



**Be Engaged.
Be Empowered.**

**GUAM COMMUNITY COLLEGE
E² SYMPOSIUM**

**CONTINUING EDUCATION & WORKFORCE DEVELOPMENT
CE-SPECIFIC CEU OR NOT FOR CREDIT COURSE**

Trades and Professional Services

SCHOOL

Criminal Justice & Social Science

DEPARTMENT

COURSE ALPHA, NUMBER, TITLE

Joachim P. Roberto

AUTHOR

12/12/19

DATE SUBMITTED

Check the action to be taken and obtain required signatures for approval.

- Course Adoption: **Comments:** 1 CEU for Equality and Engagement Symposium
- Course Non-substantive Revision: **Comments:**
- Course Substantive Revision: **Comments:**

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE
DEPARTMENT CHAIR / PROGRAM SPECIALIST	Joachim P. Roberto	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
DEAN	Virginia C. Tudela, Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	
ASSISTANT DIRECTOR Continuing Education & Workforce Development	Rowena Perez	<input type="checkbox"/>	<input type="checkbox"/>	
VP for ACADEMIC AFFAIRS	R. Ray R. Somera, Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	
REGISTRAR	Tina M. Quinata	<input type="checkbox"/>	<input type="checkbox"/>	

CE-SPECIFIC CEU or NOT FOR CREDIT COURSE APPROVAL/ MODIFICATION FORM

I. **COURSE ALPHA/TITLE:** Equality + Engagement: E2 Equals Inclusion and Diversity

II. **CONTACT HOURS:** 10

III. 1 CEU(s) Non For Credit

IV. **COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES**

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

This continuing education workforce development course utilizes a two-fold interactive symposium design format to increase greater awareness and social action within the human diversity field serving marginalized, oppressed, and minority populations; more specifically, the Lesbian, Gay, Bi-Sexual, Queer and Transgender (LGBTQ) communities in Guam and Micronesia. First, through panel discussions, poster board displays and break out presentation sessions, participants will gain first hand knowledge from select presenters concerning quality of life issues for the LGBTQ community. Second, economic opportunities will be presented about the various pipelines and pathways in which federal grant funding may provide government and non-profit organizations so as to empower and engage the systemic process of inclusion and engagement to resolve social injustices experienced by the LGBTQ community, their families and informal social support network. The symposium concludes with crafting a call to action outline resulting from the symposium presentations and participant dialogue. Participants may apply for 1 Continuing Education Unit (CEU). Those choosing CEU are required to complete 8 contact symposium hours and 2 hours to prepare and submit the required Equality and Engagement Symposium Response Paper. (See Attached for Paper Guidelines.)

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: 19 Page Numbers:0

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

SLO 1: Engage with a multi-sectoral cluster of underrepresented groups on Guam and in the region to identify and discuss quality of life issues of LGBTQ, veterans, ethnic migrants, and women;

SLO 2: To articulate a call to action for greater recognition of underserved communities in our midst that would bring about a wider awareness of pipelines and pathways that would benefit these groups and;

SLO 3: To explore federal, regional and other funding opportunities that can foster collaborative partnerships between and amongst these groups towards active engagement and empowerment in societal change

SLO 4: [REDACTED]

SLO 5: [REDACTED]

V. STUDENT LEARNING OUTCOMES – DETAILED (BASED ON COURSE OUTLINE)

1. Engage with a multi-sectoral cluster of underrepresented groups on Guam and in the region to identify and discuss quality of life issues of LGBTQ, veterans, ethnic migrants, and women.
 - a. Participate in plenary session
 - b. Select and participate in "break out" sessions
2. To articulate a call to action for greater recognition of underserved communities in our midst that would bring about a wider awareness of pipelines and pathways that would benefit these groups
 - a. Participate in plenary session providing input to call-to-action
 - b. Review student poster sessions with student recommendations for action toward equality and engagement.
3. To explore federal, regional and other funding opportunities that can foster collaborative partnerships between and amongst these groups towards active engagement and empowerment in societal change.
 - a. Attend key note session on federal grant opportunities
 - b. Identify pipelines and pathways to support and advocate system transformation for greater equality and engagement for LGBTQ communities.

VI. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

- VII.**
- A. Required Textbook(s): Symposium handouts, as needed.
 - B. Reference(s) and Bibliography:
 - C. Equipment/Facilities: Poster board professional printing, usual AV and classroom facility for 25 persons, multi-purpose auditorium for symposium plenary sessions
 - D. Instructional Supplies: Usual classroom supplies, pens, folders and paper