



Curating Career Competencies Across the Curriculum: Information Literacy at the Crossroads



Today's outline

1 WHY

- Why are we doing this?
- Why is this important?
- Why are employers concerned?

2 WHAT

- What is NACE?
- What are the competencies?
- What aligns them with actual coursework?

3 HOW

- How did we do the work?
- How did we integrate it into syllabi?
- How did we include information literacy?



1

WHY



Why are we doing this?

Value of higher education

At a time in history when higher education is seen as unnecessary by an alarming number, connecting course outcomes to employability demonstrates higher ed's value!

Employability of our students

We've long heard that "**soft skills**" in new grads are lacking. Flip the narrative, these are "**durable skills**".

Employers are looking for tangible proof

Explicit explanation of *why* you're doing what you're doing in class so students know *exactly* how it prepares them for the future. Could they answer a question in a job interview about one of these outcomes?

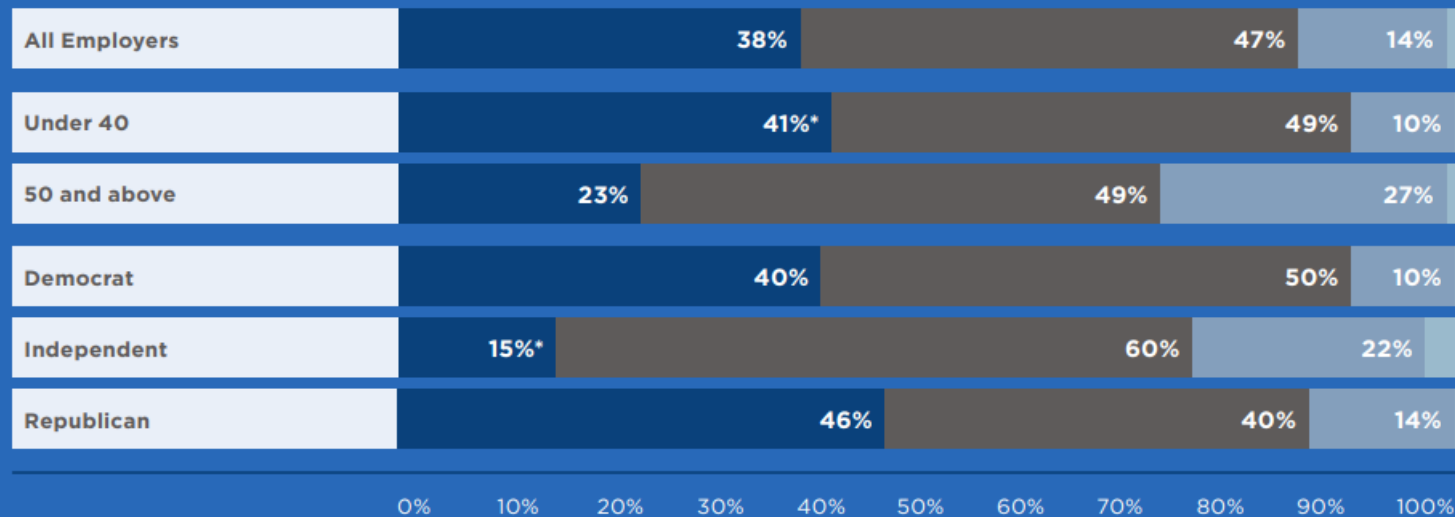
What do employers think about new/recent grads?

Let's have the AACU (Finley, 2025) survey tell us.



Prompt: In your view, are colleges and universities doing a good job of preparing students for the workforce?

- They are doing a very good job and do not need major changes.
- They are doing a somewhat good job but should make some changes.
- They are doing a poor job and need significant reform.
- Don't know/No opinion





WHAT 2



What is NACE?

National Association of
Colleges & Employers

Competencies for a Career-Ready Workforce

Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.



Career &
Self-Development



Leadership



Communication



Professionalism



Critical Thinking



Teamwork



Equity & Inclusion



Technology



What aligns them with coursework?

What is career readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management (NACE, 2024).



3 HOW

13 NJ Community College Collaborative

Convened in

September 2024

Statewide collab to share experiences, plan implementation/integration, discuss timelines

Spring 2025

RVCC faculty presented to colleagues, at statewide meeting, at RVCC professional development event

AY 24-25

RVCC group collaborated & shared to propose a template for all syllabi

AY 25-26

Further integration of the template across curriculum – Spring 2026 faculty workshop

