning the steps involved in the acquisition, storage, and distribution of resources
- 1.3.3 Acquire, transport, and store material and facility resources safely and efficiently
- 1.3.4 Maintain material and facility resources in good condition
- 1.3.5 Distribute material and resources to the end user

Competency 1.4 Manage human resources efficiently

Competency Builders:

- 1.4.1 Assess people's knowledge, skills and potential
- 1.4.2 Identify present and future work load
- 1.4.3 Match individual talents and workload effectively
- 1.4.4 Monitor performance and provide feedback actively

Unit 2: Interpersonal Skills

Competency 2.1 Participate as a member of a team

Competency Builders:

- 2.1.1 Work cooperatively with others
- 2.1.2 Contribute to group with ideas, suggestions, and efforts
- 2.1.3 Complete personal share of tasks necessary to complete a project
- 2.1.4 Encourage team members by listening and responding appropriately to their contributions
- 2.1.5 Build on individual team members' strengths
- 2.1.6 Resolve differences for the benefit of the team
- 2.1.7 Take personal responsibility for accomplishing goals
- 2.1.8 Challenge existing procedures, policies, or authorities responsibly

Competency 2.2 Teach others

Competency Builders:

- 2.2.1 Coach or otherwise teach others to apply related concepts and theories to tasks
- 2.2.2 Convey job information to allow others to see its applicability and relevance to tasks
- 2.2.3 Identify training needs of others
- 2.2.4 Assess performance of others
- 2.2.3 Provide feedback on others' performance in a constructive manner
- 2.2.4 Provide solutions to observed problems

Competency 2.3 Serve clients/customers

Competency Builders:

- 2.3.1 Identify customers/clients expectations through surveys, questions, body language, or expressions
- 2.3.2 Communicate and work with clients/customers to satisfy their expectations
- 2.3.3 Listen actively to customers to avoid misunderstanding and to identify needs
- 2.3.4 Provide alternatives to clients/customers to satisfy their expectations
- 2.3.5 Provide services and goods in a timely, positive manner
- 2.3.6 Obtain additional resources to satisfy client needs efficiently

Competency 2.4 Exercise leadership

Competency Builders:

- 2.4.1 Communicate thoughts, feelings, and ideas to justify a position
- 2.4.2 Motivate and/or convince individuals or groups through encouragement or persuasion
- 2.4.3 Challenge existing procedures, policies or authorities responsibly
- 2.4.4 Use rules/values followed by others

- 2.4.5 Justify a position logically and appropriately
- 2.4.6 Consider minority viewpoints in making decisions or taking action

Competency 2.5 Negotiate to arrive at a decision

Competency Builders:

- 2.5.1 Achieve agreement through exchanging specific resources or resolving divergent interests
- 2.5.2 Research opposition and the history of the conflict
- 2.5.3 Set realistic, obtainable goals
- 2.5.4 Present facts and arguments
- 2.5.5 Listen to and reflect upon what has been said
- 2.5.6 Clarify problems and resolve conflicts
- 2.5.7 Propose and examine possible options
- 2.5.8 Make reasonable compromises

Competency 2.6 Work with cultural diversity

Competency Builders:

- 2.6.1 Work with men and women, and a variety of ethnic, social and educational backgrounds
- 2.6.2 Compare one's own culture and that of others
- 2.6.3 Respect the rights of others while helping them make cultural adjustments when necessary
- 2.6.4 Base impression upon individual performance, not stereotypes
- 2.6.5 Understand concerns of members of other ethnic and gender groups

Unit 3: Information

Competency 3.1 Acquire and evaluate information

Competency Builders:

- 3.1.1 Pose analytic questions to determine specific information needs
- 3.1.2 Select appropriate information sources
- 3.1.3 Determine when new information must be created and do so
- 3.1.4 Evaluate data for relevance and accuracy

Competency 3.2 Organize and maintain information

Competency Builders:

- 3.2.1 Organize a variety of information forms or sources in a systemic fashion
- 3.2.2 Maintain written or other forms of information to keep up-to-date information available in a systemic fashion

- 3.2.3 Organize information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.
- 3.2.4 Transform data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods

Competency 3.3 Interpret and communicate information

Competency Builders:

- 3.3.1 Select information to be communicated
- 3.3.2 Identify best methods to present information (e.g., overheads, handouts, etc.)
- 3.3.3 Communicate results to others in desired format
- 3.3.4 Convey information to others through a variety of means including oral, written, graphic, pictorial or multi-media methods

Competency 3.4 Process information using computer

Competency Builders:

- 3.4.1 Acquire information from the internet and other computer based resources
- 3.4.2 Organize information, using spreadsheets, word processor, and data bases effectively
- 3.4.3 Analyze information to identify trends, make projections, etc.
- 3.4.4 Enter, modify, retrieve, store and verify data and other information in a computer
- 3.4.5 Choose format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative)
- 3.4.6 Convey information into the chosen format
- 3.4.7 Communicate information using e-mail, list serves, word processor, or other computer based communication functions

