**UNIVERSITY OF HAWAI‘I AT MĀNOA**

**UHM-1 FORM (ADD A COURSE OF STUDY)**

Read instructions on reverse side carefully before filling out this form. For undergraduate courses, submit at least an original and three copies; for graduate courses, submit at least an original and six copies.

<table>
<thead>
<tr>
<th>1. Course Subject</th>
<th>2. Proposed Course Number</th>
<th>3. Effective Term (Sem/Year)</th>
<th>4. Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>NREM</td>
<td>492L</td>
<td>FALL 2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Course Title</th>
<th>5a. Full Course Title</th>
<th>5b. BANNER Course Title (30 characters or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Experience</td>
<td>Internship Experience</td>
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<thead>
<tr>
<th>6. Offering (check one)</th>
<th>7. Core or Graduation Requirement (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>1. Request approval of the ___ Diversification or Hawaiian/Second Language designation (DA, DH, DL, DB, DY, DS or H/SL).</td>
</tr>
<tr>
<td>Experimental</td>
<td>2. Request approval of the ___ Foundations designation (FW, FS, or FG).</td>
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<tr>
<td>(two academic years)</td>
<td>3. Do not consider course for a General Education Core or Graduation Requirement.</td>
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<tr>
<td>Single (one term)</td>
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<table>
<thead>
<tr>
<th>8. Grade Option (check all that apply)</th>
<th>9. Number of Credits</th>
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</thead>
<tbody>
<tr>
<td>Letter Grade (L)</td>
<td>If variable credit (v), give range:</td>
</tr>
<tr>
<td>Credit/No Credit (C)</td>
<td>3</td>
</tr>
<tr>
<td>Audit (A)</td>
<td></td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory (S)</td>
<td></td>
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<tr>
<td>[Graduate courses numbered 500, 700, and 800 only]</td>
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</tr>
<tr>
<td>No Grading (X) [Graduate courses only]</td>
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</tbody>
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<thead>
<tr>
<th>10. Repeat Limit</th>
<th>11. Credit Limit</th>
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<tbody>
<tr>
<td>0</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>12. Corequisite Course(s)</th>
<th>13. Major Restriction(s)</th>
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<tbody>
<tr>
<td>NREM</td>
<td></td>
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<table>
<thead>
<tr>
<th>14. Prerequisite Course(s)</th>
<th>Prerequisite Waiver (Check one)</th>
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</thead>
<tbody>
<tr>
<td>Enter course alpha and number for each prerequisite. Use &quot;or&quot; or &quot;and&quot; instead of punctuation. Type (or concurrent) after each prerequisite course that may be taken concurrently. Also specify what type of waiver is acceptable (check only one).</td>
<td>Instructor Approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Contact Hours and Instruction Type Specify number of minutes per week for appropriate instruction type(s). For courses with variable credits, check all applicable instruction types.</th>
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<tbody>
<tr>
<td>Lecture (LEC)</td>
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<tr>
<td>Laboratory (LAB)</td>
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<tr>
<td>Discussion (DIS)</td>
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<tr>
<td>Seminar (SEM)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Cross-listed Course(s)</th>
<th>17. Catalog Description</th>
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</thead>
<tbody>
<tr>
<td>Course Alpha &amp; Number</td>
<td>This section will appear in the Catalog. Limit description to 35 words; up to 85 words for alpha courses. Read instructions carefully before completing this section. Internship work experience for NREM majors.</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
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</tbody>
</table>

| 18. Justification Read instructions on reverse side. Attach sheets as needed. |
| We are creating a lab section for NREM 492 because students usually do not complete the field experience during the same semester as they enroll in the course. Separating the class and field portion allows students to enroll in the field portion during the semester they complete the experience. |

<table>
<thead>
<tr>
<th>Requested by</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>NREM</td>
<td>CATHERINE CHAN-HALBRENDT</td>
</tr>
<tr>
<td>Department/Unit</td>
<td>Chair/Director</td>
</tr>
</tbody>
</table>

| OFFICE USE ONLY: |
| SIS CATALOG | Graduate Division (600 level and above) |
| SIS PREREGS | Dean | Signature | Date |
| LEVEL | General Education |
| COLLEGE | Signature | Date |
| DEPT | Mānoa Chancellor's Office |
| | Chancellor | Signature | Date |
NREM 492L
New Course Justification

1. What is the objective and purpose of the new course?
The purpose is to create a lab section for the field experience portion of the NREM internship (492). Currently, the class and field portions are together. The problem is that most students do not complete the field experience at the same time as the classroom portion; thus, they have to take an incomplete until the field experience is complete. This way, they enroll in NREM 492L when the field experience is (or will be) complete.

