ACAP

Austin Competency Analysis Profile

Global Interdisciplinary Studies

Conducted

Feb 26, 2018

Validation Panel

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What's Inside

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 Services 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.

AP 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.

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.

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Units

Unit 1   **Global View**

Unit 2   **Human Rights and Human Security**

Unit 3   **Intra/Intercultural Communication**

Unit 4   **Regions and Regionalism**

Unit 5   **People and Populations**

Unit 6   **Global Political Economy**

Unit 7   **Interdisciplinary Research skills**

ACAP: **Global Interdisciplinary Studies**

Unit 1 Global View

Competency 1.1   Exhibit self-awareness within the context of the world

Competency Builders:
1.1.1   Construct a positive view of self and believe in own self-worth
1.1.2   Recognize own personal capacity and needs
1.1.3   Recognize own basic human needs and ways to meet them
1.1.4   Recognize own impression of self and on others
1.1.5   Examine your existing values
1.1.6   Identity and navigate challenges and develop resiliency in the face of challenges

Competency 1.2   Evaluate self-identify and existing bias

Competency Builders:
1.2.1   Identify the source of their cultural assumptions and ethical judgments, Leading to the skill of viewing the world through a global lense or from multiple perspectives
1.2.2   Demonstrate exclusive/inclusive identification with one's cultural and national group in order to attach concern to all people equally in the context of their nationality, ethnicity, or religion
1.2.3   Analyze how individual actions affect both local and global communities
1.2.4   Illustrate a heightened and more critical awareness of one's own culture
1.2.5   Examine the common humanity and uniqueness of all cultures
1.2.6   Recognize and analyze cultural differences and embrace cultural ambiguity through diverse cultural frames of reference.
1.2.7   Compare aspects of different cultures to own culture
1.2.8   Assess personal and institutional stereotypes (e.g. ethnocentrism, racism, ageism, sexism)
1.2.9   Recognize others basic human needs and ways to meet them

Competency 1.3   Exhibit a Global Worldview

Competency Builders:
1.3.1   Demonstrate a commitment to acknowledging and valuing human dignity
1.3.2   Apply and adapt (I think it would be better to say "cultivate" or "demonstrate"?) a deep understanding of multiple worldviews, experiences, and power structures.
1.3.3   Demonstrate the ability to interact respectfully across cultures
1.3.4   Demonstrate understanding of social, political and economic systems
1.3.5   Articulate clear and relevant principles of social justice

1.3.6   Examine contemporary issues of local, global, and intercultural significance.
1.3.7   Engage in social exchanges and initiatives, even when faced with radical cultural difference (e.g. people of diverse national, ethnic, religious, social or cultural backgrounds or gender)
1.3.8   Demonstrate knowledge of historical, political, cultural and/or socioeconomic interconnections between the United States and the rest of the world
1.3.9   Cultivate global citizenship values
1.3.10 Recognize basic human needs of all and ways to meet them

Unit 2: Human Rights and Human Security

Competency 2.1   **Describe human rights and human security framework**

Competency Builders:

2.1.1   Define concepts of human rights and human security (e.g. UDHR, UNDP Human Development Reports, etc.)

2.1.2   Integrate major concepts of global and international relations with human rights and human security

2.1.3   Identify cases where human rights and human security are in need of protection

2.1.4   Identify appropriate approaches to protect human rights and human security (e.g. global and international relations)

2.1.5   Distinguish between preventative and post-violation applications of human rights and human security

2.1.6   Identify appropriate agents for protecting and defending human rights and human security

Competency 2.2   **Apply human rights and human security principles to understanding the current structure of the world**

2.2.1   Use historical methods to describe human rights and human security

2.2.2   Identify societal foundations of human rights and human security

2.2.3   Identify factors that contribute to human rights and human security (e.g. values, identity based factors, ideology)

2.2.4   Identify differences in national, global and cultural norms in explaining human rights and human security

2.2.5   Utilize existing theories of civil rights, human rights and human security to explain cases and trends

Competency 2.3   **Identify global actors and their involvement in human rights and human security (e.g. at national, global and culture level)**