Unit 4: Systems

Competency 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and ethically

Competency Builders:

- 4.1.1 Identify dynamics and components of social, organizational and technological systems
- 4.1.2 Recognize acceptable behavior and attitudes within social, organizational and technological systems
- 4.1.3 Communicate through acceptable methods to interact with social, organizational, and technological systems effectively, efficiently, and ethically
- 4.1.4 Recognize how a system's structures relate to goals
- 4.1.5 Recognize the right of people to ask for information and where to get resources

Competency 4.2 Monitor and correct performance of a system

Competency Builders:

- 4.2.1 Distinguish trends
- 4.2.2 Predict impact of actions on system operations
- 4.2.3 Diagnose deviations in the function of a system/organization
- 4.2.4 Correct performance through necessary action
- 4.2.5 Detect deviations from systems intended purpose
- 4.2.6 Troubleshoot the system
- 4.2.7 Make changes to the system to rectify system function and to ensure quality of product

Competency 4.3 Improve and design systems

Competency Builders:

- 4.3.1 Make suggestions to modify or improve existing products or services
- 4.3.2 Implement approved improvements in systems
- 4.3.3 Evaluate the benefits of the improvements

- 4.3.4 Develop/recommend new or alternative system designs based on relevant feedback
- 4.3.5 Communicate the results of the evaluations

Unit 5: Technology

Competency 5.1 Select appropriate technology

Competency Builders:

- 5.1.1 Determine the desired results or outcomes and applicable restraints
- 5.1.2 Visualize the necessary methods and applicable technology
- 5.1.3 Evaluate specifications
- 5.1.2 Judge which procedures, tools, machines or programs will produce the desired results

Competency 5.2 Apply technology to task

Competency Builders:

- 5.2.1 Set up tools such as machines, computers, and programming systems, using proper procedures, to get desired results
- 5.2.2 Analyze how different parts of machines interact and how machines interact with broader production systems
- 5.2.3 Install machines including computers
- 5.2.4 Interpret machine output accurately
- 5.2.5 Detect errors from program output

Competency 5.3 Maintain and troubleshoot technology

Competency Builders:

- 5.3.1 Prevent problems in machines, computers, and other technologies
- 5.3.2 Identify problems in machines, computers and other technologies
- 5.3.3 Perform routine maintenance and service of machines, computers, and other technologies
- 5.3.4 Detect more serious problems
- 5.3.5 Generate workable solutions to correct deviations
- 5.3.6 Recognize need for additional help

Unit 6: Basic Skills

Competency 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding

Competency Builders:

- 6.1.1 Determine the main idea or essential message
- 6.1.2 Identify relevant details, facts, and specifications
- 6.1.3 Infer or locate the meaning of unknown or technical vocabulary
- 6.1.4 Judge the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers

Competency 6.2 Communicate thoughts, ideas, information, and messages in writing

Competency Builders:

- 6.2.1 Record information completely and accurately
- 6.2.2 Compose and create documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts
- 6.2.3 Use language, style, organization and format appropriate to the subject matter, purpose, and audience
- 6.2.3 Include supporting documentation where appropriate
- 6.2.4 Attend to level of detail
- 6.2.5 Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation

Competency 6.3 Perform arithmetic computations and concepts with appropriate technology and/or paper and pencil to solve simple work problems

Competency Builders:

- 6.3.1 Perform basic computations
- 6.3.2 Use basic numerical concepts such as whole numbers and percentages in practical situations
- 6.3.3 Make reasonable estimates of arithmetic results without a calculator
- 6.3.4 Use tables, graphs, diagrams, and charts to obtain or convey quantitative information

Competency 6.4 Perform mathematics in a variety of techniques to approach practical problems appropriately

Competency Builders:

- 6.4.1 Choose appropriate technique to solve problem
- 6.4.2 Use quantitative data to construct logical explanations for real world situations
- 6.4.3 Express mathematical ideas and concepts orally and in writing
- 6.4.4 Predict an event considering the role of chance in the occurrence

Competency 6.5 Listen and react appropriately to verbal messages

Competency Builders:

- 6.5.1 Receive, attend to, interpret, and respond to verbal messages appropriately
- 6.5.2 Receive, attend to, interpret, and respond to other cues such as body language appropriately
- 6.5.3 Listen to comprehend, learn, critically evaluate, appreciate, or support the speaker

Competency 6.6 Deliver oral messages appropriately to listeners

Competency Builders:

- 6.6.1 Organize ideas and communicates orally as appropriate for the situation and listeners
- 6.6.2 Participate in conversation, discussion, and group presentations
- 6.6.3 Select an appropriate medium for conveying a message
- 6.6.4 Use verbal language and other cues, such as body language, in a way appropriate in style, tone, and level of complexity to the audience and the occasion
- 6.6.5 Speak clearly and communicate a message
- 6.6.6 Respond to listener feedback in a way that indicates understanding
- 6.6.7 Ask questions when needed

