

ACAP

Austin Competency Analysis Profile

Teaching in the ACCelerator

Conducted

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ACAP: Teaching in The ACCelerator

Unit 1	Administration and Operations
Unit 2	Instruction and Learning Environment
Unit 3	Technology and Equipment

Sources:

Austin Community College. Accelerator Faculty Checklist.

ACAP: Teaching in the ACCelerator

Unit 1 Administration and Operation

Competency 1.1 Examine ACCelerator documentation

Competency Builders:

- 1.1.1 Request a copy of The ACCelerator Policy Manual from the front desk at the assigned campus
- 1.1.2 Request a copy of the ACCelerator Survival Guide from the front desk at the assigned campus
- 1.1.3 Review The ACCelerator Policy Manual
- 1.1.4 Review the ACCelerator Survival Guide

Competency 1.2 Identify spaces in the ACCelerator

Competency Builders:

- 1.2.1 Identify assigned space for your course
- 1.2.2 Identify the different stations (e.g. printer, scanner, computer-free workstation, open computer, Mac stations).
- 1.2.3 Review lecturing and presentation layout as needed

Competency 1.3 Follow operational procedures

Competency Builders:

- 1.3.1 Identify hours for your assigned space
- 1.3.2 Adhere to food and drink policy
- 1.3.3 Adhere to ACC cybersecurity rules
- 1.3.4 Request supplies and equipment from the front desk at your assigned campus (e.g. smartboard, dry erase markers, whiteboards, podiums, etc.)
- 1.3.5 Reserve additional space and equipment as needed
- 1.3.6 Consult front desk for security concerns at your assigned campus

Unit 2 Instruction and Learning Environment

Competency 2.1 Follow ACCelerator policies and procedures

Competency Builders:

- 2.1.1 Share instructional zone with other instructors and students
- 2.1.2 Share instructional equipment and return to its original location

- 2.1.3 Establish and maintain appropriate lecturing/noise level
- 2.1.4 Utilize assigned space within the allotted time limits
- 2.1.5 Follow class space procedures (e.g. furniture, cleanliness, equipment, lost and found etc.)
- 2.1.6 Follow approved departmental procedure for one-time cancellation/substitution/modification
- 2.1.7 Adhere to staff identification policy
- 2.1.8 Follow safety and security procedures
- 2.1.9 Follow emergency procedures
- 2.1.10 Report disruptive behavior to the front desk staff

Competency 2.2 Practice best teaching and learning strategies

Competency Builders:

- 2.2.1 Practice academic freedom within the ACCelerator guidelines
- 2.2.2 Examine the potential for technology integration
- 2.2.3 Utilize appropriate teaching modalities for the reserved space (e.g. lecturing and facilitation)
- 2.2.4 Recognize the relationship among technology, pedagogy and content
- 2.2.5 Identify a mentor at the departmental level or seek assistance from ACCelerator management
- 2.2.6 Discuss the benefits of teaching in the ACCelerator

Competency 2.3 Refer students to ACCelerator support service

Competency Builders:

- 2.3.1 Refer students to learning lab/tutoring support
- 2.3.2 Refer students to academic coaching
- 2.3.3 Refer students to career support services
- 2.3.4 Refer students to IT support
- 2.3.5 Refer students to registration support

Unit 3 Technology and Equipment

Competency 3.1 Teach with ACCelerator technology and equipment

Competency Builders:

- 3.1.1 Report technology issues to the front desk (hardware – VDI's)
- 3.1.2 Consult with ACCelerator management for specialized software
- 3.1.3 Teach/present with Smartboards and SmartTV as needed
- 3.1.4 Communicate proper management and storage of digital data (e.g. USB or Google Drives)
- 3.1.5 Follow ACCelerator policy to check out equipment (e.g. headphones, earplugs, calculators, iPads, Portable DVD Readers, HDMI & VGA cables, mobile White Boards, other instructional supplies)
- 3.1.6 Follow ACCelerator printing, scanning, and copying guidelines
- 3.1.7 Communicate printing, scanning, and copying guidelines to students

Competency 3.2 Seek technology support/training opportunities

Competency Builders:

- 3.2.1 Utilize technology training opportunities (e.g. departmental, district wide, ACCelerator, and peers)
- 3.2.2 Utilize ACC Teaching and Learning Excellence Division (TLED) services

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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.