2.3.1   Identify key terms, concepts and frameworks in human rights and human security

2.3.2   Explore relationship among actors in human rights and human security

Unit 3: Intra/Intercultural Communication

Competency 3.1   Foster intra/intercultural communications

Competency Builders:
3.1.1   Identify and analyze communication issues from different cultural viewpoints including, but not limited to, race, ethnicity, gender, sexual orientation, religion, age, class, and disability (e.g. local, national, regional, international/global)
3.1.2   Recognize, interpret, and use non-verbal communications associated with cultures
3.1.3   Explain how culture and diversity influence communication
3.1.4   Apply principles of cultural competence to communication
3.1.5   Initiate meaningful interaction with other cultures to address significant global problems
3.1.6   Suggest and implement strategies that might expand opportunity and redress inequities
3.1.7   Explain historical and cultural evolution of human language and communication

Competency 3.2   Utilize media communications

3.2.1   Explain how inter/intracultural communication is impacted by various technologies and media
3.2.2   Explain historical and cultural evolution of human communication and identify restrictions on the use of existing and emerging communication technologies (e.g. legislation, access)
3.2.3   Identify and analyze a variety of communication and information technologies and media
3.2.4   Communicate using a variety of communication and information technologies and media
3.2.5   Apply culturally appropriate concepts, social interaction, etiquette, and ethics to the use of existing and emerging communication technologies

Competency: 3.3 Communicate effectively in at least one second language

3.3.1   Communicate effectively in a foreign language with appropriate body language and sociocultural etiquette
3.3.2   Identify language barriers and cultural communication characteristics

Competency 3.4   Participate in a Cultural Immersion Experience (e.g. Study Abroad, service learning, volunteer etc.)

Competency Builders:
3.4.3   Experience firsthand the global issues of a city, country, or region through a cultural immersion opportunity (e.g. study abroad program, service learning in diverse community, volunteer)

3.4.5   Attend lectures/events on topics/themes related to global studies

3.4.7   Reflect critically on personal growth after participating in a cultural immersion experience

Unit 4 Regions and Regionalism

Competency 4.1   Recognize country/region-specific aspects (e.g. geography, history, religion, politics, culture, health, and environment) of the world

Competency Builders:
4.1.1   Develop comparative knowledge of areas of the world
4.1.2   Analyze the impact of international events and systems at the local, national, regional, and global levels in at least one major region of the world
4.1.3   Describe the nature and diversity of world religions
4.1.4   Identify key aspects of world geography
4.1.5   Analyze key events, themes and trends in world history
4.1.6   Discuss global political processes and issues

Competency 4.2   Demonstrate a complex understanding of global/international relations

Competency Builders:
4.2.1   Analyze how actors conduct diplomacy in international relations and interact in the global arena
4.2.2   Describe the major processes that influence global/international relations (including nationalism, regionalism, internationalization, globalization and globalism)

Competency 4.3   Identify global actors and their involvement in regions and regionalism (e.g. at local, national and global level)

4.3.1   Identify key terms, concepts and frameworks in regions and regionalism
4.3.2   Explore relationship among actors in regions and regionalism
4.3.3   Identify institutions and forces that drive behavior in global/international relations
4.3.4   Discuss the role of supra/inter/intranational and/or regional organizations as mediators of international peace and security

Unit 5   People and Populations

Competency 5.1   Recognize the complexity of people and populations of the world

Competency Builders:
5.1.1   Develop comparative knowledge of people and populations of the world
5.1.2   Analyze cultural, religious, and ethnic groups and dynamics at the local, national, regional, and global levels
5.1.3   Identify and analyze the drivers of marginalization of people and populations at the local, national, regional, and global levels
5.1.4   Discuss the impact of global political economic processes and issues on people and populations at the local, national, regional, and global levels

Competency 5.2   Define, identify, and analyze global cultures and their elements and interactions (e.g. symbols, language, customs, norms, beliefs, rituals, values, etc.)