2. How will the content be organized?
No difference with the current NREM 492 course. See attached syllabus.

3. What other courses at UHM closely parallel the proposed course and in what way will the latter make a distinct contribution?
N/A. NREM 492 is a requirement for NREM majors.

4. Where or how does the proposed course fit into the current and future curriculum?
No difference with the current NREM 492 course.

5. Why is the number of credits and level justified? Explain the prerequisites and the absence thereof.
In the current course, the credits are informally split up as 1 for the class and 3 for the field experience. The student must spend 135 contact hours in the field experience, which is equivalent to 3 credit hours for a lab section.

6. How will the course assist students to achieve the critical skills and competencies expected of CTAHR graduates?
It contributes directly to the “real world” experience skill category. The class includes sessions on preparing to find and apply for employment in a field relevant to NREM. The field experience literally requires them to find and complete a real world experience.

7. How will students be evaluated?
No difference with the current NREM 492 course.

8. What are the minimum qualifications for teaching this course? Is a qualified instructor now available?
No difference with the current NREM 492 course.

9. How will the course be financed, assuming no further cutbacks?
No difference with the current NREM 492 course.

10. Has the course been offered before? Is there a demand for it?
Yes, as NREM 492. As a requirement for the major, demand is built in.

11. Is the course cross-listed with another department?
No.
NREM 492+L

COURSE DESCRIPTION

Internship is a graduation requirement for all CTAHR majors. It consists of a 1-credit classroom portion and a 3-credit, writing-intensive (W-focus) field experience. It contributes to the CTAHR “real world” experience skill category (http://tinyurl.com/CritSkills-pdf). For NREM majors, the classroom portion (NREM 492) is offered every fall semester and meets weekly for 75 minutes. This features seminars or discussion sessions on resume preparation, interviewing skills, professionalism, etc. In addition, a field trip incorporates speakers from agriculture and natural resource companies, government agencies, and non-profit organizations who discuss their respective businesses and internship and career opportunities. Students will also engage in formalized presentations on controversial natural resource issues, presenting various sides or moderating between opposing interests. There are numerous writing assignments in class and associated with your internship experience. Students also help critique each other’s resume and provide feedback on each other’s performance in mock job interviews.

The field experience (NREM 492L) is offered during the spring and fall semesters. Most students undertake their field experience during the summer and complete the assignments during the following fall semester. Regardless, students should enroll in NREM 492L during the semester they plan to complete the assignments. The objectives of the work experience are to: a) integrate and apply knowledge from your academic program to practical work responsibilities in an agricultural or natural resource field; b) obtain experience in decision-making and to gain an understanding of interpersonal skills needed to work productively with employers, co-workers and customers/clients; c) determine your level of interest in a specific field; d) develop personal contacts with people in this field; and e) identify future needs in your educational program. An agreement involving the employer, student and instructor is developed prior to the work experience. A minimum of 135 hours of work experience are required. You will complete a journal and a 10-page written report of the work experience. Your employer will complete an evaluation of your performance at the end of your employment.

Course Assignments

<table>
<thead>
<tr>
<th>NREM 492</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Case Study Presentations: Oral presentation (50) and write up (50) x 3 case studies</td>
<td>300</td>
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<tr>
<td>2. Resume and Cover Letter: peer reviews (3 x 10) and final resume and cover letter (50)</td>
<td>80</td>
</tr>
<tr>
<td>3. Job Interview Applications: 25 x 2</td>
<td>50</td>
</tr>
<tr>
<td>4. Peer Interview Assessments (3 x 10)</td>
<td>30</td>
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<tr>
<td>5. Field trip: reports (4 x 10)</td>
<td>40</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NREM 492L</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employer Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>2. Internship Experience Journal</td>
<td>100</td>
</tr>
<tr>
<td>3. Internship Experience Report</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Attendance will be taken for NREM 492, and 10 points will be subtracted for every unexcused absence.

Course Grade*       Points
A  450 - 500
B  400 - 449
C  350 - 399
D  300 - 349
F  < 300

