
CETLOE's Career Readiness Suggestions Checklist organizes [career readiness competencies outlined by the National Association of Colleges and Employers \(NACE\)](#) as design suggestions, helping faculty ensure that their courses are preparing students to thrive in the workplace. NACE teaching recommendations are also provided.

Faculty are encouraged to use the checklist to complete their own reviews but may request that a CETLOE design team use the checklist to review their course and offer recommendations.



FUNDAMENTALS

Critical Thinking

Students are provided opportunities to “identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.”

1. Activities and assessments require students to obtain, interpret and use knowledge, facts, and data to analyze issues, make decisions, and overcome problems.
2. Instructor requires student thinking that demonstrates originality and inventiveness

Communication

Students are provided opportunities to “clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.”

3. Activities and assessments require students to articulate thoughts and ideas clearly and effectively in written and oral forms.
4. Activities and assessments require students to tune communication strategies to both expert and lay audiences.
5. Activities and assessments require that students create original content and edit existing work.

Teamwork

Students are provided opportunities to “build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.”

6. Activities and assessments require students to build collaborative relationships with others representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
7. Activities and assessments require students to work within an imposed team structure.

ADDITIONAL AREAS OF FOCUS

Professionalism

Students are provided opportunities to “understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.”

8. Activities and assessments require that students demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management.

9. Activities and assignments address the impact of non-verbal communication on professional work image.

10. Coursework promotes integrity and ethical behavior as integral parts of professional development.

11. Student assessments encourage that they act responsibly with the interests of the larger community in mind.

12. Grading schemes allow for students to demonstrate that they have learned from mistakes.

Career & Self Development

Students are provided opportunities to “proactively develop oneself and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one’s organization.”

13. Instructors encourage students to identify and articulate one’s skills, strengths, knowledge, and experiences relevant to their career goals and incorporate them into their coursework.

14. Coursework helps students identify areas necessary for professional growth.

15. Coursework assists students in navigating and exploring job possibilities.

Equity & Inclusion

Students are provided opportunities to “demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures” and to “engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.”

16. Activities and assessments require students to engage in and produce work that demonstrates value, respect, and willingness to learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

17. Published course expectations require openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

ADDITIONAL AREAS OF FOCUS

Leadership

Students are provided opportunities to “recognize and capitalize on personal and team strengths to achieve organizational goals.”

18. Activities and assessments require students to encourage strengths of others to achieve goals.

19. Activities and assessments help students develop and use interpersonal skills to guide and motivate others.

20. Students are required to demonstrate abilities to organize, prioritize, and delegate work.

Technology

Students are provided opportunities to “understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.”

21. Grading criteria include requirements to display ethical use of technology.

22. Students are provided opportunities to demonstrate proficiency with technologies that are commonly used in professional contexts.

23. Activities and assessments encourage students to demonstrate proficiency with new and emerging technologies.

Notes: