



COLLEGE OF NATURAL AND APPLIED SCIENCES
UNIVERSITY OF GUAM

CF309 - PREVENTION PROGRAMMING FOR YOUTH AT RISK
COURSE SYLLABUS*

Instructor: Extension Agent III/ Assistant Professor Gena Rojas

Location: Agriculture and Life Sciences Bldg
Room 124

Time: Monday and Wednesday, 5:30 – 6:50 PM

“The more we increase the active participation and partnership with young people, the better we serve them. ... And the more comprehensively we work with them as service partners, the more we increase our public value to the entire community.” - Carmen Martinez

“...Youth voice is crucial to the overall effectiveness of service- learning programs. Youth voice has a tremendous impact on program participation and program outcomes, both short term and long term.” - Education Commission of the States

Course Description:

This course presents an overview of methods for practitioners' use to help prevent problems experienced by youth such as drug and alcohol abuse, teen pregnancy, sexually transmitted disease, suicide, and school drop out. The approach to prevention includes the application of principles from human development, sociology, psychology, social work and education. Individual, family, school and community factors are considered assessing current issues for program development in Micronesia and Guam. Prerequisite: PY101 or SO101 or consent of instructor.

Required Texts and Readings:

Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents. Sixth Edition. Editors Dave Capuzzi and Douglas Cross. 2014 Alexandria VA: American Counseling Association.

Additional reading and materials will be distributed in class

Student Learning Outcomes: The concepts and approaches you learn in this class should enable you to understand and identify program-planning models for youth at risk. The concepts and approach in this course provide the foundation for you to analyze, develop and apply appropriate and culturally relevant solutions to at-risk youth issues. By the end of the semester, you should be able to:

CONTACT INFORMATION:

Tel: 671.735.2055

Email:
rojasg@triton.uog.edu

Office: ALS
Room 228

Office Hours:
By Appointment

SLO-1: **Explain the term ‘youth at-risk’ and expound on factors that contribute to risk behaviors.** Supports CFS PLO (Demonstrate criterion level knowledge of family diversity in the global community) and will be assessed through the following course activities: field observations, assignments, exams, and participation.

SLO-2: **Explain and describe the differences between intervention, prevention and crisis management for at-risk youth.** Supports CFS PLO (Demonstrate criterion level knowledge of the effects of context [social, economic, political, historical, & cultural environment] on family functioning & development) and will be assessed through the following course activities: field observations, assignments, exams, and participation

SLO-3: **Critically assess the consequences of risk behavior/factors contributing to individual, family and community instability.** Supports CFS PLO (Demonstrate critical thinking skills and problem solving abilities; demonstrate criterion level knowledge of family diversity in the global communicate; demonstrate basic research skills) and will be assessed through the following course activities: Problem solving case memos, research critiques, final program plan and participation.

SLO-4: **Understand and apply experiential learning model, targeting life skills model, and logic models;** Supports CFS PLO (demonstrate oral communication skills, basic research skills, technological skills, critical and problem solving skills) and will be assessed through the following course activities, participation, developing impact statement, research critiques, and program project.

SLO-5: **Develop a youth program plan.** Supports CFS PLO (Apply knowledge and professional skills to address issues encountered in professional settings; demonstrate written and oral communication skills, basic research skills, technological skills, critical and problem solving skills; demonstrate ability to gather and synthesize information) and will be assessed through the following course activity: conceptual paper and final program plan, interview with youth professionals

Methods of Evaluation:

Your performance will be evaluated on class participation, problems solving cases, research critiques, program plan project, and other assigned projects. All assignments will be graded and returned to students for editing to be submitted as part of your portfolio. The portfolio will be submitted with a cover memo detailing your thoughts on the course, what you learned, what you found intriguing, insightful and eye opening. Contents of the portfolio will include all written assignments.

1. Participation:

Grade Value: 10%

Class participation involves being clear about your own position, being prepared to explore and defend it, and interacting constructively with others to explore alternative perspectives. Participation enables you to learn from your colleagues and to help them learn from you. You are expected to participate effectively in class – to analyze, comment,

question, discuss, and build on others' contributions. Good class participation is NOT repeating case facts, monopolizing class time, or ignoring the contributions of fellow participants. To ignite class discussion and deeper thought, you will be required to complete selected *SideBars* in the required textbook; SideBars are to be submitted at the end of the week in which they are assigned.

The class is built around activities not only with the instructor, but also more importantly, among students. Students not attending class are deprived of the insights and experiences of others; they also deprive others of their experiences and insights. Students who miss classes will not be able to fully understand the concepts and directives presented in subsequent classes. In other words, you need to show up!

Since most of the course requires you to participate in the analysis of cases and research, **attendance and punctuality are critical**. Therefore, students who are *frequently tardy or absent* will have their overall grades adjusted as follows.

- Three unexcused absences reduces your overall grade by **10%**
- Three days late counts as one day absent

2. Program Plan 2 parts:

Grade Value: 50%.

A. The first part of the program plan requires students to develop a situational review, problem statement, and a justification of need for a chosen youth issue. Students will conduct national and local literature review, use statistics, apply chosen youth issue to a localized area (does national issue apply or not), and identify tools/trends to demonstrate your knowledge of the issue selected. The problem statement is the first step to program planning and is a key element to a well-designed youth program. The statement should be a clear, concise, well-supported statement of the problem to be addressed.

B. The second part of the plan will be the actual writing and development of a program. It requires students to use logic models, SMART objective statements, identifying inputs, outputs, activities and outcomes; thus the program plan is the culmination of all you have and applied during the semester.

Guidance and a grading matrix will be provided two weeks before commencing each part.

3. Problem Solving Case Memos:

Grade Value: 20%

A fundamental skill in planning is synthesizing information to effectively identify issues of target populations (ex: childhood obesity, healthy aging, youth delinquency). Using selected case studies; students are required to submit three (3) memoranda per case teaching case.

Students will analyze the issue, identify the audience, define the subject, determine the purpose and in some cases, provide solutions or communicate ideas on the issue. Handouts and lectures will be given as you embark, in what may be for some, a new way aspect of analysis.

4. Research Article Critique:

Grade Value: 20%

Students are required to research and review two articles from two different journals (listing at end of syllabus). You will read and critique each article using critique guidelines attached to the syllabus.

Grading Percentages:

| | |
|---------------------------------|-------------|
| Participation | 10% |
| Part A Program Plan | 25% |
| Part B Program Plan | 25% |
| Case Memos | 20% |
| Research/Media critiques | 20% |
| TOTAL | 100% |

Grade Structure:

The course grading scale is:

A = 93 - 100%

C = 83 - 78%

F = Less than 69%

B = 92 - 84%

D = 77 - 70%

The final course grade has two aspects: objective and subjective. The objective aspect of grading is based solely on the student's performance in each of the areas measured. The subjective aspect of grading, which is at the discretion of the instructor, is based on two criteria: (1) performance trend over time, and (2) contribution to class discussions and activities. If the student's overall score is within two points of the next higher grade, the instructor reserves the right to exercise the subjective aspect of grading. A more favorable trend in grades over time and a positive contribution to class discussions and group activities will result in the student receiving the next higher grade.

Statement of Accommodation:

The University of Guam will make every effort to provide reasonable accommodations for students with a disability. If you are a student with a disability who will require accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the University of Guam's EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately at 735-2244/2971/2243 to coordinate your accommodation request."

Plagiarism & Collusion:

Plagiarism is the use of another person's work without acknowledgment or citation. Forms of plagiarism may include the intentional or unintentional reproduction of the work of others (this includes the work of peers – other students), published or unpublished, either verbatim or in close paraphrase without credit to the author or creator. The work of others includes material such as those downloaded from the internet, essays, reports, presentations, projects, discussions from seminars, ideas, text and diagram from lecture handouts, theses, and dissertations.

Collusion is a form of plagiarism. It involves the unauthorized cooperation between two or more people, with the intent to deceive. Examples of collusion include:

- the conspiring of two or more students to produce a piece of work together with the intention of passing it off as his or her own work;
- the submission of the work of another student, which may involve the former student willingly given the work and where it is evident to the student giving the work that the other student would submit it as his or her own;
- cooperation between a student and another person in the preparation and production of work which is presented as the student's own and not authorized by the professor;
- the submission of work as the student's own, where the student has purchased or solicited another individual or source to produce the work on the student's behalf.

In line with CFS goals of developing ethical professionals, students must adhere to honesty and give credit by properly citing references to published works, secondary data, etc., on course assignments or deliverables. It is highly recommended the students use the APA Manual or MLA as a reference for citations and report formatting. Absolutely no credit/points will be granted for work where cheating, plagiarism, and collusion are observed. Such incidences will result in automatic failure of the course and recommended expulsion from the University.

Fatal Error Policy (Outcome Assessed: Effective Written Communication Skills):

If any submitted writing assignment has more than 3 obvious grammatical citation errors, the instructor will return the assignment to the student to make the appropriate corrections; otherwise, the assignment will not be graded and returned to the student with a zero for that assignment.

Course Schedule:

A complete course schedule will be provided at the beginning the third class session. Access to CF309 Google drive readings will be given after add/drop (the end of the second session).

***This course syllabus is subject to change as deemed necessary by the professor.**

UNIVERSITY OF GUAM
College of Natural & Applied Sciences
CF 339 COMMUNITY NUTRITION
COURSE SYLLABUS — Spring 2015

CLASS MEETING TIMES

Tuesday & Thursday, 9:30 to 10:50 a.m. Room ALS 127

INSTRUCTOR

Shelly Blas-Laguana, MS

Office: Cancer Research Center, House #7, Dean's Circle
Phone: 735-2988
E-mail: shellyblas@uguam.uog.edu
Office Hours: M-Th 8:30 – 9:30 am M/W 11:00 – 12:00 pm, or by appointment
Course website/link available at: <http://campus.uogdistance.com/>

CATALOG DESCRIPTION

This course integrates concepts of education and nutrition. It is designed for the student who wants a broad-based understanding of the strategies that can be used to educate groups or individuals about concepts of nutrition.

COURSE STUDENT LEARNING OUTCOMES

By the end of the course, students should be able to:

- Define community nutrition, discuss its complexity and enumerate the steps involved in producing community nutrition programs;
- Identify appropriate sources of nutrition information, both in professional publications and in the popular sector and identify sources of nutrition misinformation;
- Describe how the concepts of networking, marketing and influencing nutrition policy are integral parts of the nutrition education process;
- Discuss the nutritional status of the U.S. population, as well as the various national guidelines that have been developed to address health-related issues;
- State the general ways in which food and culture can interact and describe the nutrition-sensitive health problems in the various ethnic groups on Guam;
- Describe nutrition education strategies with regards to a variety of target audiences, e.g., women with infants, school-aged children, adults, elderly, primary/group care, high-risk groups;
- Develop and demonstrate effective oral and written techniques for conveying nutrition information; and
- Describe the entire community nutrition process and identify who should be involved at each step of the process.

CF PROGRAM LEARNING OUTCOMES

1. Demonstrate criterion level knowledge of family diversity in the global community.
2. Demonstrate criterion level knowledge of the influence of nutrition and health practices across the life span.
3. Demonstrate criterion level knowledge & skills to acquire, handle, & use foods to meet nutrition & health needs of individuals & families across the life span.
4. Demonstrate criterion level knowledge and skills to evaluate factors that affect food safety, and food production through consumption
5. Demonstrate a basic level of computer literacy.
6. Demonstrate criterion level skills in written communication.
7. Demonstrate criterion level skills in oral communication.
8. Demonstrate basic competence in “helping” skills.
9. Demonstrate basic research skills.

10. Demonstrate critical thinking skills and problem solving abilities.

UOG INSTITUTIONAL LEARNING OUTCOMES

1. Mastery of critical thinking and problem solving
2. Mastery of quantitative analysis
3. Effective oral and written communication
4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
5. Responsible use of knowledge, natural resources, and technology
6. An appreciation of the arts and sciences
7. An interest in personal development and lifelong learning

REQUIRED TEXTBOOK

Marie Boyle and Diane Morris. Community Nutrition in Action: An Entrepreneurial Approach, 6th ed. West/Wadsworth Publishing Company; Belmont, California (2013). ISBN #:13:978-1-111-98968-2

COURSE CONTENT

The materials, methods and programs that are appropriate for community nutrition are explored in this course. This course is designed to prepare the student to assess community nutrition needs; to recognize sources of valid nutrition information; to locate appropriate nutrition resources that are currently available, both locally, nationally and internationally; to develop factually correct as well as appropriate nutrition education materials for use in different educational settings and with a variety of target audiences; and to plan, implement, manage, and evaluate community nutrition programs.

COURSE POLICIES

You are responsible for your learning! In the real world, you are expected to go to work, on time, every day. Therefore, you will be expected to attend every class, and be there on time. Take full advantage of the resources available, including the textbook, lectures, activities, assignments, and office hours. I recommend that you attend every lecture period, but I do not usually take attendance. Chronic absences, tardiness, or other evidence that you have not been doing your best to learn will indicate that you don't deserve discretionary points. (Discretionary points may make a difference in your grade if you are borderline. Things you can do to get them: show up to class, participate in class discussions and other classroom activities — look like you are trying to learn.) If something prevents you from attending class, or if I cannot give a class because of absence, typhoon, etc., you are still responsible to keep up with the reading/study. **HOWEVER** — — — Based on the new CDC guidance, the Department of Public Health and Social Services recommends that people with influenza-like illness should stay home for 3-5 days or 24 hours after their fever is gone without the use of fever-reducing medicine, whichever is longer (fever is defined as having a temperature of 100 degrees Fahrenheit or 37.8 degrees Celsius or greater). If you feel ill with flu-like symptoms please stay home and contact me by phone or email. We will arrange to accommodate your absence by assigning work to be completed at home or at a later time. Please refer to the H1N1 alert notices posted across the campus. Contact a classmate for copies of new handouts if necessary.

As a courtesy to the instructor and to your classmates, in order to cause the least disruption to your fellow learners:

- 1) Please avoid coming late to class or leaving early. If you absolutely must, come in quietly. If you need to use the restroom, if possible please wait until there is an activity.
- 2) Please don't talk to each other when the instructor is addressing the class. If you want to catch-up with your friends/classmates, save it for after class.
- 3) Please turn off all cell phones, MP3 players or other devices, with or without text messages and earphones. Contact instructor before class begins if you need to make special arrangements for an emergency situation.

Professional and ethical conduct is expected at all times. Unethical conduct includes any form of cheating, including: plagiarism. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance

in taking quizzes, tests, or examinations, e.g., looking at other students' answers, using crib notes (including electronic), getting information from another person via ANY kind of communication; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers/reports/case studies, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (4) not doing your own work on case studies and assignments, doing someone else's work for them, or allowing someone else to copy your work. "Plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Because the University of Guam is an academic community with high professional standards, instruction is disrupted and undermined by dishonesty. Any evidence of cheating will result in a "0" for that assignment/exam or possibly an "F" for the entire course — final decision to be determined by the course instructor.

During the course of the semester, 2 exams will be administered. Make-up exams will NOT be given, except under special circumstances (to be determined at discretion of instructor). If you miss a test for a valid reason, you MUST contact the instructor AS SOON AS POSSIBLE; and if possible, notify the instructor IN ADVANCE if you are unable to take the exam.

All assignments are due the day noted in the course syllabus or as stated in class -- unless 24-hour notice is given with a valid excuse (like giving birth or admitted to hospital). Otherwise, **late assignments will be penalized 10% for each weekday late**. It is the responsibility of the student to know when assignments are due and have them submitted to the instructor on time. Electronic submission of assignments will not be allowed unless prior arrangements have been made with the instructor.

UOG DISABILITIES POLICY

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are expected to make timely requests for accommodations using procedure described at: www.uog.edu/eo/PolicyDisability.pdf. If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

SPECIAL NEEDS (EEO/ADA)

If you are a student with a special need who will require an accommodation(s) to participate in this course, please contact the instructor privately to discuss your specific needs. You will need to provide me with documentation concerning your needs for accommodation(s) from the EEO/ADA office. If you have not registered with the EEO/ADA office, you should do so immediately at 735-2243/2244/2971 (TTY) to coordinate your accommodation request.

WITHDRAWAL DATES

The deadline for 'Voluntary Withdrawal' is March 11, 2015; you must withdraw at the UOG Records Office. If you want to withdraw after this date, you must file a 'Withdrawal By Petition' by May 15, 2015. Forms are available at the UOG Admissions and Records Office.

STUDENT WORKLOAD

You should plan to spend an average of 2 hours studying for every hour of lecture class time. Since this is a 3 credit hour course, that equates to 6 hours of studying per week. I suggest you structure those 6 hours per week as follows:

- 2 hours pre-reading the textbook before class — read the sections that are assigned. Make note of new terms and key words, and write out the definitions. You may not be asked to memorize the terms for an exam, but you will be expected to know what the terms mean and be able to work with them.
- 1 hour re-reading the textbook and revising your notes after class — focus on the specific learning objectives for that particular topic. These will act as your study guide for the exams.
- 3 hours doing assignments and testing yourself on the specific learning objectives. The specific objectives can easily be converted to test questions. You should write out practice answers to all these questions. This way you will a) be ready for whatever selection of them appears on the test; b) become aware of any points which may need clarification in class.

SUMMARY OF COURSE REQUIREMENTS

| | Points | % |
|---|---------------|-------------|
| 1. 2 Exams (each exam worth 100 points) | 200 | 33 |
| 2. Written Assignments | 340 | 57 |
| 3. In class assignments/quizzes/case study | 40 | 7 |
| 4. Discretionary | 20 | 3 |
| Total | 600 | 100% |

SUGGESTED SUPPLEMENTAL READINGS

US Department of Agriculture. My Plate. Washington, DC: USDA, 2010. <http://www.choosemyplate.gov/>

Institute of Medicine, Food and Nutrition Board. *Dietary Reference Intakes for Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein and Amino Acids*. Washington, DC: National Academy Press; 2002.

US Department of Health and Human Services, US Department of Agriculture. *Dietary Guidelines for Americans 2010*. 7th ed. Washington, DC: US Government Printing Office; January 2010. <http://www.health.gov/dietaryguidelines/2010.asp>

CALENDAR OF ASSIGNMENTS AND EXAMS

| <u>Date</u> | <u>Topic</u> | <u>Chapter</u> | <u>Due</u> |
|-------------|--|----------------|---------------|
| 22-Jan | Course Introduction & Review Syllabus | | |
| 27-Jan | Analyzing our community | | |
| 29-Jan | Intro to Community Nutrition | 1 | Assignment #1 |
| 3-Feb | Strategies targeted at mothers and infants | 11 | |
| 5-Feb | Strategies targeted at mothers and infants | | Assignment #2 |
| 10-Feb | Strategies targeted at children & adolescents | 12 | |
| 12-Feb | Strategies targeted at children & adolescents | | |
| 17-Feb | Strategies targeted at adults & elderly | 13 | |
| 19-Feb | Strategies targeted at adults & elderly | | |
| 24-Feb | Assessing Community Resources | 2 | |
| 26-Feb | Assessing Community Resources | | |
| 3-Mar | Assessing Nutritional status | 3 | Assignment #3 |
| 5-Mar | Assessing Nutritional status | | |
| 10-Mar | No Class – Charter Day | | |
| 12-Mar | EXAM #1 (intro to assessing nutritional status) | | |
| 17-Mar | Epidemiology | 5 | |
| 19-Mar | Epidemiology | 4 | Assignment #4 |
| 24-Mar | No Class – Spring Break | | |
| 26-Mar | No Class – Spring Break | | |
| 31-Mar | Program Planning | | |
| 2-Apr | Program Planning | | |
| 7-Apr | National Nutrition Agenda | 7 | Assignment #5 |
| 9-Apr | <i>continued</i> | | |
| 14-Apr | <i>continued</i> | | |
| 16-Apr | Food Insecurity & Assistance Programs | 10, 14 | Assignment #6 |
| 21-Apr | <i>continued</i> | | |
| 23-Apr | <i>continued</i> | | |
| 28-Apr | Communication Skills & Cultural Competence | 16 | Assignment #7 |
| 30-Apr | Communication Skills & Cultural Competence | | |
| 5-May | Obesity Epidemic | 8 | |
| 7-May | <i>Continued</i> | | |
| 12-May | <i>Principles of Nutrition Education</i> | 17 | Assignment #8 |
| 14-May | <i>Principles of Nutrition Education</i> | | |
| 19-May | EXAM #2 (epidemiology to nutrition education principles) {10:00 - 11:50 am} | | |

This schedule is tentative, and subject to change. Any changes will be announced in class.

SPECIFIC LEARNING OBJECTIVES

Chapter 1 Opportunities in Community Nutrition

- Describe the three arenas of community nutrition practice.
- Describe how community nutrition practice fits into the larger realm of public health.
- Describe the three types of prevention efforts and the three levels of intervention.
- List three major health objectives for the nation and explain why each is important.
- Outline the educational requirements, practice settings, and roles and responsibilities of community nutritionists.
- Explain why entrepreneurship is important to the practice of community nutrition.

Chapter 2 Assessing Community Resources

- Describe seven steps in conducting a community needs assessment.
- Develop a statement that defines the nutritional problem within the community.
- Discuss the contribution of the target population to community needs assessment planning and priority setting.
- Define incidence and prevalence and explain how these concepts describe a population's and the community's health.
- Describe three types of data about the community that can be collected and where these data are found.

Chapter 3 Assessing the Target Population's Nutritional Status

- Describe the types of data that might be collected about the target population specified in the community needs assessment.
- Describe a minimum of eight methods for obtaining data about the target population.
- Discuss the issues of validity and reliability as they apply to data collection.
- Discuss cultural issues that must be considered when choosing a method for obtaining data about the target population.

Chapter 4 Program Planning for Success

- Describe six factors that can trigger program planning.
- Describe seven steps in designing, implementing, and evaluating nutrition programs.
- Discuss three reasons for conducting evaluations of programs.
- Discuss three major principles to consider when preparing an evaluation report.

Chapter 5 Principles of Epidemiology

- Define epidemiology.
- Describe various vital statistics used by epidemiologists to monitor a population's health status.
- Explain prevalence rates and how they differ from incidence rates.
- Describe the strengths and weaknesses of various types of epidemiologic studies.
- Explain why the day-to-day variation in an individual's nutrient intake can have important implications for nutritional epidemiologic studies.
- Discuss the advantages and disadvantages of various dietary assessment methods.

Chapter 7 A National Nutrition Agenda for the Public's Health

- Describe the relationship of nutrition research and nutrition monitoring to U.S. national nutrition policy.
- Describe five key components of the National Nutrition Monitoring and Related Research Program.
- Discuss the Dietary Reference Intakes and explain how they are used to plan and assess diets.
- Describe appropriate uses of current dietary guidance systems.

Chapter 8 Addressing the Obesity Epidemic: An Issue for Public Health Policy

- Define obesity and overweight for adults.
- Define overweight and at risk for overweight for children.
- Describe the epidemiology of obesity and overweight among adults and children.
- Describe how to assess and survey obesity and overweight among adults and children.
- List and discuss determinants of obesity and overweight.
- Discuss various interventions and intervention strategies for the prevention and treatment of obesity and overweight among adults and children.
- Describe potential public health strategies to prevent obesity, including examples of current and proposed policies and legislation.

Chapter 10 Food Insecurity and the Food Assistance Programs

- Communicate the current status of food security in the United States.
- Understand the complexity of domestic food insecurity.
- Explain the significance and relevance of food security to dietetics professionals.
- Describe current food security and hunger policy initiatives.
- Describe the purpose, status, and current issues related to the U.S. food assistance programs.
- Describe actions that individuals might take to eliminate food insecurity.

Chapter 11 Mothers and Infants: Nutrition Assessment, Services and Programs

- List the recommendations for maternal weight gain during pregnancy.
- Explain the relationship of maternal weight gain to infant birthweight.
- Identify nutritional factors and lifestyle practices that increase health risk during pregnancy.
- Describe the benefits of breastfeeding.
- Describe the purpose, eligibility requirements, and benefits of the federal nutrition programs available to assist low-income women and their children.
- Identify the common nutrition-related problems of infancy.
- Describe current infant feeding recommendations during infancy.

Chapter 12 Children and Adolescents: Nutrition Issues, Services, and Programs

- Describe three nutritional problems currently experienced by U.S. children and adolescents.
- Specify four *Healthy People 2010* nutrition objectives for children and adolescents.
- List factors that increase the likelihood of obesity in children and adolescents.
- Discuss four food assistance programs aimed at improving the health and nutritional status of children, including their purposes, types of assistance offered to clients, and eligibility requirements.

Chapter 13 Growing Older: Nutrition Assessment, Services, and Programs

- Describe the potential impact of the graying of America on health care services.
- List national goals for health promotion for adults.
- Identify factors influencing the nutrition status of older adults.
- Describe the components of a nutrition assessment of older adults.
- Describe the purpose and function of the Nutrition Screening Initiative.
- Describe community nutrition programs that are intended to provide nutrition assistance to older adults.

Chapter 16 Gaining Cultural Competence in Community Nutrition

- Define cultural competency for community nutrition professionals.
- Identify reasons community nutrition professionals need to gain cultural competency.
- Describe the influence of culture on beliefs, values, and behaviors.
- Explain the importance of recognizing one's own cultural values and biases.
- Describe the basics of developing cross-cultural communication skills.
- Explain strategies for providing culturally competent community nutrition interventions.

UNIVERSITY OF GUAM
COLLEGE OF NATURAL AND APPLIED SCIENCES
CF 342 Food Safety and Sanitation
Course Syllabus – Spring 2015

CLASS MEETING TIMES AND LOCATION

Monday & Wednesday, 12:30 a.m. to 13:50 p.m.; Room 125A, CALS Building.

INSTRUCTOR

Jian Yang, Ph.D., Professor of Food Science

Office: Agriculture & Life Science Bldg, Room 113B

Phone: 35-2027

Fax: 734-4222

E-mail: jyang@uguam.uog.edu

Office Hours: Monday & Wednesday, 14:00 – 15:00 p.m.

CATALOG DESCRIPTION:

This course is designed to study biological, chemical, and physical hazards that cause foodborne illness. The course will instruct students to identify risk factors that assist pathogens with presence or multiplying in foods. The course will enable students to use food safety measures and sanitation principles to control food hazards and protect consumers from foodborne illness. Prerequisites: BI 157-157L and BI 158-158L, or BI 124-124L and BI 125-125L or consent of instructor.

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

- Identify foodborne hazards;
- Control risk factors to prevent foodborne illness;
- Apply proper food handling procedures;
- Define the HACCP system as a food protection tool in food establishments;
- Operate cleaning and sanitizing procedures correctly;
- Design food safety programs in food establishments;
- Recognize the importance of facilities, environmental sanitation, and crisis management;
- Educate food safety to others;
- Recognize the role of Government and food industry in food safety; and
- Use food safety principles to inspect food establishments.

REQUIRED TEXTBOOK

Essentials of Food Safety and Sanitation (4th Edition) by David McSwane, Nancy Rue and Richard Linton.

COURSE CONENT

The course of Food Safety and Sanitation provides not only the knowledge of food safety and sanitation but also the practical applications to prevent foodborne illnesses in food establishments and at private homes. Students will study hazards, risk factors and controls, the food product flow, HACCP, facilities and utensils, cleaning and sanitizing, environmental sanitation and maintenance, accident prevention and crisis management, food safety training, food safety regulation, and inspection of food establishments. The course links the theory of food safety to the practice.

TEACHING METHODOLOGIES

The teaching methods include lectures, group discussions, searching and reading literatures, watching video, doing assignments, field trip, and conducting a term project. The term project is to design a food safety program for a food establishment.

COURSE POLICIES

You are responsible for your learning. Take advantage of the available resources provided for this course, such as books, literatures, activities, and office hours. You are required to attend every lecture period, finish assignments, take quizzes and exams, and complete a term paper. Chronic absences and tardiness will result in a loss of the discretionary points. If something prevents you from attending class, you are still responsible to keep up with your study. Please contact the instructor or a classmate for copies of new handouts.

As a courtesy and avoiding disruption to the instructor and to your classmates, please come to class on time and not leave early. Please don't talk to each other when the instructor is addressing the class or a student is speaking or answering questions. Please turn off all cell phone, MP3 players, or other devices, which may interrupt the class. For an emergency situation, please contact instructor to make a special arrangement before class begins.

All assignments must be submitted on the scheduled dates. Later submission of assignments will not be accepted. No plagiarism and any form of cheating will be allowed in doing assignments, taking quizzes and exams, and writing a term paper. Any evidence of cheating and plagiarism will result in a score of zero for that assigned task or possible a score of "F" for the entire course. Three exams will be given on scheduled dates in this course; no make-up exam will be given. If you miss an exam, the score of the missing exam will be either zero or an average of your score—the determination is based on a valid reason and the instructor's discretion. If you are unable to take the exam, you should notify the instructor in advance.

UOG DISABILITIES POLICY

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, the University of Guam does not discriminate against students and applicants on the basis of disability in the administration of its educational and other programs. The University offers reasonable accommodations for a student or applicant who is otherwise qualified, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University's program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. Students are

expected to make timely requests for accommodations using procedure described at: www.uog.edu/eo/PolicyDisability.pdf. If appropriate, the University may choose to consult with such individuals, at or outside the University, to provide expertise needed to evaluate the request for accommodation. *Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy.*

SPECIAL NEEDS (EEO/ADA)

If you are a student with a special need who will require an accommodation(s) to participate in this course, please contact the instructor privately to discuss your specific needs. You will need to provide the instructor documentations concerning your needs for accommodation(s) from the EEO/ADA office. If you have not registered with the EEO/ADA office, you should do so immediately at 735-2243/2244/2971 (TTY) to coordinate your accommodation request.

COURSE REQUIREMENTS AND GRADING

| <i>Requirements</i> | <i>Points</i> | <i>%</i> |
|-------------------------|----------------|-------------|
| 3 Examinations | 300 | 50% |
| Assignments and quizzes | 100 | 17% |
| Term paper | 100 | 17% |
| Term paper presentation | 50 | 8% |
| Discretionary | 50 | 8% |
| <i>Total:</i> | <i>600 pts</i> | <i>100%</i> |

Grading: A = 540 – 600 B = 480 – 539 C = 420 – 479
 D = 360 – 419 F = 359 and below

WITHDRAWL DATES

The deadline for ‘Voluntary Withdraw’ is March 11, 2011; you must withdraw at the UOG Records Office. If you want to withdraw after this date, you must file a ‘Petition for Withdraw’ by May 15, 2011. Forms are available at the UOG Admissions and Records Office.

STUDENT WORKLOAD

For every hour of a lecture class, a student needs to spend an average of 2 hours for studying. For a 3 credit hour course, you need to spend 6 hours for studying and completing assignments and project.

CONTACT INFORMATION FOR CLASSMATES

Write the names and the contact information of two or three classmates you can contact if you miss a session or want to study together. I encourage you to form study groups.

SUGGESTED SUPPLEMENT READING

ServeSafe: Essentials. Third Edition. National Restaurant Association. Educational Foundation. 2005.

Safe Handling of Foods. Edited by Jeffrey M. Farber and Ewen C.D. Todd. Marcel Dekker, Inc., New York, Basel. 2000.

HACCP: A Systematic Approach to Food Safety. Edited by Kenneth E. Stevenson and Dane T. Bernard. National Food Processors Association. The Food Processors Association. 1999.

CALENDA OF ASSIGMENTS AND EXAMS

| Date | Topic | Chapter |
|-------------|--|----------------|
| 01/21 | Course Introduction & Review Syllabus | |
| 01/26 | Overview food safety and sanitation | 1 |
| 01/28 | Foodborne illnesses | 2 |
| 02/02 | Hazards to food safety | 2 |
| 02/04 | Pathogens | 2 |
| 02/09 | Pathogens | 2 |
| 02/11 | Factors that affect foodborne illness | 3 |
| 02/16 | Factors that affect foodborne illness | 3 |
| 02/18 | Term paper assignment | |
| 02/23 | First examination | |
| 02/25 | Following the food product flow | 4 |
| 03/02 | Following the food product flow | 4 |
| 03/04 | HACCP system | 5 |
| 03/09 | HACCP system | 5 |
| 03/11 | HACCP system | 5 |
| 03/16 | Facilities, equipment, and utensils designing and planning | 6 |
| 03/18 | Field trip | |
| 03/23 | Spring break | |
| 03/28 | Spring break | |
| 03/30 | Cleaning and sanitizing operation | 7 |
| 04/01 | Cleaning and sanitizing operation | 7 |
| 04/06 | Second examination | |
| 04/08 | Term paper progress report and advising | |
| 04/13 | Environmental sanitation and pest management | 8 |
| 04/15 | Crisis management and foodborne illness investigation | 9 |
| 04/20 | Education and training | 10 |
| 04/22 | Food Safety Regulation and inspection | 11 |
| 04/27 | Term paper presentation | |
| 04/29 | Term paper presentation | |
| 05/04 | Term paper presentation | |
| 05/06 | Term paper presentation | |
| 05/11 | Term paper presentation | |
| 05/13 | Term paper presentation (term paper due date) | |
| 05/18 | Final examination (comprehensive) | |

Mapping Course Student Learning Outcomes, Program Learning Outcomes, and Institution Learning Outcomes

Course Student Learning Outcomes (SLOs)

- Identify foodborne hazards;
- Control risk factors to prevent foodborne illness;
- Apply proper food handling procedures;
- Define the HACCP system as a food protection tool in food establishments;
- Operate cleaning and sanitizing procedures correctly;
- Design food safety programs in food establishments;
- Recognize the importance of facilities, environmental sanitation, and crisis management;
- Educate food safety to others;
- Recognize the role of Government and food industry in food safety; and
- Use food safety principles to inspect food establishments.

CNAS Program Learning Outcomes (PLOs)

- PLO1: Apply skills and knowledge of natural and applied sciences to a chosen discipline, vocation or career
- PLO2: Design and conduct scientific experiments; and able to analyze and interpret data
- PLO3: Use scientific reasoning, analytical skills, and critical and creative thinking to solve problems
- PLO4: Use computer and emerging technologies effectively for professional practices
- PLO5: Understand professional, intellectual, and ethical responsibilities
- PLO6: Communicate effectively using listening, speaking, reading, and writing skills

UOG Institution Learning Outcomes (ILOs)

- ILO1: Master of critical thinking and problem solving
- ILO2: Master of quantitative analysis
- ILO3: Effective oral and written communication
- ILO4: Understanding and appreciation of culturally diverse people, ideas and value in a democratic context
- ILO5: Responsible use of knowledge, natural resources, and technology
- ILO6: An appreciation of the arts and sciences
- ILO7: An interest in personal development and lifelong learning

| Course SLOs: Upon completion of the course, students will | Program SLOs. These skills will introduce | Institution SLOs. | Methods of Assessment |
|--|--|--|--|
| 1. Identify foodborne hazards | PLO1: Apply skills and knowledge of natural and applied sciences to a chosen discipline; PLO3: Use scientific reasoning, analytical skills, and critical and creative thinking to solve problems | ILO1: Master of critical thinking and problem solving; ILO5: Responsible use of knowledge, natural resources, and technology | Question, discussion, assignment, quiz, and exam |
| 2. Control risk factors to prevent foodborne illness | PLO3: Use scientific reasoning, analytical skills, and critical and creative thinking to solve problems | ILO1: Master of critical thinking and problem solving; ILO5: Responsible use of knowledge, natural resources, and technology | Questions, discussion, assignment, quiz, and exam |
| 3. Apply proper food handling procedures | PLO1: Apply skills and knowledge of natural and applied sciences to a chosen discipline | ILO5: Responsible use of knowledge, natural resources, and technology | Assignment, quiz, exam, and field trip |
| 4. Define the HACCP system as a food protection tool in food establishments | PLO3: Use scientific reasoning, analytical skills, and critical and creative thinking to solve problems | ILO2: Master of quantitative analysis; ILO3: Effective oral and written communication | Questions, discussion, assignment, quiz, and exam |
| 5. Operate cleaning and sanitizing procedures correctly | PLO3: Use scientific reasoning, analytical skills, and critical and creative thinking to solve problems | ILO5: Responsible use of knowledge, natural resources, and technology; ILO7: An interest in personal development and lifelong learning | Questions, discussion, assignment, quiz, and exam |
| 6. Design food safety programs in food establishments | PLO1: Apply skills and knowledge of natural and applied sciences to a chosen discipline; PLO2: Design and conduct scientific experiments; PLO3: Use scientific reasoning, analytical skills, and critical and creative thinking to solve problems; PLO6: Communicate effectively using listening, speaking, reading, and writing skills | ILO1: Master of critical thinking and problem solving; ILO3: Effective oral and written communication; ILO5: Responsible use of knowledge, natural resources, and technology | Field trip, term project (report and presentation) |
| 7. Recognize the importance of facilities, environmental sanitation, and crisis management | PLO5: Understand professional, intellectual, and ethical responsibilities | ILO6: An appreciation of the arts and sciences | Question, discussion, quiz, and exam |
| 8. Educate food safety to others | PLO1: Apply skills and knowledge of natural and applied sciences to a chosen discipline; PLO6: Communicate effectively using listening, speaking, reading, and writing skills | ILO3: Effective oral and written communication; ILO5: Responsible use of knowledge, natural resources, and technology | Question, discussion, quiz, and exam |
| 9. Recognize the role of Government and food industry in food safety | PLO5: Understand professional, intellectual, and ethical responsibilities | ILO6: An appreciation of the arts and sciences | Question, discussion, discussion, exam |
| 10. Use food safety principles to inspect food establishments | PLO1: Apply skills and knowledge of natural and applied sciences to a chosen discipline; PLO5: Understand professional, intellectual, and ethical responsibilities | ILO5: Responsible use of knowledge, natural resources, and technology; ILO7: An interest in personal development and lifelong learning | Question, discussion, assignment, and exam |

SPECIFIC LEARNING OBJECTIVES

Chapter 1 Food Safety and Sanitation Management

- Recognize the importance of food safety and sanitation
- State the problems caused by foodborne illness
- Identify trends in menus and consumer use of food products in food establishments
- Explain the role of government regulation
- Recognize the types of food establishments
- Recognize the term Hazard Analysis Critical Control Point (HACCP)
- Recognize the need for food protection manager certification

Chapter 2 Hazards to Food Safety

- Identify three main types of foodborne hazards
- Describe how infection infections, intoxications, and toxin-mediated infections cause foodborne illness
- List the factors that promote bacterial growth in foods
- Explain the food temperature danger zone
- Identify the major types of potentially hazardous foods and the characteristics

Chapter 3 Factors That Affect Foodborne Illness

- Identify potential problems related to temperature abuse of foods
- Describe how to improve personal hygiene habits to reduce the risk of foodborne illness
- Determine potential problems related to a food worker's poor personal hygiene
- Identify potential problems related to cross contamination of food
- Discuss procedures and methods to prevent cross contamination

Chapter 4 Following the Food Product Flow

- Apply purchasing and receiving procedures that enhance the protection of food products
- Recognize product defects and refuse acceptance of products
- Identify product temperatures required at receiving and storage
- Identify internal temperature requirements for cooking foods
- Describe the proper methods used to cool foods
- Describe employee health and hygiene related to food flow
- Employ measures to prevent contamination and cross contamination of foods

Chapter 5 Hazard Analysis Critical Control Point (HACCP) System

- Identify the principles involved in implementing a HACCP system
- Define hazard, hazard analysis, critical control point, critical limit
- Identify critical points in the flow of food to be monitored
- State measures used to correct potential problems
- Apply the HACCP system to analyze and protect food items from contamination during processing, preparation, and service

Chapter 6 Facilities, Equipment, and Utensils

- Identify ways of the design and layout facilities
- Understand the importance of purchasing and properly maintaining equipment and utensils and the influence they have on food safety
- Identify the criteria that should be used when determining the need for each type of equipment
- Recognize the different types of cooking, refrigeration, preparation, and dishwashing equipment that are available for use in a food establishment

Chapter 7 Cleaning and Sanitation Operations

- Recognize the difference between cleaning and sanitizing
- Identify the procedures used to clean and sanitize
- Describe the factors that affect efficiency of cleaning and sanitizing

Chapter 8 Environmental Sanitation and Maintenance

- Describe how the premises of a food establishment affects customer's sanitation opinions
- Identify the main components of a properly quipped handwashing station
- Identify the types of plumbing hazards negatively effecting on public health
- Explain how proper disposal and storage of garbage and refuse