*Same grading scale for both NREM 492 and NREM 492L
Week | Topic | Speaker | Assignment Due | (Points)
--- | --- | --- | --- | ---
01 | Introduction & course requirements | Instructors | None | 
02 | Library Research Skills I | Eileen Herring | None | 
03 | Library Research Skills II | Eileen Herring | None | 
04 | Internship opportunities I | Outside speakers | - | 
05 | Case Study I: Presentations | Students | Case study write-ups | 100 |
06 | **Saturday Field Trip** | **Instructors** | -moderators’ case study decision | 
07 | Resume & Cover Letter | CDSE | - | 
08 | Financial Planning | Derrick Williams | Draft Resume | 
09 | Student Internship Experiences | Former students | Resume peer reviews | 30 |
10 | CDSE Career Fair | Campus Center | Final Resume | 50 |
11 | **No class** | | | 
12 | Case Study II: Presentations | Students | Case Study: advocate write-ups | 100 |
13 | Mock Interviews I | Groups 1-4 | -moderators’ case study decision | 
14 | Mock Interviews II | Groups 5-8 | Field Trip Reports; Career Fair report | 40 |
15 | Professional Expectations | Cindy Goldstein | Mock Interview II peer assessment | 
16 | Internship Opportunities II | Outside speakers | | 
Finals | Case Study Presentations III | Students | Case Study: advocate write-ups | 100 |

Assignments are due at the time of class during the weeks indicated. Paper copies are acceptable, but submission to the course laulima site (http://laulima.hawaii.edu) is preferred. Assignments turned in late are acceptable only with an excused absence and/or prior instructor consent.

Students will be assigned to groups at the beginning of the semester for the purpose of peer review of certain assignments and group presentations of case studies. Peer review assignments must be submitted via laulima, as indicated in **bold** and described below.
Resume and Cover Letter

Prepare a professional resume and a cover letter for yourself tailored to an actual or desirable internship or a permanent job. Examples can be found at www.resume-resource.com. A class session on preparing a good resume and cover letter will be held prior to the submission of a draft. The draft should be submitted to your group folder in the “Draft Resume” subfolder.

As peer reviewers, please use the form on the next page to provide feedback to your group members. A fillable pdf form is available at laulima in the “Forms” folder. The student critiques and instructor reviews of the draft resume will be returned the following week. The final resume is due the week after that. The Career Development and Student Employment office (http://cdse.hawaii.edu) has a help service for student resumes. You are encouraged to use this service as an additional review of your draft resume and for any actual resume you send for internship applications. They require a minimum period of two working days.

Since this is a peer-review exercise, everyone is encouraged to submit fake address and contact information to protect yourself against identity theft.

Field Trip

We will be going on a field trip to visit farms, businesses, agencies, and non-profit groups working in agriculture and natural resource fields. We will meet in the Korean Studies Center Parking lot across from St. John. We will leave promptly at 8:00 AM and return around 3:00 PM. We will likely visit 4-5 organizations during that time. We will not have time to visit a restaurant for lunch, so please bring your own. We will bring drinks and water for everyone in a cooler.

Your assignment for this trip is to write one-page summaries (double-spaced) of four speakers/locations visited during the field trip. Each essay will be worth 10 points. The essay should summarize the location, the business or organization and its major activities, important agricultural or natural resource issues that impressed you (good or bad), and the potential internship opportunities that were either presented or that you could envision for yourself, based on your own major and interests. Include knowledge, understanding, or skills-technical and professional-that could be gained from such an internship. Also list the type of academic or experiential background that would be needed to prepare for such an internship. List a few courses offered at UH that would be appropriate and if you think there are any significant gaps in terms of available courses.
## Resume Critique

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCORE (0-5)</th>
<th>HOW IT COULD BE IMPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL APPEARANCE.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readable, attractive, creative.</td>
<td></td>
<td></td>
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<tr>
<td><strong>LAYOUT.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct grammar, spelling, and formatting. Professional style.</td>
<td></td>
<td></td>
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<tr>
<td><strong>LENGTH.</strong></td>
<td></td>
<td></td>
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<tr>
<td>Concise presentation but sufficient information.</td>
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<tr>
<td><strong>RELEVANCE.</strong></td>
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<tr>
<td>Relationship of the applicant’s background to the available position.</td>
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<tr>
<td><strong>WRITING STYLE.</strong></td>
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<tr>
<td>Organization and flow of information. Professional language and terminology.</td>
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<tr>
<td><strong>ACTION ORIENTATION.</strong></td>
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<tr>
<td>Action verbs, sentences, and descriptions.</td>
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<tr>
<td><strong>SPECIFICITY.</strong></td>
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<tr>
<td>Focus on specific information about education, experience, projects, etc.</td>
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<td></td>
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<tr>
<td><strong>ACCOMPLISHMENTS.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific, relevant, important, reflects knowledge and skills.</td>
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<tr>
<td><strong>COMPLETENESS.</strong></td>
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<tr>
<td>All key information is included and up to date.</td>
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<tr>
<td><strong>OVERALL EFFECTIVENESS.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the resume and cover letter make a strong case for inviting the applicant for an interview?</td>
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</table>

Rating point total___________ (out of a maximum of 50)

What are some other ways that you would suggest to improve resume?
Mock Interviews

After finding and applying for an internship or job position, you hopefully will be asked to participate in an interview. This assignment will allow you and your peers to practice the interview process in a relatively friendly and low-stress environment. Because of the class size, there are two interview sessions. Groups will be assigned to one of those sessions, so check your group.