Unit 7: Thinking Skills

Competency 7.1 Generate new ideas using creative thinking

Competency Builders:

- 7.1.1 Change or reshapes goals using nonlinear or unusual connections
- 7.1.2 Imagine new ideas by combining ideas or information in new ways

- 7.1.3 Connect seemingly unrelated ideas
- 7.1.4 Reshape goals in ways that reveal new possibilities

Competency 7.2 Make decisions

Competency Builders:

- 7.2.1 Specify goals and constraints
- 7.2.2 Generate alternatives
- 7.2.3 Consider risks
- 7.2.4 Evaluate and choose best alternatives
- 7.2.5 Analyze how personal, family, and social factors influence decisions, behaviors, and lifestyles
- 7.2.6 Utilize a decision-making process to develop future career goals

Competency 7.3 Apply problem solving skills appropriate to situation

Competency Builders:

- 7.3.1 Recognize a problem exists (i.e., that there is a discrepancy between what is and what should be)
- 7.3.2 Identify possible reasons for the problem
- 7.3.3 Devise and implement a plan of action to resolve the problem
- 7.3.4 Evaluate and monitor progress
- 7.3.5 Revise the plan as indicated by the findings
- 7.3.6 Communicate in both oral and written language while working with others to identify/resolve problems
- 7.3.7 Reason inductively and deductively to solve problems
- 7.3.8 Select and apply problem-solving methods

Competency 7.4 See things in the mind's eye

Competency Builders:

- 7.4.1 Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation (such as a building from blueprints)
- 7.4.2 Visualize possible options
- 7.4.3 Communicate visualized options verbally

Competency 7.5 Apply learning strategies to support life-long learning

Competency Builders:

- 7.5.1 Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations
- 7.5.2 Evaluate learning style (visual, aural, etc.) to make proper selection of learning techniques

- 7.5.3 Identify various learning techniques including formal learning strategies (note taking or clustering items that share some characteristics) and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions)
- 7.5.4 Make decisions/plans concerning school to work training and future educational needs using relevant resources

Competency 7.6 Apply reasoning to finding solutions or draw conclusions

Competency Builders:

- 7.6.1 Discover a rule or principle underlying the relationship between two or more objects
- 7.6.2 Extract rules or principles from a set of objects or a written text
- 7.6.3 Apply principles to solve problems
- 7.6.4 Draw conclusion from available information using logic
- 7.6.5 Apply rules and principles to a new situation
- 7.6.6 Determine which conclusion is correct when given a set of facts and conclusions
- 7.6.7 Evaluate alternatives and assess consequences to achieve personal and social goals

Unit 8: Personal Qualities

Competency 8.1 Act responsibly

Competency Builders:

- 8.1.1 Persevere toward goal attainment with a high level of effort
- 8.1.2 Set high standards in order to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task
- 8.1.3 Display a high standard of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks

Competency 8.2 Exhibit effective self-esteem

Competency Builders:

- 8.2.1 Maintain a positive view of self and believes in own self-worth
- 8.2.2 Identify own skill and abilities possessed
- 8.2.3 Recognize own emotional capacity and needs
- 8.2.4 Identify/Apply effective ways to handle emotional capacity and needs
- 8.2.5 Recognize own impression on others

Competency 8.3 Employ appropriate social skills

Competency Builders:

- 8.3.1 Demonstrate understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings

- 8.3.2 Assert self in familiar and unfamiliar social situations
- 8.3.3 Relate well to others
- 8.3.4 Respond appropriately as the situation requires
- 8.3.5 Take an interest in what others say and do

Competency 8.4 Manage self

Competency Builders:

- 8.4.1 Assess own knowledge, skills, and abilities accurately
- 8.4.2 Set well-defined and realistic personal goals
- 8.4.3 Monitor progress toward goal attainment
- 8.4.4 Motivate self through goal achievement
- 8.4.5 Exhibit self-control and respond to feedback unemotionally and non-defensively
- 8.4.6 Initiate action

Competency 8.5 Apply integrity and honesty to all matters

Competency Builders:

- 8.5.1 Recognize situations when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values
- 8.5.2 Understand the impact of violating these beliefs and codes on an organization, self, and others
- 8.5.3 Choose an ethical course of action

Glossary

ACAP—*Austin Competency Analysis Profile*—a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

Advanced Competencies—the occupation and academic competencies needed to advance in a given occupation.

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Core Competencies—the essential occupational and academic competencies needed to enter and remain in a given occupation.

Employability Competencies—underlying skills, abilities, and knowledge as they relate to work ethics, work habits, and personal growth and development.

Entry Level—refers to the requirements necessary for someone entering into the occupation (without previous on-the-job experience).

Performance Level—refers to the level at which an employee would need to function effectively having gained on-the-job knowledge.

SME—*Subject Matter Expert*—incumbent worker in a given occupation that is knowledgeable about the job.

Target Job Titles—titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which students would qualify with certificates or degrees in the programs based on an ACAP.