

**UNIVERSITY OF GUAM**  
**Global Learning and Engagement**

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<b>Course Title:</b>	Work Readiness and Employment Insights of Island Businesses
<b>Credit Hours:</b>	One (1) professional graduate credit – PD894
<b>Instructor of Record:</b>	Shirley A. Mabini Young, Ph.D.
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**Course Content**

This course provides a practical approach to understanding current real work conditions and work-readiness needs that includes an assessment of representative voices from multiple industries. This course provides the environment to introduce teachers to information and insights about key industries, high demand and unknown career opportunities, and needed work-readiness skills, knowledge, character and behaviors.

**Rationale for the Course:**

The course supports the goal for teachers to prepare students in college and career readiness.

**Skills and Background Required or Expected**

The course is designed for educators in secondary education interested in Career and Technical Education. Participants are expected to participate in activities. They must have access to a computer with internet, video, speaker, and microphone capabilities.

**Teaching Methodologies & Anticipated Class Size**

There will be twelve different session presentations offered once a week. Each session will be conducted online, consisting of three presentations in lecture format with a Q&A session at the end. Participants will be required to participate in at least 8 of the 12 course sessions. Anticipated class size is 30 participants.

**Student Learning Outcomes**

1. Identify work-readiness skills, knowledge, character, behavior, and education or training levels that local employers expect from entry level employees.
2. Name three key industries in Guam and list at least five career opportunities for students upon graduation.
3. Describe an updated and innovative curriculum that integrates critical work-readiness skills, knowledge, character and/or behavior that will help students prepare for the real world of work.

**Methods of Evaluation**

Evaluation will be based on student participation in course session activities and the completion of a one-page essay that synthesize the above Student Learning Outcomes with improvements to their curriculum. *[Attendance of at least 8 of 12 sessions; Participation; Summary paper that synthesizes SLOs and improved curriculum]*

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## Grading

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Point System: 100 Total

Participation (minimum 8 sessions):	64 points
Summative Essay (One-Page):	<u>36 points</u>
	100 Points Total

## References

Akos, P. (2020) STARTING EARLY: Career Development in the Early Grades. Student Career Development Series, ACTE. Retrieved from: [https://www.acteonline.org/wp-content/uploads/2020/11/Xello\\_Starting-Early-Publication\\_FINAL.pdf](https://www.acteonline.org/wp-content/uploads/2020/11/Xello_Starting-Early-Publication_FINAL.pdf)

Carnevale, A., Smith., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Georgetown University, Center for Education and the Workforce. Retrieved from: <https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/12/fullreport.pdf>

Mean, M and Gonzalez, G. (2019). How work-based learning can bind employers and students together. The RAND Blog. Retrieved from: <https://www.rand.org/blog/2019/07/how-work-based-learning-can-bring-employers-and-students.html>

Why is it so hard to close the soft skills gap? (2020, October 30), Careers Connect, ACTE. <https://www.acteonline.org/oct-tech-careers-connect/>