For this assignment, you first need to find an actual internship or job being offered and prepare a complete application, including a cover letter, resume, and any other application materials (list of references, application form, etc.). The job description and all application materials will be submitted to your peers before your scheduled interview so you all can prepare to interview each other for specific positions. As before, please use fake address and contact information.

On the day of the scheduled interview, you are expected to come to class dressed in appropriate attire for an internship interview (casual business attire). You will be judged based on your answers to the questions posed and on the quality of questions you pose to the interviewer. As peer reviewers, you will fill out an interview assessment form for each group member you interview. Bring copies of the forms with you to make notes during the interviews.

Although interview questions can vary, each interview will include a similar set of 3 questions. The remainder are up to your peers. Please have at least 3 additional relevant questions for each applicant. These should be based on the application materials submitted and whatever you think would help you learn more about the applicant's suitability for the position. The standard set of questions and a larger sample list are below. Some of your questions may be asked by other interviewers. If so, go on to another question on your list. The last question should be "Do you have any questions for us about the position?" You are not required to have good answers to questions posed by the applicant but rather should judge the quality of the questions asked by the applicant. The applicant’s questions should be relevant to the position rather than general ones, such as “What are the hours?” or “How many days of vacation do I get?” Do not fill out your critique sheet during the interview, but feel free to take a few notes, if you need. Students will turn in their peer assessment forms the week after the interview.

Since there are 4-5 students per group and only 75 minutes of class, each interview should last no more than 15 minutes.

If you are not scheduled to be an interviewer or applicant, you are excused from class that day. You may attend class in order to listen in and learn from other students as they go through the interview process; however, you should not disrupt the students engaging in the interview.
Sample Questions for the Mock Interviews

For more sample questions and help with interviewing, go to www.jobinterviewquestions.org

Standard Questions for All Interviews

1. How have your background and experience prepared you for this position?
2. What are your overall career goals? How does this position fit in with those goals?
3. What do you think you can contribute to this position?

Sample Questions for Interviewers: Modify these for the job requirements and expectations and the applicant's actual background. Make them relevant for an internship-type experience.

1. What attracted you to this position or motivated you to apply?
2. What would you like to learn or experience in this position?
3. How do you handle conflict or problems with co-workers and supervisors? Can you describe a situation from your own experience and how it was resolved?
4. What motivates you to do your best work?
5. What kind of work environment do you perform best in: team-oriented or independent, task-oriented, long-term or short-term projects, variety vs focus on specific tasks, office work, field work, client-stakeholder relations, etc.?
6. If you were hiring for this position, what would you look for in an applicant?
7. Describe one of your best work experiences and/or one of your worst experiences. What did you learn from them?
8. How would your former co-workers or supervisors describe you personally and professionally?

Sample Questions for Applicants: In general, you can turn some of the previous questions around and ask them of the interviewers, but only if they were not asked already. Questions should express your eagerness to work for the organization and ways that you and the organization can strengthen the internship experience.

1. What are the most important traits you are looking for in an applicant?
2. Is there a possibility that this internship could become a regular, full-time position?
3. Who is the supervisor, and how much independence vs directed tasks are expected?
4. How will my performance be evaluated? Will I receive regular feedback? Are there written standards or expectations?
5. What kind of training is offered or required to perform the job? Will there be training opportunities during the course of employment?
6. As an intern, I would like to experience various aspects of the business and its operations. How much would that be a part of the work experience?
7. Are there opportunities for mentorship with senior employees?
8. Obviously, there are sometimes conflicts among employees or with supervisors. How does your organization handle these situations, and which would apply to me as an intern?
9. Will I have an opportunity to meet with potential co-workers or supervisors today?
10. Have you employed interns in the past? What kinds of tasks did they perform? Are any still working here? Do you know what they have gone on to do?
<table>
<thead>
<tr>
<th>Categories</th>
<th>Unsatisfactory (0 point)</th>
<th>Needs Improvement (1 point)</th>
<th>Satisfactory (2 points)</th>
<th>Excellent (3 points)</th>
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<tbody>
<tr>
<td>Initial Introduction</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Eye Contact/Body Language</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Appropriate Dress</td>
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<td>Comments:</td>
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<td>Self Confidence</td>
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<td>Comments:</td>
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<tr>
<td>Oral Communication (uses complete sentences/diction)</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Expression of Ideas (logical/sequential/complete)</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>Use of Information from Resume and Cover Letter</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Quality of Questions Asked of the Interviewer</td>
<td></td>
<td>Improved</td>
<td>Diminished</td>
<td>Had no effect</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>Considering the written job application, how did the interview affect your assessment of the candidate’s qualifications for or ability to perform well in this position?</td>
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</tbody>
</table>

Suggestions for improvement/compliments/other comments

Subtotals

Total Score


7
Agricultural and Environmental Case Studies

Many of you will be involved in contributing to or influencing policies on agriculture and natural resources as professionals and citizens. This course will give you the opportunity to investigate controversial issues in agriculture and natural resources and construct a position for or against certain propositions regarding their use or management.

