

Career readiness map – for faculty to audit their own courses

Adapted from the World Economic Forum’s *The Future of Jobs 2018*, the National Association of Colleges and Employers’ 2019 graduate competencies list, and Seattle University’s own outcomes and mission.

Course title: Spanish Language IV

Course code: Span 1350

INSTRUCTIONS FOR FACULTY: Thinking about (a) the graded assignments and (b) in-class or online activities in your course, indicate the extent to which students will practice and be able to demonstrate their abilities for each of the items listed (please read the descriptions carefully), using the following scoring key:

0 You are unlikely to practice this skill	1 You will practice this skill, but are not graded on it	2 You receive a grade related to this skill
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SKILLS BUNDLE	COMPONENTS	DESCRIPTION <i>You will:</i>	0/1/2	EXAMPLES? <i>(optional)</i>
INTELLECTUAL				
CRITICAL THINKING & ANALYSIS	Critical thinking	<ul style="list-style-type: none"> Identify the assumptions that frame thinking and analyze them for accuracy and validity. 	2	
	Analysis	<ul style="list-style-type: none"> Analyze and monitor/assess your own performance, or that of other individuals or organizations to make improvements or take corrective action. 	2	
PROBLEM-SOLVING & REASONING	Problem-solving	<ul style="list-style-type: none"> Use logic and reasoning to evaluate alternative solutions, conclusions, or approaches. 	2	
	Quantitative abilities	<ul style="list-style-type: none"> Apply mathematical and quantitative reasoning to propose or evaluate solutions. 	0	
SYSTEMS ANALYSIS & EVALUATION	Systems analysis	<ul style="list-style-type: none"> Determine how a system should work and how changes in conditions, operations, and the environment will affect outcomes. 	2	
	Systems evaluation	<ul style="list-style-type: none"> Identify measures or indicators of system effectiveness and the actions needed to improve or correct performance, relative to the goals of the system. 	2	
	Judgment and decision-making	<ul style="list-style-type: none"> Consider the relative virtues and drawbacks of potential actions to choose and justify a contextually appropriate decision. 	2	

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SKILLS BUNDLE	COMPONENTS	You will:	0/1/2	EXAMPLES? (optional)
INTERPERSONAL/SOCIAL				
COMMUNICATION	Writing	• Communicate effectively in writing as appropriate for the needs of the audience.	2	
	Speaking	• Present to or talk with others to convey information as appropriate for the needs of the audience.	2	
TEAMWORK & COLLABORATION	Teamwork	• Work within a team structure and negotiate and manage conflict.	1	
	Collaboration	• Build mutually rewarding relationships with colleagues and partners	1	
	Boundary-spanning	• Reach across silos to gather and share information, especially with people who are different from us (e.g. demographically, politically, functionally, disciplinarily)	2	
ANTI-RACISM	Anti-racist advocacy	• Acknowledge the existence of systemic and personal racism, affirm the experiences of minoritized people, and act to dismantle racist systems and practices.	2	
GLOBAL & INTERGROUP FLUENCY	Curiosity	• Value and learn from diverse cultures, races, ages, genders, sexual orientations, religions, and other human differences.	2	
	Openness	• Demonstrate openness and humility in interacting across cultural, demographic, and positional differences.	2	
LEADERSHIP & SOCIAL INFLUENCE	Leadership	• Inspire others toward a common goal or vision, offering direction and opinions as needed.	2	
	Social influence	• Advocate for and encourage value-driven change.	1	
	Negotiation	• Facilitate dialogue to reconcile differences.	1	
	Persuasion	• Present evidence and argumentation to encourage others to consider alternative positions.	2	

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SKILLS BUNDLE	COMPONENTS	You will:	0/1/2	EXAMPLES? (optional)
EMOTIONAL INTELLIGENCE	Concern for others	• Exercise sensitivity to others' needs and feelings.	2	
	Cooperation	• Present your most constructive, open-minded self in group settings in order to reach a common goal.	1	
	Social perceptiveness	• Attend to others' reactions and adapt your behavior in response.	2	
SERVICE ORIENTATION	Service orientation	• Engage with community members in the shared responsibility for social change.	1	
TRUSTWORTHINESS & ATTENTION TO DETAIL	Dependability	• Fulfill obligations by being reliable, responsible, and dependable.	2	
	Integrity	• Act responsibly and consistently with the interests of the larger community in mind.	2	
	Attention to Detail	• Review, revise, and complete tasks thoroughly and carefully.	2	
PERSONAL/INTERNAL				
FLEXIBILITY & RESILIENCE	Adaptability/flexibility	• Adapt to differing contexts, personalities, and tasks.	2	
	Self-control	• Be aware of and express emotions in ways that invite yourself and others to entertain alternative perspectives.	2	
	Resilience	• Adapt to experience of difficulty or critical feedback by reflecting carefully and making appropriate behavioral adjustments.	2	
TIME MANAGEMENT & COORDINATION	Prioritization	• Manage your own time to align with priorities.	1	
	Coordination	• Adjust actions in relation to others' actions and respect their time.	1	

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SKILLS BUNDLE	COMPONENTS	You will:	0/1/2	EXAMPLES? (optional)
TRANSFER OF LEARNING & LEARNING STRATEGIES	Transfer of learning	<ul style="list-style-type: none"> Integrate new information with prior knowledge and experience and transfer it to new realms. 	2	
	Learning strategies	<ul style="list-style-type: none"> Select and use learning methods and procedures appropriate for the situation when learning or teaching new things. 	1	
	Active listening	<ul style="list-style-type: none"> Fully attend to what others say, reflect on points or on critical feedback, and ask questions as appropriate. 	2	
	Reflection	<ul style="list-style-type: none"> Make meaning out of experiences, ideas, and contexts through thoughtful consideration, self-exploration, and discernment. 	2	
CREATIVE				
CREATIVITY & INITIATIVE	Creativity	<ul style="list-style-type: none"> Generate unique ideas and interpretations or adapt them to new settings. 	2	
	Originality	<ul style="list-style-type: none"> Devise unusual or imaginative ideas about a topic or situation. 	2	
	Initiative	<ul style="list-style-type: none"> Show willingness to take on responsibilities and challenges. 	1	
	Autonomy	<ul style="list-style-type: none"> Take responsibility for your own learning with little supervision. 	1	
TECHNICAL				
TECHNOLOGY DESIGN & PROGRAMMING	Technology design	<ul style="list-style-type: none"> Generate or adapt equipment and technology to serve user needs. 	0	
	Programming	<ul style="list-style-type: none"> Write computer programs for various purposes. 	0	