ACAP

Austin Competency Analysis Profile

Distance Learning Faculty

Conducted
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What's Inside?

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Preface
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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 our students 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, academic, 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.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught—the concept of advancing items will only be introduced to students. Advancing items are those needed beyond entry level in a given occupation, and are designated as "Advanced [A]." If core competencies or competency builders are present in an "Advanced" unit, then they are designated as "Core [c]."

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.

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts currently employed in the field of Distance Learning. 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: Distance Learning Faculty

Unit 1   Policies and Procedures

Unit 2   Pedagogy

Unit 3   Technology

Unit 4   Course Management

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"Instruction Design Tips for Online Learning." State University, Chico. Retrieved September 2011. http://www.csuchico.edu/tlp/resources/rubric/instructionalDesignTips.pdf

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Occupational Competencies
ACAP: Distance Learning Faculty

Unit 1 Policies and Procedures

Competency 1.1　　**Describe distance learning and related concepts**

Competency Builders:
1.1.1　　Define distance learning according to SACS and to Austin Community College
1.1.2　　Differentiate between distance learning modes of delivery (e.g. distance learning, hybrid, ITV and online and print-based correspondence courses)

Competency 1.2　　**Analyze best practices for distance learning**

Competency Builders:
1.2.1　　Identify sources of information on distance learning instruction (e.g. professional organizations, journals, conferences, websites)
1.2.2　　Locate examples of best practices at other institutions
1.2.3　　Review best practices at other institutions
1.2.4　　List the distance learning resources available through the College for faculty, students and staff (e.g. Distance Learning website, Distance Learning office, Smarthinking tutorials, Professional Development)

Competency 1.3　　**Follow College policies and procedures regarding distance learning courses**

Competency Builders:
1.3.1　　Outline the process for distance learning course and/or new section approval
1.3.2　　List the distance learning resources available through the College for faculty, students and staff (e.g. distance learning website, Distance Learning office, SmartThinking tutorials, Professional Development)
1.3.3　　Identify the process for student evaluation of distance learning faculty

Competency 1.4　　**Identify laws and regulations that apply to distance learning**

Competency Builders:
1.4.1　　Locate and adhere to government guidelines and accommodations (e.g. FERPA, ADA)
1.4.2　　Locate and adhere to Copyright and Fair Use guidelines

Unit 2 Pedagogy

Competency 2.1   Align all course activities (including readings, assignments and assessments) to learning objectives

Competency Builders:
2.1.1   Define outcomes and objectives for the course
2.1.2   Post outcomes and objectives in syllabus and/or on course site
2.1.3   Present criteria for successful performance on activities and assessments

Competency 2.2   Organize course content

Competency Builders:
2.2.1   Review techniques for organizing distance learning courses (e.g. Learning Management Systems, Google Apps)
2.2.2   Divide written materials into short, readable sections with links to subsequent pages if necessary
2.2.3   Divide audio-visual materials into sections of approximately 10 minutes
2.2.4   Provide options for searching/reviewing material
2.2.5   Include activities that promote active learning

Competency 2.3   Employ a variety of instructional methodologies

Competency Builders:
2.3.1   Describe various methodologies for adult learners
2.3.2   Identify various learning activities and assessment strategies
2.3.3   Identify instructional technologies

Competency 2.4   Provide detailed instructions and tips for completing coursework

Competency Builders:
2.4.1   Post examples of quality submissions for graded coursework
2.4.2   Assign specific due dates
2.4.3   Provide reminder of due dates
2.4.4   Define criteria for acceptable performance on graded coursework (e.g. rubrics)

Competency 2.5   Provide frequent explanatory feedback on student performance

Competency Builders:
2.5.1   Utilize technology for auto-graded assignments that provide immediate explanatory feedback
2.5.2   Incorporate opportunities for self- and peer-assessment when appropriate
2.5.3   Communicate standards for instructor's response to students (e.g. how will feedback be delivered to the student, within what timeframe can the student expect feedback)
2.5.4   Identify where grades will be posted according to FERPA guidelines

Competency 2.6   Foster interaction and communication

Competency Builders:
2.6.1   Utilize a variety of instructional technologies to promote interaction and engagement between instructor and students and among students (e.g. discussion boards, wikis, blogs, chat, Google Docs, Google Sites, social media)
2.6.2   Facilitate introductions and/or ice breakers to initiate student-teacher and student-student interaction
2.6.3   Assign interactive activities to facilitate collaborative learning
2.6.4   State incentives to participate in discussions
2.6.5   Inform students of netiquette expected for all class participation
2.6.6   Track and analyze student participation
2.6.7   Solicit input from students with lower levels of participation
2.6.8   Provide venue for students to ask class-related questions and/or facilitate peer-to-peer communication (e.g. discussion board, wiki)
2.6.9   Communicate standards for instructor's response to student communication (e.g. within what timeframe can the student expect a response to queries)
2.6.10   Respond to communication from students according to established standards

Unit 3 Technology

Competency 3.1   Utilize a variety of instructional technologies to foster learning and communication

Competency Builders:
3.1.1   Identify instructional technologies available through the College (e.g. Blackboard, SoftChalk, Google Apps, Captivate, Camtasia, Adobe Connect)
3.1.2   Identify other available instructional technologies (e.g. open source/freeware technologies)
3.1.3   Identify resources for receiving information and/or training on instructional technologies (e.g. face-to-face and online workshops, QuickStarts, proprietary webinars and documentation)
3.1.4   Describe appropriate uses of various instructional technologies
3.1.5   Assign activities to familiarize students with instructional technologies
3.1.6   Incorporate a variety of multimedia elements (e.g. video, images, audio, animations, interactive learning objects) to enhance student learning as appropriate
3.1.7   Identify support resources for students

Competency 3.2   Deliver a distance learning course

Competency Builders:
3.2.1   Employ Blackboard, Google Apps, or other instructional technology to build, copy or update a course site
3.2.2   Utilize technologies appropriate to course delivery format (e.g. distance learning, ITV, hybrid, correspondence)

Competency 3.3   **Apply basic graphic design principles to create consistent, aesthetically pleasing course site(s)**

Competency Builders:
3.3.1   Utilize easily readable fonts
3.3.2   Ensure sufficient contrast between background and text for ease of reading
3.3.3   Utilize appropriate images to support course content and add visual interest
3.3.4   Maintain consistency in visual styles and formatting across course
3.3.5   Keep pages to a comfortable length
3.3.6   Conduct peer review of course site if desired

Competency 3.4   **Organize course site for ease of navigation**

Competency Builders:
3.4.1   Verify all embedded links are active and up-to-date
3.4.2   Provide a course menu and/or outline so course materials are easily located
3.4.3   Provide printer-friendly versions of course materials when possible
3.4.4   Use formatting (e.g. bold, italics, bullet points, numbered lists) consistently to communicate instructions and expectations

Competency 3.5   **Ensure accessibility of course materials to students with disabilities**

Competency Builders:
3.5.1   Identify processes and resources for ensuring accessibility
3.5.2   Identify tools for verifying accessibility (e.g. Google, Bobby)
3.5.3   Verify videos are captioned
3.5.4   Verify documents (e.g. Word, PDF) for accessibility
3.5.5   Verify alternative text is included with all images
3.5.6   Provide course materials in alternative formats when possible

Unit 4 Course Management

Competency 4.1   **Communicate readiness skills to students for distance learning mode of delivery**

Competency Builders:
4.1.1   List prerequisite skills for successful adaptation to the distance learning mode of delivery
4.1.2   Identify available readiness assessments

Competency 4.2   **Provide resources specific to distance learning**

Competency Builders:
4.2.1   Link to library resources from your course site
4.2.2   List sources of on-campus student resources and contact information (e.g. library, learning labs, testing center)

4.2.3	List additional sources and contact information of student support available through the College (e.g. Help Desk, Smarthinking)
4.2.4	Provide explanations on how to use instructional technologies utilized in the course
4.2.5	Inform students of resources for troubleshooting
4.2.6	Inform students of minimum computer hardware and software requirements and plug-ins required to access course materials and complete assignments if applicable

Competency 4.3   Prepare extended syllabus with course-specific information

Competency Builders:

4.3.1	List instructor contact information
4.3.2	List department information
4.3.3	Provide links to course materials if applicable
4.3.4	Provide tentative schedule for the course to help students manage course content, activities and assessments
4.3.5	Explain expected level of participation and time commitment

Competency 4.4   Adapt delivery and pacing of course content as needed/desired

Competency Builders:

4.4.1	Solicit feedback from students throughout the semester
4.4.2	Solicit feedback from colleagues
4.4.3	Identify alternative instructional strategies and/or technologies to address student concerns
4.4.4	Post an FAQ addressing common questions or problems
4.4.5	Conduct course evaluation at the end of the semester
4.4.6	Revise the course as needed to address student and faculty concerns in future instances of the course

Glossary
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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.

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.

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