Your group will be assigned to one of the roles, outlined below. You should meet with your group members inside and outside of class to work on various aspects and review progress.

**Group Roles**

*Public Interest Advocates* for or against the proposition

*Professional Society Advocates* for or against the proposition

*Scientific Experts* supporting the groups for or against the proposition

*Moderators* who will hear both sides, ask questions, and then make a decision on the resolution

**Advocates** should focus on constructing a rationale for *why* the proposition should be supported or opposed. This involves the use of data, but ultimately it is a subjective judgment based on values and priorities. Advocates should make sure that their arguments have evidence or examples to support their claims, but their focus should be on why their position promotes the better set of values and outcomes. Public-interest advocates should represent the values and interests of citizens or communities. Professional society advocates should represent the opinion of a group of professionals whose work or interests would be affected by the decision.

**Experts** should focus on finding data and evidence to support the rationale of the advocates. For example, if a proposition were to ban the use of pesticides in and around schools, experts for banning them should provide evidence of risks and actual harm to human or environmental health, which are fundamental social values. Opponents can provide data about the cost-effectiveness of pesticides, existing regulations, safe use procedures, or even data showing no or very little risk or harm. Experts are not required to provide a “balanced” set of data or evidence, but they are expected to be honest and represent the evidence fairly. Both experts and advocates should consider the counter-arguments or data and factor them into their presentations.

**Moderators** are the ones who guide the discussion and make the final decision on the proposition. They should prepare for the discussion by becoming familiar with the issues surrounding the proposition, but they should also be open to the arguments and evidence presented by the two sides. Moderators should also consider the practical and legal consequences of their decision, even if they are not raised by the advocates or experts. Essentially, they should be having the debate amongst themselves each week to inform each other and discuss pros and cons of the proposition. They should also assign individuals to gather information about how certain decisions would be implemented, e.g. regulation rules and enforcement mechanisms. After hearing the presentations, the moderators can craft a compromise decision, if they feel it is workable and is needed to address key issues. If a majority decision cannot be reached, then the decision is “no action” on the proposition.
NREM 492+L

Assignments

Oral Presentations

1. Opening Statements (20-30 min).
Each of the proponent and opponent groups will give a 3-5 minute oral presentation to the moderators. For the advocates, the presentation should outline why the issue is important, what decision you want the moderators to make, and why they should decide in your favor. For the experts, the presentation should highlight the relevant and most important evidence in favor of your position. You may provide a handout to the moderators to illustrate issues or evidence.

2. Moderator Q&A (15-20 min)
After the opening statements, the moderators will ask questions of the groups to clarify the issues, positions, or evidence and to raise issues that may not have been covered by the groups, such as potential unintended consequences of making certain decisions. Moderators should feel free to interrupt long-winded answers and should strive to give all the moderators an opportunity to ask a question and each group a chance to respond to at least one question.

3. Closing Statements (10 min)
Each side will designate one spokesperson to give a 3-min closing statement, emphasizing the key points you wish the moderators to consider or responding to presentations by the other side or Q&A from the moderators.

4. Moderator’s Decision (10-15 min)
Moderators will confer after the closing statements to discuss the issues and try to convince their colleagues on how they should vote. If there is strong support for a compromise decision, then the basics of that compromise should be announced, with details to follow in the write-up.

Write-Ups

1. Written Testimony
Each of the proponent and opponent groups should prepare a 2-3 page written testimony statement summarizing your argument for or against the proposal. The paper should be formatted as single-spaced, Times New Roman 12-point font on 8.5 x 11-inch paper with 1-inch margins. As before, advocacy groups should focus on making a compelling argument, and the expert groups should focus on presenting compelling evidence in favor of a specific decision. For the expert group, technical references to published work are expected. Citation and reference format guidelines are below.