Chapter 9 Accident Prevention and Crisis Management

- Recognize how human error leads to accidents
- Identify public health rules and regulations that pertain to accidents and crisis management
- Describe how to prepare and operate a food establishment during a natural disaster

Chapter 10 Education and Training

- Define training and the important role of safety and sanitation in food establishments
- Identify the types of training available and how to use them effectively
- Develop an action plan for training employees and measuring the training effectiveness
- Identify resources to aid in food safety and sanitation training

Chapter 11 Food Safety Regulations

- Recognize the role of federal, state, and local jurisdictions in regulating and monitoring food safety
- Identify organizations important to the food industry
- Identify the parts of food operations that are included in inspections and audits

CFS 351 Fall 2015

Dr. L. Robert Barber, Jr. A.K.A. Bob Barber

(will set up an email account for this class up until December 20th)

Official UOG email bbarber@uguam.uog.edu

787-7391 (work cell) 735-2080 or 2054 (admin. assist.), 735-2085(staff) or 735-2087 (desk and answering machine) H: 734-2281

Office hours Tuesday & Thursday (4:00-5:00) pm or by appointment Room 105 ALS or House 2 Deans Circle

Objectives

Through assigned readings, discussion, presentations, written outlines, reflection papers, and field (shopping and interview) experiences, and written reports the course attempts to provide the student with a broad understanding of personal/ consumer finance issues. The goal, simply stated, is to provide the student with a roadmap that can be personalized into a 20 year plan for wealth accumulation. In other words how to “Get rich slowly, but steadily.”

The student will obtain experience in trading securities through an online Market Simulation Game. This will provide a relative risk free (will affect the grade, so some risk) method of exploring various investment strategies. Following instructions in executing specific assigned investment strategies, timeliness in making these trades and documenting the logic behind the trade is critical to final grade.

The student will also be expected to engage in actual field work practicing financial activities (keep track of every penny spent over short time period, communicate with banks, realtors, mortgage companies, go to used car lots examine cars and negotiate, etc.) completion and documentation of these activities is critical to final grade. Not taking the stock game, latte factor, credit or car purchase assignments seriously and completing in a timely manner has, to past students’ dismay, resulted in lowered final grades.

Instructor’s note:

The nature of this subject matter is very personal, to have an impact we must examine and apply it to our personal lives. In this area I try to practice what I teach and will share experiences and data from my personal financial life. In many of the assignments you will have to put aspects of your values and financial life onto paper in order to understand and use the forms and processes (since it is for class simulation purposes you may delete or embellish to protect your private world without penalty.) The key is that you practice the exercise understand the data gathering, analysis and its implications and then develop experience in adapting behavior based on this information. Except for what you choose to share in a few group activities only you and the instructor will see this information.

Course Intended Student Learning Outcomes SLOs:

1. As a result of taking this course the learner should be able to explain; key steps necessary for a 20 year plan to build wealth, identify personal behaviors that support this plan and those that detract from the plan, be able to describe the role of forced regular savings, methods of implementing savings, the latte factor, emergency funds, life insurance, retirement funds and tax advantaged accounts, home ownership, and investment vehicles such as CDs, money market, stocks, bonds, mutual funds, and real estate (both home and investment).
2. As a result of taking this course the learner should be able to explain; the key steps in the process of purchasing a home, different types of mortgages, ratios to determine how much a family can afford, factors in considering where and what type of residence to purchase.

3. As a result of taking this course the learner will increase their ability to read complex chapters of conceptually new material, identify key points in readings, and write concise summaries of this material.
4. As a result of taking this course the learner will increase her/his ability to identify and present to the class key points from the reading material or from investigations in supplemental materials (both written and verbal from subject experts).
5. As a result of taking this course the learners should increase their ability to; use the internet to receive and submit assignments, investigate various investment vehicles, engage in a stock market simulation game, use word processors and presentation software packages to enhance their oral and verbal communications.
6. As a result of taking this course the learners will increase their ability to take a body of information, identify key points, and communicate these points. But, more important, the learner must then engage in reflection on their own behaviors and life situation and describe how this information applies to them; both in their present and future situations. Guided by this reflection, they should demonstrate the beginning steps in developing and adapting a life-long plan for wealth building.
7. Through course reading and discussions the learners should increase their sense of empowerment and belief that most individuals whatever their initial circumstances can build true wealth if they start now and have a 20 or more year horizon. They will begin to internalize the concept that for most people/families wealth building lies more in regular small disciplined steps over decades, not in big deals or high salaries.

Agriculture and Life Sciences Program Learning Outcomes

Program Learning Objective 1, Disciplinary Knowledge and Skills: Graduates will demonstrate integrated knowledge in their chosen fields of study and the related sciences.

Program Learning Objective 2, Research Skills: Graduates possess critical thinking and analytical skills. Graduates are competent in basic procedures and safety protocols in conducting research. Graduates can use their knowledge and understanding of scientific concepts to explain and solve problems in their field.

Program Learning Objective 3, Analytical Skills: Graduates can apply quantitative and/or qualitative analytical methods in agriculture and the life sciences.

Program Learning Objective 4, Communication Skills: Graduates can gather and assess information and use it to create effective research and outreach communication media and oral presentations.

Program Learning Objective 5, Ethics and Professionalism: Graduates understand the ethical principles underlying research, publication, and professional behavior. Graduates can demonstrate teamwork and networking skills, and understand the importance of providing correct credit for others' work.

Program Learning Objective 6, Multicultural Competence: Graduates will develop cross-cultural respect and a foundation for life-long multicultural competence.

Program Learning Objective 7, Life-Long Learning and Integration of Knowledge from the Sciences and the Arts: Graduates can empower themselves through life-long learning to enhance their knowledge base, and demonstrate an ability to integrate knowledge from the sciences and the arts.

UOG Expected Institutional Student Learning Outcomes (December 2008; Faculty Senate-Endorsed Core Statements and Clarifying Statements Added April 2015):

A University of Guam student will have demonstrated upon completion of any degree are:

ILO 1: Mastery of critical thinking and problem solving

ILO 2: Mastery of quantitative analysis

ILO 3: Effective oral and Written communication

ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in democratic context

ILO 5: Responsible use of knowledge, natural resources, and technology

ILO 6: An appreciation of arts and sciences

ILO 7: An interest in personal development and lifelong learning

Required Text and Other:

The Automatic Millionaire, David Bach, For sale in Room ALS 119 (\$9), copy will be on 2 hr. reserve in Library (required book)

The Money Book for the Young Fabulous & Broke, Suze Orman For sale in Room ALS 119 (\$9), copy will be on 2 hr. reserve in Library (required book)

Start Over Finish Rich, David Bach, currently free for download on Finish Rich webpage (see below). Several chapters are required reading.

Other Publications and Media from David Bach's <http://www.finishrich.com/pages/home.php> webpage

The Money Class, Suze Orman, will be on 2 hr. reserve in Library

The Richest Man in Babylon, George S. Clason, (several chapters are required reading) copies will be on 2 hr. reserve in the Library, available from Amazon.

The Consumer Reports Money Book (3rd Edition or Later), Janet Bamford, Jeff Blyskal, Emily Card, Aileen Jacobson, with Greg Daugherty and the Editors of Consumer Reports (several chapters are required reading) This excellent book is out of print but available used from Amazon and other vendors copy will be on 2 hr. reserve in the RFK Library (currently seeking a replacement book)

eXtension Financial Management Websites

Partial Supplemental Readings List (to be expanded):

The Wealthy Barber, David Chilton, copy will be on 2 hr. reserve in Library

The Motley Fool Investment Guide, David and Tom Gardner

The Seven Laws of Money (or audio book), Michael Phillips

The Beardstown Ladies - *Smart Buying for Big Savings*

The Beardstown Ladies - *Building Your Nest Egg*

Lifetime Financial Strategies, Marshall Loeb (or Audio Book)

The Motley Fool Investment School, on the Motley Fool Website developed by David and Tom Gardner

The Motley Fool Investment Guide, David and Tom Gardner

Beating the Dow, Michael O'Higgins

The Warren Buffet Way, Robert Hagstrom (or audio book)

The Millionaire Next Door, Thomas Stanley and William Danko

Notes and Thoughts:

- ✓ The different readings will present different and occasionally opposing views on the same material. Lecture notes will reflect the view of that lecture's assigned readings, sometimes with

- the instructor's perspective noted as well.
- ✓ There will be supplemental readings and audio tapes from a number of sources either handouts, web materials or materials on reserve in the Library.
 - ✓ Each student will be required to maintain an email account and regularly log on the Internet for course activities.
 - ✓ It is anticipated that students will complete one in class presentation as part of the class

This course will depend on the student completing all the reading assignments prior to class. The class meets twice a week. This will require self-discipline on the students' part. Completion of the readings prior to class is essential for class participation and therefore a passing grade. The readings are not difficult to understand but there is a large volume. The student will be expected to discuss/explain/present the reading material assigned for each class and/or submit a written outline or reflection on the material and/or answer focus questions or take a quiz. These efforts will constitute a portion of the student's grade. It is generally assumed by this professor that students should put in 2-3 hours outside of class for each hour in class at a minimum.

