

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

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<b>Course Title:</b>	Education and the Working Economy
<b>Credit Hours:</b>	One (1) professional graduate credit – PD894
<b>Instructor of Record:</b>	Shirley A. “SAM” Mabini Young, Ph.D.
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### **Course Content**

This course provides interactive learning sessions covering critical education and the state of the working economy. Learning activities will cover participation in a panel discussion, networking with colleagues to discuss course content, and workshops covering relevant methods, methodologies and resources available to educators. This course provides several learning opportunities to introduce teachers to information and insights about practical economic and workforce issues as it relates to their classroom work.

### **Rationale for the Course:**

The course supports the goal for teachers to improve student success in career and college readiness.

### **Skills and Background Required or Expected**

The course is designed for educators in secondary and post-secondary education to help expand their understanding of the intersection between their educational work and real economic conditions. Assignments will require access to a computer with internet for research and writing assignments, and transportation to attend various interactive learning activities.

### **Teaching Methodologies & Anticipated Class Size**

There will be a **panel discussion** made up of subject matter experts, followed by **workshop sessions**. The panel event will be held in a lecture hall setting, and the workshop sessions will be conducted at a local education institution (TBA). Review of Reference materials is required. Anticipated class size is 30 participants.

### **Student Learning Outcomes**

1. Understand and explain the current state of the working economy;
2. Describe at least two changes in their understanding of how education impacts the workforce and the economy;
3. Describe at least two innovative CTE approaches in improving one’s education practice to help student’s ability to be career ready.

## Methods of Evaluation

1. Assessment of student direct participation in the panel discussion and workshop sessions
2. Completion of a two-page essay that synthesizes the above Student Learning Outcomes. *[A professional report of one's engagement during the Discussion Panel and Workshop Sessions, embedding reading material information. Must synthesizing SLOs and plans for improved curriculum – see Rubric guide)*

## Grading

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Point System: 100 Total

Participation (Panel Discussion & Workshop):	60 points
Summative Essay (Two-Pages):	<u>40 points</u>
	100 Points Total

## References

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1. Hanover Research (2020). Best Practices in Middle School Career and Technical Education Expansion. <https://portal.ct.gov/-/media/sde/cte/best-practices-in-middle-school-career-and-technical-education-expansion.pdf>
2. Southern Regional Education Board (2021 June). Powerful CTE Instructional Practices. <https://www.sreb.org/publication/powerful-cte-instructional-practices>
3. Lindsay, J., Hughes, K., Dougherty, S. M., Reese, K., & Joshi, M. (2024). *What we know about the impact of career and technical education: A systematic review of the research*. American Institutes for Research, Career and Technical Education Research Network. <https://cteresearchnetwork.org/sites/default/files/2024-02/CTE-Systematic-Review-508.pdf>
4. *Research Roundup: Credit for Prior Learning, Graduation Rates, Future of Jobs Report, Student Choice of Non-degree Pathways* (01/17/2025) <https://ctepolicywatch.acteonline.org/2025/01/research-roundup-credit-for-prior-learning-graduation-rates-future-of-jobs-report-student-choice-of-.html>