2. Moderators’ decision
The moderators will prepare a joint statement declaring their position and summarizing the reasons for making a specific decision. The summary should include the full spectrum of moderator opinions but highlight the key issues or evidence that led to the majority or compromise decision. Include a short list of proposed regulation and enforcement guidelines. If the moderators were evenly split and no decision was made, then separate statements should be prepared highlighting each side’s concerns and why a compromise could not be reached. The moderators’ decision is due the week following the case study presentations. For Case Study III, the write-up is due by the last day of finals (Saturday).
Working Together Well as a Group

The group should work together in the initial stages to establish objectives and decide on a general approach. Then, tasks should be given to individuals who will be responsible for completing them. The group members should be willing to share their findings or progress and offer advice to each other as they work on individual tasks. The meetings during class each week should be used to update the group on individual tasks, review overall progress, and set goals for work that needs to be completed for the coming week.

Initially, the advocates need to determine the major issues and the approach your argument will take to make a strong case for or against the proposition. The experts need to determine what information or evidence is needed to help the advocates make their case. For the moderators, determine as a group what the major issues are and challenges or consequences for deciding either for or against the proposition. Begin discussing what compromise decisions might be possible and what that would mean for addressing concerns of different interest groups. Then, each group should assign individuals tasks to gather information; develop arguments, information, or issues; and work on the oral presentation and write-up. Moderators should educate themselves so they are ready to respond in the Q&A and make a well-reasoned decision.

Your group will need to decide if you want one or more persons to give the oral presentation or actually compose the write-up. Sometimes it is advantageous to have consistency in your writing and speaking, but this puts a lot of burden on one person in the group. If you decide to follow this route, then the tasks of the designated writer or spokesperson should be to compile information from the other group members to develop a powerful oral presentation or written statement. Other group members should contribute statements, paragraphs, data tables, graphs and figures, or other “pieces” needed to craft the presentation or write-up. If you split up the writing and speaking tasks, leave time to edit the final product as a whole.

Finally, to ensure stability and help you improve your group dynamics, you will be assigned to the same group throughout the semester. Your group role will change (moderator, advocate, expert) based on the case study, but the group members will remain the same. This way, you can learn about each other’s strengths and weaknesses and develop effective strategies to work together.

Evaluation of Presentations

Half of your grade for each of these assignments will be based on the quality of the oral presentation and the write-up for each group, even if only one person spoke or was responsible for the write-up. The other half of your grade will be based on a group assessment of your individual contribution to the overall effort. The group should decide on the contribution each member will make to the overall effort, and individuals will be rated by their peers based on those agreed-upon contributions. The sheet below should be used to rate group members. Evaluation sheets are due at the same time as the write-ups.
NREM 492+L

Case Study Peer Review Sheet

Group #: _____

Your Name: ________________________________

Ratings

0 (rarely/never) 1 (occasionally/sometimes) 2 (all/most of the time)

Group Member Name: ________________

_____ contributed to ideas/planning     _____ did agreed upon work     _____ did a fair share of work

_____ communicated well     _____ was helpful and cooperative

Comments:

Group Member Name: ________________

_____ contributed to ideas/planning     _____ did agreed upon work     _____ did a fair share of work

_____ communicated well     _____ was helpful and cooperative

Comments:

Group Member Name: ________________

_____ contributed to ideas/planning     _____ did agreed upon work     _____ did a fair share of work

_____ communicated well     _____ was helpful and cooperative

Comments:

Group Member Name: ________________

_____ contributed to ideas/planning     _____ did agreed upon work     _____ did a fair share of work

_____ communicated well     _____ was helpful and cooperative

Comments:

Group Member Name: ________________

_____ contributed to ideas/planning     _____ did agreed upon work     _____ did a fair share of work

_____ communicated well     _____ was helpful and cooperative

Comments:

If you need space for more group members, print another copy of this sheet.

Briefly describe your agreed upon tasks and your contribution to the case study.
Reference List Guidelines

Standard journal article


Journal titles are normally abbreviated. There are resources for standard journal title or word abbreviations that are listed at [www.library.illinois.edu/biotech/j-abbrev.html](http://www.library.illinois.edu/biotech/j-abbrev.html)

Technical book citation

To qualify as a technical reference, a book must include reference citations in the text and reference lists at the end of chapters or at the end of the book. Popular books with bibliographies (such as Guns, Germs, and Steel by Jared Diamond) do not count as technical references, but the references in the bibliography are potential sources of technical information. Unlike journal titles, book titles are not abbreviated. However, as with article titles, only the first word in the book title is capitalized in the reference.


Chapter in a book


Article with no identifiable author

Some publications don't list an author. An example is Statistics of Hawaii Agriculture. Where there is no author, substitute the word Anonymous as the author.


Magazine or newspaper article


Technical report

Conference, symposium, or workshop proceedings


Thesis or dissertation


Abstract

Use only if the publication isn't in the library or if the paper is in a foreign language. When using an abstract, give the citation for the original paper followed by the source of the abstract. For example, Hort Abstracts. Year, Volume, Abstract number.

Personal Communication

Cite all information obtained from interviews with experts (including farmers) as personal communications in the body of the paper. Citations should take the form (J.B. Smith, Year, personal communication).

Internet citation

1. Chicago Style
"Jericho Walls." In History Log9008 [electronic bulletin board]. S.1 27 August 1990- [cited 15 December 1990]. Available from listserv@finhutc.bitnet

Formats vary for citing materials published electronically. Consult sections 4.8 and 4.9 of the MLA Handbook for samples of citation format, including CD-ROMs, online services, and the Internet.

Citing web pages

Author. Date. Title of Article. Title of web page. URL (uniform resource locator; almost always begins with http://). Date accessed.

In-Text Citation Guidelines

You should cite the source of information or quotes in your paper. The general formats for these citations are: (AuthorLastName date), (LastName1 and Lastname2 date), (LastName1 et al. date) for one, two or more than two authors, respectively. If the information in a single sentence is derived from more than one reference, list the citations together in parentheses in chronological order, e.g. (Mackenzie and Stark 2000, Jones et al. 2005). If you cite more than one article by a given author in the same year, the date should be followed by the letters a, b, etc., e.g. (Jones 2000a, Jones 2000b) but (Jones 2000, Jones et al. 2000) do not need separate letters.
Internship Experience Assignments

Journal or Notebook

A journal or notebook of your internship experience is required. It is worth **100 points**. This is an excellent foundation for your internship report. At the end of each day, take a few minutes to record significant events of the day. Record facts and practices. Once a week, set aside some time (15 - 30 minutes or longer) to reflect upon the events of the week. Write a paragraph or two to summarize your generalizations, interpretations and reactions. Use your daily logs to remind you of the significant events. Look for themes and commonalities. Generalizations, interpretations and reactions to the facts and practices being conducted should be related to science. If certain practices being utilized are inappropriate (or appropriate and effective), you may wish to describe the suitability of the practices relative to maximum profitability of an operation.

In writing journal items, think about the entire operation. If it is an agricultural business, consider the product line being marketed, how efficiently they're produced (media/fertilization, irrigation, crop protection, growing environment), inventory turnover, marketing, and the distribution channel. You should make observations on the workflow, the work environment, employee attitudes, standardization of procedures, etc. Think about how you might enhance the profit margin (if a business) or enhance the service (if a non-profit organization).

Your journal will be evaluated in the context of your summary of the facts of events and your reactions/interpretations of the events. If you prefer to submit something more structured, use the format of the field trip writing assignment to describe a summary of the significant event(s) and your interpretation/reaction to the events of significance in your internship experience. You could relate your internship practices to theory learned from your classes or other reading that you have done. Five "reports" of one to two pages in length will replace the requirement of your entire journal.

**Journals are due by the end of the 12th week of the semester.** If students are still engaged in their field experience and have not completed the required hours by this time, they should contact the instructor to request an extension.
Internship Experience Report

**Requirement:** 10-12 pages typed double-spaced in Times New Roman 12-point font with The report is worth **300 points**. Your journal can help you with the content of your report. Your reactions and interpretations near the time of each significant event serve as a valuable way of elaborating important points in your report. Details and impressions may be quickly lost if they are not recorded in your journal.

**Report format:**

1. Description of operation
   - Type of business or service organization
     - a. Location, products produced or sold, market.
     - b. Facilities available.
   - Organization
     - a. Organization of departments, chain of command, supervisors, etc.
     - b. Your place and duties in the organization, e.g., specific tasks and daily routine.

2. Analysis of business and practices
   - Technical aspects, e.g., procedures and scheduling for fertilization and watering, weed, disease and insect control; chemical storage, propagation, planting, pruning, media preparation, etc.
     - a. Were techniques used effective or was improvement needed?
     - b. Could procedures be simplified to save time or money?
     - c. Were pesticide control measures carefully devised or haphazard?
     - d. Were workers knowledgeable about reasons for duties?
     - e. Were there any innovative or unusual procedures?
     - f. Describe technical features that make the company successful
     - g. Propose new practices to enhance production and improve profitability
   - Business and personnel aspects (if appropriate)
     - a. Procedures for conveying responsibilities to workers to get jobs done.
     - b. Procedures for handling and recording financial aspects of the business.
     - c. Training procedures.
     - d. Worker attitudes and conditions leading to attitudes.
     - e. Describe business and personnel features that make the company successful
     - f. Propose new practices to enhance personnel relations or business practices

3. Evaluation of work experience
   - A. New experiences or techniques that you obtained.
   - B. Evaluation of your employer as a place to work.
   - C. Relevance of classes to work experience.
   - D. Effect on your future plans.