Competency Builders:
5.2.1   Define and analyze manifestations and dynamics of power (e.g. cultural competence, currency, appropriations, and social capital)
5.2.2   Describe and analyze the effects of domestic and world issues on local, national, regional, and global cultures

Competency 5.3   Identify actors among people and populations (e.g. at local, national, regional, and global level)

Competency Builders:

5.3.1   Identify key terms, concepts and frameworks as it relates to people and populations
5.3.2   Explore relationships among actors within and across populations
5.3.3   Identify and analyze the impact of institutions and forces that influence people and populations (e.g. at local, national, regional, and global level)
5.3.4   Demonstrate knowledge of global and cultural perspectives on environmental issues

Unit 6 Global Political Economy

Competency 6.1   **Analyze how the local/global political economy functions as a whole**

Competency Builders:

6.1.1   Describe how individuals and societies make choices to satisfy needs and wants with available resources

6.1.2   Describe how individuals and societies formulate policy to satisfy needs and wants with available resources

6.1.3   Describe the local/global political economy at the micro and macro level

6.1.4   Identify how production factors (land, labor, and capital) are used to produce goods and services

6.1.5   Identify individuals and/or groups that make economic decisions at all levels (i.e. local, state, tribal and national levels)

6.1.6   Identify the important roles that local, state, and national governments play in a global economy

6.1.7   List examples of how government decisions affect individuals

6.1.8   Identify how geographic locations affect the political and economic systems of the world

6.1.9   Evaluate how global markets allocate goods and services

6.1.10 Explain how resources, goods, and services are exchanged in at least one major area of the world.

6.1.11 Explain the impact of globalization on the world market

Competency 6.2   **Analyze the global social, environmental and political economic dimensions of development and sustainability, and their interrelations (e.g. food, health, education, climate, gender equity, clean water and energy, technology)**

Competency Builders:

6.2.1   Evaluate current challenges to sustainability, including modern global, social, environmental, and political economic structures and institutions.

6.2.2   Evaluate sustainability issues and solutions using a multidisciplinary approach that focuses on the relationships between complex human, social, economic, and ecological systems.

Competency 6.3   **Identify actors and their involvement in global political economy (e.g. individuals, collectives and businesses at the local, national, regional, and global level)**

6.3.1   Identify key terms, concepts and frameworks in global political economy

6.3.2   Explore relationship among actors in global political economy

Unit 7 Interdisciplinary research skills

Competency 7.1 **Acquire and evaluate information within an interdisciplinary context**

Competency Builders:
7.1.1   Use library, databases and other tools to search for existing body of interdisciplinary research relevant to research topic
7.1.2   Gather information from interdisciplinary, sufficient, relevant, authoritative and credible sources
7.1.3   Maintain objectivity by selecting information that represents a complete array of perspectives on an issue
7.1.4   Evaluate interdisciplinary data for relevance and accuracy

Competency 7.2 **Conduct an interdisciplinary research proposal/project in a selected field of interest**

Competency Builders:
7.2.1   Engage in critical thinking and analytical skills in order to formulate an interdisciplinary research or investigative question and hypothesis (e.g. global issue, process, trend, or policy).
7.2.2   Apply critical reading to undertake an interdisciplinary literature review
7.2.3   Identify the theory and methodologies associated with the disciplines employed
7.2.4   Apply effective integration in an argument
7.2.5   Identify appropriate research methods
7.2.6   Summarize existing field-related research about a global topic, issue, or problem

Competency 7.3 **Identify and evaluate inherent biases that shape research processes (e.g. Inequity, representation, selection bias, funding)**

Competency Builders:
7.3.1   Identify and practice research ethics and responsible conduct in research
7.3.2   Identify how cultural influences may shape the pursuit of knowledge, including theories and methods.

Competency 7.4   Interpret and communicate interdisciplinary research findings

Competency Builders:

7.4.1   Articulate the relevance of research findings to the Global Interdisciplinary Studies Program and professional future

7.4.2   Explain research findings to others in the field and to broader audiences through research presentations (e.g. oral, poster, etc.)

7.4.3   Reflect constructively on an interdisciplinary research experience, identifying what was learned, personal strengths and opportunities for growth, and how the experience informs their future educational and career goals

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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.

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

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