Written assignments will be due at the beginning of each class. On days where you do not submit outlines, focus questions, or reflection papers expect a quiz at the beginning of class. There are supplemental readings that the student can choose from based on personal interest for individual and group class presentations or reports.

This class will utilize online resources for a portion of the course period. Materials have been in the works for this for several years and this semester these materials will be piloted. Students will be engaged to identify relevant supplemental web based resources as part of their homework.

Influenza H1n1 Alert Notice To Students:

Based on the new CDC guidance, the Department of Public Health and Social Services recommends that people with influenza-like illness should stay home for 3-5 days or 24 hours after their fever is gone without the use of fever-reducing medicine, whichever is longer (fever is defined as having a temperature of 100 degrees Fahrenheit or 37.8 degrees Celsius or greater. If you feel ill with flu-like symptoms please stay home and contact me by phone or email. We will arrange to accommodate your absence by assigning work to be completed at home. Please refer to the H1N1 alert notices posted across the campus.

Grading:

- 50% Exams at least 3 with one a comprehensive final
- 10% Attendance and participation and class presentations
- 20% Presentations and write up of field activities (car, latte and other) & stock game (involvement and logic of trades write up/explanation)
- 20% Outlines/Reflections of reading assignments, and focus questions/quizzes and homework.

Academic Integrity Policy

Academic Integrity is about performing in your role as student in ways that are honest, trustworthy, respectful, responsible, and fair (see www.academicintegrity.org for more information). As a student, you will complete your academic assignments in the manner expected by the instructor. Academic dishonesty, including but not limited to cheating and plagiarism may result in suspension or expulsion from the University. Refer to the UOG Student Handbook and Code of Conduct for more information.

Tobacco Policy

The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, distribution and

use of tobacco and tobacco-based products on campus. UOG is committed to promoting the health, wellness and social well-being of the University Community, the people of Guam and the Western Pacific.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights for students, parents and school officials can be viewed at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Special Needs:

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. If you have special needs in order to appropriately address them I must be notified. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately. Contact them at 735-2243(TTY)/2244/2971 to coordinate your accommodation request.

[*full text at: www.uog.edu/eo/PolicyDisability.pdf]

Sample Fall 2013 Schedule (this semester's will be given out on Tuesday)

| Date | Subject | Readings & Possible Assignments (must be completed by beginning of class) Actual assignment will be assigned in class. |
|------------|--|--|
| 8/22- 8/27 | Course Overview & Drop Add & Stock Game & Car Purchase Stock Market Game (http://www.marketwatch.com/game/?link=MW_Nav_GA) see email | Purchase books in ALS Rm 105 or 228 from Jane or Elaine. Read before class 'The Automatic Millionaire' pgs. 1-56 up to the end of Chapter 2. |
| 8/29 | The Latte Factor | Send Instructor an email to provide email your address. Do Latte Factor assignment for five days. Visit virtual stock exchange and register before next class. Submit outline of Chapter 2 at beginning of class. |
| 9/3 | Review Latte Factor Pay Yourself First, | Read 'The Automatic Millionaire' pgs. 57-78 up to the end of Chapter 3. Submit Outline for Chap. 3 Latte Factor: Submit five days of expense tracking. Be Registered in virtual stock exchange. |
| 9/5 | Pay Yourself First, (cont.) Stock Market Introduction Stock Market Game, Dogs of the Dow | Have read stock materials: The Consumer Reports Money Book (CRMB) Chapters 18 & Dogs of the Dow handout. Purchase \$2,500 in First stock of your choosing at least one day before class. Submit reasoning in first purchase of stock paragraph. Submit CRMB Chap. 18 Definitions. |
| 9/10 | Make it Automatic | Have Read all of Chapter 4 (79-133) and explored the Market Watch site. |
| 9/12 | Make it Automatic (cont.) Investing in the Stock Beginnings: Stocks. Money Markets and Index Funds | Chapter 4 AM cont, Read stock materials Complete spreadsheet on Dogs of Dow and submit by email. Have purchased \$10,000 in one of the three Dogs of the Dow models. Submit outline of Chapter 4. |
| 9/17 | Class Canceled due to Instructor Sick | |
| 9/19 | Class Canceled Due to UOG closing for storm. | |
| 9/24 | Automate for Rainy Day | Read Chapter 5 pgs. 134-158. Quiz very likely today at beginning of class Submit outline of Chapter 5 Explore the Morningstar web site (complete guide sheet) |
| 9/26 | Investing, Stocks + Mutual Funds & Asset Allocation over Life Span | Stocks and Index fund lecture. More review of Stock game. More Review of Dogs of the Dow Optional Reference The Consumer Reports Money Book (CRMB) Chapters 18 + 20 |
| 10/1 | Automatic Debt Free Home Ownership | Read Chapter 6 AM and submit outline |
| 10/3 | Automatic Debt Free Home Ownership Continue with Consumer Reports Chap Handout on Home Ownership | Read Consumer Reports Chapter |
| 10/8 | Automatic Debt Free Lifestyle | Read Chapter 7 in AM |
| 10/10 | Credit (FICO) Score, Chapter 1 Know the Score | Read and outline Chap 1 Suze Orman Y.F.&B |

| | | |
|-------------------|--|--|
| 10/15 | Credit (FICO) Score, Chapter 1 Know the Score Exam Review | Chap 1 continued |
| 10/17 | Homework assignments review, stock game review and Exam Review | |
| 10/22 | Exam | |
| 10/24 | Post-Exam Review | |
| 10/29 | Chap. 3 Give Yourself Credit | Chap 3 pg 78- 116 read and outline. |
| 10/31 | Chap. 3 Give Yourself Credit | |
| 11/5 | Chap. 8 Big Ticket Purchase: Car | Read YF&B Chap. 8 Review Auto Assignment. |
| 11/7 | Car project field time. | Do the legwork (go to used car lots) work this week for the Auto purchasing project. Due Nov. 21 |
| 11/12 | Student Debt, Chapter 4 | Read Chapter 4 and outline pg. 116-141 |
| 11/14 | Saving revisited Chap 5 Save Up | Read and prepare a 1-2 page reflection contrasting this chapter to David Bach's Automate for A Rainy Day |
| 11/19 | Retirement Revisited: Retirement Rules Chap 6 & Social Security | Read Chap 6 Pg 172-216 YF&B Reading to be determined for Social Security |
| 11/21 | Investing revisited, Chap. 7 Investing made Easy possibly material from Suze Orman's "Money Class" Class 8 | Compare and contrast to Suze Orman's vs David Bach's views on investing instruments |
| 11/26 | Home Revisited, Chap 9 Big Ticket Purchase: Home | Read Chap 9 Pg 276-320 YF&B |
| 11/28 | Thanksgiving holiday | Time to really catch up on your readings |
| 12/3 | Love and Money Chap 10 | Read Chap. 10 Pg. 320-356 |
| 12/5 | Estate Planning; Wills and Life Insurance | TWB Chapter 5 Outline the Chapter Calculate the Life Insurance Needs of the primary breadwinner in your family |
| 12/10 | Thoughts on Giving Back/Paying Forward & Review | Read Chapter 8 AM and write a 2 page reflection paper |
| 12/12 | Exam | |
| <i>Final Exam</i> | Comprehensive Final | |
| | | |
| | | |
| | | |
| | | |
| | | |

University of Guam
College of Natural and Applied Sciences
CF/AG 389: Extension Programming and Planning
Fall 2013 Semester

Course Number & Title: CF/AG 389: Extension Programming and Planning
Credit Hours Semester/Year: 3 - Fall 2012
Instructor: Gena A. Rojas, M.P.A.
Days/Time & Location: Tuesday & Thursday: 5:30-6:50 pm,
Office Location & Contact: SBPA Room 122
Tel: 735-2532 (office) - E-mail: grojas@ugam.uog.edu
Office Hours: By Appointment (drop-ins welcome)

I. COURSE DESCRIPTION: This course reviews development and educational philosophy of the Cooperative Extension Service in the U.S., Guam, and the Western Pacific. Extension educational programs, planning and development methods, teaching tools, and related topics are explored.