**The draft report is due by Friday of the 12th week of the semester.** The instructor will return the revised report by Friday of Week 14. The final report is due by Friday of Week 16.
Prospective Employer Information/Agreement

The objectives of the work experience are to: a) integrate and apply knowledge from your academic program to practical work responsibilities in an agricultural or natural resource field; c) obtain experience in decision-making and to gain an understanding of interpersonal skills needed to work productively with employers, co-workers and customers/clients; d) determine whether your level of interest in a specific field; e) develop personal contacts with people in this field; and f) identify future needs in your educational program.

This form is to be completed by employers interested in providing CTAHR majors with practical work experience to fulfill her/his internship requirement. Approximately 135 hours of work experience or equivalent is required. Completion of this form does not commit the employer to hire any students, but it provides a record that the internship program uses for self-assessment and future reference.

Student Name: ______________________________________________________________

Employer (Company/Agency):___________________________________________________

Contact person:______________________________________________________________

Mailing Address:_____________________________________________________________

_____________________________________________________________

Telephone/Fax/e-mail:________________________________________________________

Student's Job Title and Major Duties (brief description)

Expected hours/week of work:

Will this be a paid or unpaid internship?
Employer agreement:

I agree to provide volunteer opportunities or wages and benefits in accordance with schedules set for other volunteers, part-time or full-time employees doing the same work.

I agree to complete an evaluation of the student(s) employed by me for the University of Hawaii at Manoa Natural Resources and Environmental Management Department.

___________________________________________ Date________________________
Signature of Employer-Cooperator (Please Return to above address).
INSTRUCTIONS:
This form (or an alternate) is to be completed by the agency/firm supervisor. It becomes a part of the
total evaluation for the student and is to be discussed with the student in final conference(s).
Please give your assessment of the student at the completion of the internship on the items and scale
below. Please also note by placing an asterisk beside the rating if you have observed improvements
since the beginning of the experience.

RATING SCALE:
4 = excellent; 3 = very good; 2 = average; 1 = fair; 0 = unsatisfactory. (Use N/A for any item you have
not had an opportunity to observe.)

A. Work performance
   1. Ability to learn
   2. Ability to analyze problems
   3. Ability to organize and plan work
   4. Quality of work
   5. Time to complete tasks
   6. Ability to meet deadlines
   7. Initiative to identify needs and propose solutions
   8. Ability to utilize and apply previously gained knowledge
   9. Ability to communicate orally
  10. Ability to write clearly, accurately
  11. Ability to work independently
  12. Promptness/punctuality/attendance
  13. Dependability
  14. Use of professional judgement
  15. Interest and enthusiasm
  16. Safety consciousness

   Comments:

B. Personal Relationships
   1. Courtesiousness, sensitivity to others
   2. Ability to work cooperatively with other employees
   3. Ability to deal with clients
   4. Ability to assume effective leadership (when needed)
   5. Receptivity to suggestions
   6. Ability to accept constructive criticism
   7. Ability to be flexible and adaptable
   8. Ability to handle personal and work-related frustrations

   Comments:
C. What did you value most about this student?

D. In what ways can the student improve herself/himself?

E. Other comments

F. Please indicate the grade you feel best represents the overall performance of the student, using the following scale (+ or - may be used to designate additional information).

   A = excellent
   B = good
   C = fair
   D = poor
   F = very poor, failing

Agency/Firm Supervisor's Signature ___________________________ Title ___________________________

Name of agency/firm ___________________________ Date ___________________________

PUBLIC TESTIMONIAL
Although your evaluation of student performance is used for grading and assessment, comments will not be made publicly available without your permission. In our efforts to publicly advertise the value of our undergraduate programs, we would like to include employer comments on our website and other promotional materials. If you are willing to have your comments on student performance be used for these purposes, please check the box next to the letters below. Alternatively, you may include separate comments for this purpose. We will remove any names or other identifying information regarding the student or the employer.

☐ A. Work Performance   ☐ B. Personal Relationships   ☐ C. Most Valued About Student

☐ D. Areas for Improvement   ☐ E. Other Comments

Separate Comments:

University "open file" policies require that this information be available to the student on request. Please return the signed form to "Internship Program Coordinator" at the appropriate departmental address below.

Department of Natural Resources and Environmental Management
University of Hawaii
1910 East-West Rd., Sherman 101
Honolulu, Hawaii 96822

Department of Tropical Plant and Soil Sciences
University of Hawaii
3190 Maile Way, St. John 102
Honolulu, Hawaii 96822

Thank you for your cooperation.