Syllabus template w/ modifiable content & statement

Course Learning Outcomes or Course Components (course learning outcomes listed in bold)	Career-Related Skills	Course Activities (may be graded)	Why does this matter? Narrative of connection to career skills and job/career readiness
<p><u>Notes for faculty:</u> Learning outcomes should be listed as they appear on the course outline</p> <p>Course components could include other experiences (e.g., class attendance, participation, group work) that link to career-related skills</p>	<p><u>Notes for faculty:</u> Connect to NACE career competencies</p> <p>Not all competencies need to be aligned; select the NACE skill/competency that has the best connection to course learning objectives and activities</p>	<p><u>Notes for faculty:</u> Activities or assignments could be graded, formally assessed, or in-class non-graded activities</p> <p>(Activities that will show you & the students how they're meeting the career-related skills and outcomes)</p>	<p><u>Notes for faculty:</u> Allows for the specifics related to your course</p> <p>Faculty identify their thoughts and then has validated (or not) by the students (idea to include midsemester and/or end-of-semester survey to learn from students where they experienced the connection)</p>
<p><u>Example:</u></p> <p>Course Learning Outcome: Explain the commonalities and differences in values, perspectives, and communication behaviors of people and groups from other cultures.</p>	<p><u>Example:</u></p> <p>NACE Career-Skill: Equity and Inclusion</p> <p>NACE Career-Skill: Communication</p>	<p><u>Example:</u></p> <p>Film Day Assignments</p>	<p><u>Example:</u></p> <p>The analysis of cultural documentary films plays a crucial role in developing the competencies of communication, critical thinking, and equity and inclusion. By exploring cultural differences of people from different cultures, you gain insights that help you communicate more effectively with diverse groups. The film assignments encourage you to think critically about cultural differences and as a result foster a more inclusive and equitable mindset. These skills are important when navigating our culturally diverse world.</p>

Note to students: the chart above links the content of the course (course objectives) with essential career-readiness skills. These skills are valuable across career paths and will serve you well throughout your future professional development. These essential skills are considered the foundation upon which a successful career is built. To learn more about these career skills, visit this the [NACE website on career readiness competencies](#).

Where does information literacy fit?

NACE Competencies align well with ACRL's information literacy frames:

Authority is
constructed &
contextual

Info creation
as a process

Info has value

Research as
inquiry

Scholarship as
conversation

Searching as
strategic
exploration

Career &
development

Critical
thinking

Equity &
inclusion

Communication

Professionalism

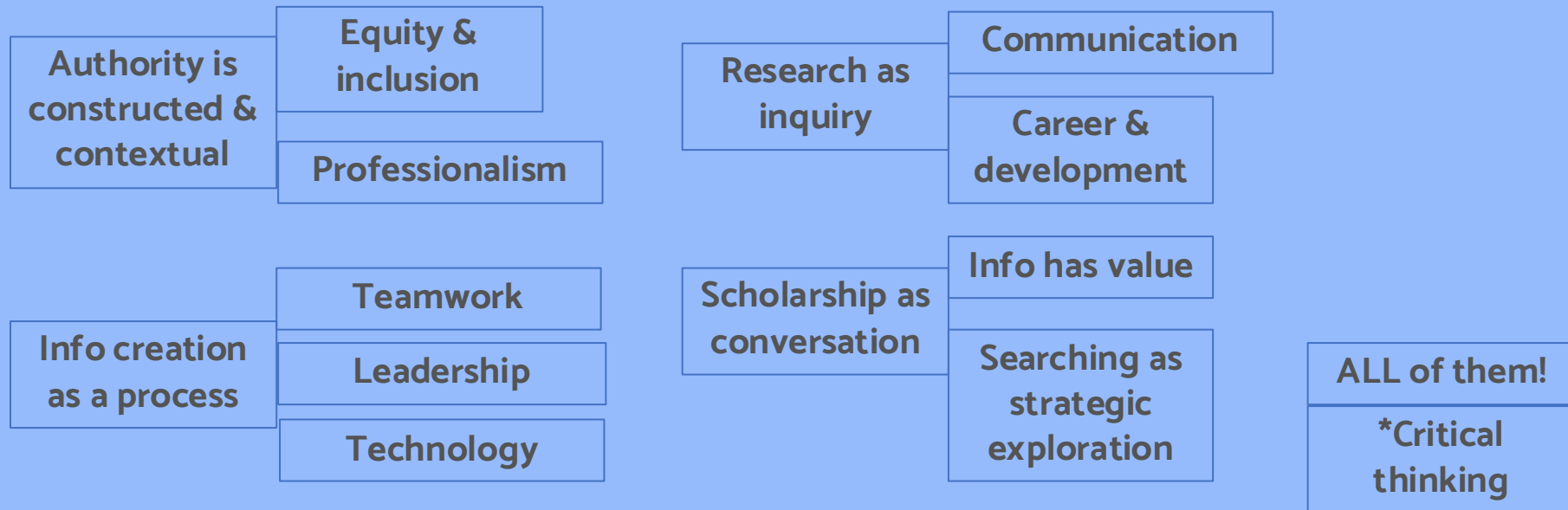
Teamwork

Technology

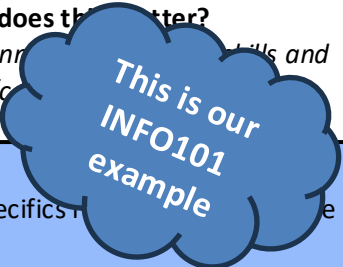
Leadership

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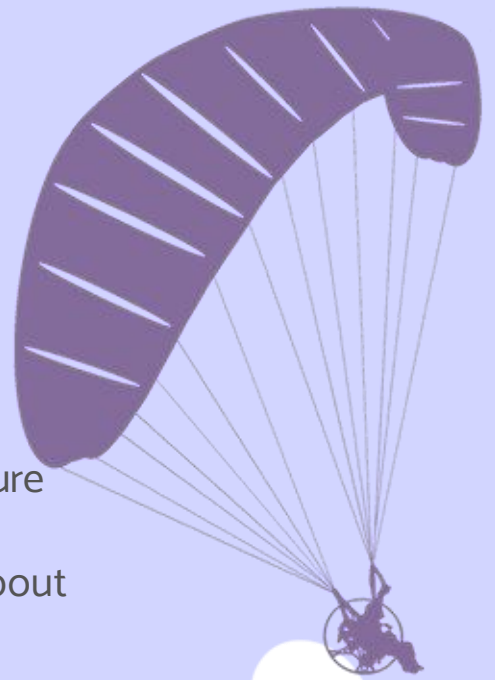


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<p><u>INFO101:</u></p> <p>Course Learning Outcome: Evaluate an information source's creator, publisher, and context in relation to one's information need.</p> <p>Course Learning Outcome: Communicate findings or conclusions from information seeking to a specific audience using appropriate technology.</p>	<p>NACE Career-Skill: Equity and Inclusion</p> <p>NACE Career-Skill: Critical Thinking</p> <p>NACE Career-Skill: Technology</p> <p>NACE Career-Skill: Communication</p>	<p><i>Annotated bibliography / resource list</i></p>	<p><u>Example:</u></p> <p><i>Developing an annotated bibliography demonstrates several competencies needed for successful completion of this course including critical thinking, communication, technology, and equity and inclusion.</i></p> <p><i>In searching for, identifying, and ultimately recommending sources, you gain experience in communicating more effectively with diverse groups. The assignment encourages you to think critically about finding and using information sources. These skills are important</i></p>



The 'Note' under the template

Note to students: the chart above links the content of the course (course objectives) with essential career-readiness skills. These skills are valuable across career paths and will serve you well throughout your future professional development. These essential skills are considered the foundation upon which a successful career is launched. To learn more about these career skills, visit this website: <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined#competencies>





An alternate way to communicate career competencies to students

In a one-shot...

Without control of the course learning outcomes, I linked competencies to my own learning outcomes as well as my course activities.

Let's look at my slides...

Today's goals

1.

Scholarly communication

- Understand scholarly communication in the OT discipline
- Identify different source types and understand why you would choose to use one of the other

2.

Scholarly articles & journals

- Understand how scholarly journals are organized
- Deconstruct and interpret a specific scholarly journal article

4.

Research

- Locate OT journals available in the library
- Name the databases available for OT research



Today's 'real world' goals

1.

Scholarly communication

- Teamwork & Communication
- Critical Thinking
- Professionalism

2.

Scholarly articles & journals

- Critical Thinking
- Career & Self-development
- Equity & Inclusion

4.

Research

- Technology
- Teamwork
- Leadership



Comparing source types – 10 minutes

In your group (**Teamwork! Leadership! Critical Thinking!**):

- Compare the 2 sources (just SKIM them).
- Think about the periodicals they are from (AJOT / OT Practice)

01

How are these sources different?

02

Who is the intended audience?

03

What is the purpose of each source?

04

As a practicing OTA, why would you use one source or the other?

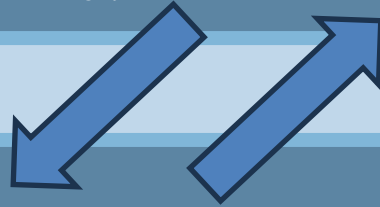
Why is this important to you?

Occupational therapy is practical. By keeping up to date with the literature you may discover:



Occupational Therapy Professionalism

- New therapeutic interventions
- New tools that are unfamiliar to you
- What other OTs and OTAs are doing in their practice
- How certain populations respond to certain interventions and treatments
- A gap in the research that you could fill



Career Skills and Employable Expertise

- Critical thinking & professionalism
- Communication, teamwork & leadership
- Career & Self-development
- Technology



**How can you
communicate the
real-world
relevance of
information literacy
to your students?**





Thank you!

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References

Finley, A.P. (2025). The agility imperative. *AAC&U*.

<https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/TheAgilityImperative.pdf>

NACE. (2024). Competencies for a career-ready workforce. *NACE*.

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