II. PROGRAM LEARNING OUTCOMES:

Acquire a knowledge base in family resource management with the following objectives:

- Demonstrate criterion level knowledge of family diversity in the global community.
- Demonstrate criterion level knowledge of family resource management processes.

Acquire a knowledge base of the community context in which family functioning and development take place with the following objectives:

- Demonstrate criterion level knowledge of the effects of context (social, economic, political, historical, & cultural environment) on family functioning & development.

Acquire professional skills with following objectives:

- Demonstrate criterion level skills in written communication.
- Demonstrate criterion level skills in oral communication.
- Demonstrate a basic level of computer literacy.
- Demonstrate basic competence in “helping” skills.
- Demonstrate basic research skills.

Apply knowledge and professional skills to address issues encountered in professional settings with the following objectives:

- Demonstrate critical thinking skills and problem solving abilities.
- Demonstrate commitment to professional values and ethical behavior.
- Demonstrate a satisfactory level of preparation for the world of work and responsibility for continued professional

III. STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:

1. Describe the Cooperative Extension Service as an educational agency
2. Discuss the history, philosophy and objectives of the Cooperative Extension Service
3. Explain how the University of Guam Cooperative Extension Service is organized, administered and funded.
4. Describe various areas and programs within Extension.
5. Explain intergovernmental and inter-nongovernmental relationships in program planning, delivery and evaluation
6. Develop a program plan applying appropriate planning tools
7. Critically assess local and national Extension Programs

8. Recognize potential careers in the Cooperative Extension Service.

IV. UOG INSTITUTIONAL STUDENT LEARNING OUTCOMES:For more information about the following ILOs, please refer to www.uog.edu/administration/academic-and-student-affairs/accrreditation/assessment-and-program-review.

ILO-1 Mastery of critical thinking and problem solving

ILO-2 Mastery of quantitative analysis

ILO-3 Effective oral and written communication

ILO-4 Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

ILO-5 Responsible use of knowledge, natural resources, and technology

ILO-6 An appreciation of the arts and sciences

An interest in personal development and lifelong learning

V. CLASS METHODOLOGY

Lectures, class discussions, case studies, skill building exercises, field assignments, reading assignments, participation, class projects and other formats, as needed.

VI. COURSE REQUIREMENTS DESCRIPTION: See class schedule for assignment and exam due dates

1. **Attendance and Participation (10%)**Students are required to attend class and effectively participate. Class attendance is mandatory and attendance will be recorded during each class meeting. **Three or more unexcused absences will result in zero points for this requirement.**For an absence to be excused; (excused absences are limited to illness, or death in the family – documentation required for either) the instructor must be notified BEFORE class starts. You can send an email or call the office and leave a message. Habitual absences will not be tolerated.

2. **Two exams of equal weight (50%)**will be given during the course of the semester.

a. The first exam or mid-term requires students to develop a situational review, problem statement, and a justification of need on one of five USDA National Institute and Food and Agriculture priority areas. Students will conduct national and local literature review, use of statistics, application of problem to a localized area, identification of tools/trends to demonstrate your knowledge of the issue chosen. The problem statement is the first step to program planning and is a key element to a well-designed program. The statement should be a clear, concise, well-supported statement of the problem to be addressed.

b. The second exam, or final, will be the actual writing and development of a program. It requires students to use logic models, SMART objective statements, identifying inputs, outputs, activities and outcomes.

Guidance and a grading matrix will be provided two weeks before each exam.

3. **Problem Solving Cases Memos (20%)**: A fundamental skill in planning is synthesizing information to effectively identify issues of target populations (ex: childhood obesity, healthy aging, youth delinquency). Using selected case studies, students are required to submit three (3) memoranda per case teaching case. Students will analyze the issue, identify the audience, define the subject, determine the purpose and in some cases, provide solutions or communicate ideas on the issue.

4. **Research Critiques (20%):** Students are required to research and review two articles from two different journals (listing at end of syllabus). You will read and critique each article using critique guidelines attached to the syllabus.

ASSIGNMENTS ARE DUE VIA EMAIL BY 8 PM ON THE DAY/DATE INDICATED. LATE ASSIGNMENTS WILL NOT BE ACCEPTED!

Postponed classes: Should classes be postponed, notice will be given in advance or such notice will be posted on the classroom door. In such an event, the student will be responsible to prepare for the postponed class session as well as next session's assignment.

VII. GRADING SCALE

Final grades will be based on the following course requirements.

| | |
|--|-------------|
| 1. Attendance and active participation | 10% |
| 2. Two exams of equal weight | 50% |
| 3. Three Case Memos | 20% |
| 4. Two Research Article/Media Critique | 20% |
| TOTAL | 100% |

The following grading scale will be used:

| | |
|--------------|-----|
| 93-100% | = A |
| 92-84 | = B |
| 83-78 | = C |
| 70-77 | = D |
| 69 and below | = F |

VIII. COURSE MATERIALS

Text: *Education Through Cooperative Extension* (Second Edition). Seevers, B., Graham, D. Gamon, J. and Conklin, N. (2007)

Additional Readings: Additional readings will be required from course handouts and case studies.

IX. CONTACT AND CONSULTATION

Consultation may be by telephone at 735-2026 or by appointment. Please contact instructor to schedule an appointment. Office location: Agriculture and Life Sciences Bldg. Room 228

X. STATEMENT OF ACCOMMODATION : "The University of Guam will make every effort to provide reasonable accommodations for students with a disability. If you are a student with a disability who will require accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the University of Guam's EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately at 735-2244/2971/2243 to coordinate your accommodation request."

XI. PLAGIARISM: “In line with our School’s program intent in developing ethical professionals, students must adhere to honesty and giving credit (where applicable) to cited sources on exams and assignments, respectively. Note that when making reference to published works (secondary data, etc.), you must provide appropriate credit to your sources. Use the APA Manual as a reference to make proper citations and how your reports are to be prepared. Absolutely no credit/points will be granted for works where cheating (exams) and plagiarism are observed. Plagiarism will result in automatic failure of the course and possible dismissal from the University.”

XII. FATAL ERROR POLICY (Outcome Assessed): Effective Written Communication Skills): If any submitted writing assignment has more than 3 obvious grammatical citation errors, the instructor will return the assignment to the student to make the appropriate corrections; otherwise, the assignment will not be graded.

XIII. TOBACCO POLICY:The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, distribution and use of tobacco and tobacco-based products on campus. UOG is committed to promoting the health, wellness and social well-being of the University Community, the people of Guam and the Western Pacific.

XIV. NOTIFICATION OF RIGHTS UNDER FERPA: The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights for students, parents and school officials can be viewed at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

**CF/AG 389CLASS SCHEDULE • 2013 Fall Semester • TTH – 5:30-6:50*

| Month | Date | Description |
|--------------|-------------|---|
| Aug | 22 | General Class Orientation, Introductions, Discussion of course syllabus and Assignments |
| | 27, 29 | Foreword and Chapter 1: The Scope of Cooperative Extension: Mission and Philosophy Chapter 2: The origin of Extension Work Returning to Our Roots – Kellogg Commission Report |
| Sept | 3, 5 | Chapter 3: Organization, Structure, and Administration of Extension Programs |
| | 10, 12 | Chapter 4: Program Areas in Cooperative |
| | 17, 19 | Chapter 5: Developing Extension Programs Research Journal Article Critique #1 (9/19) |
| | 24, 26 | Chapter 5 (Continued) Program Planning University of Wisconsin Problem Solving Memo #1 (9/26) |
| Oct | 1, 3 | Chapter 5 (Continued) |
| | 8, 10 | Chapter 6: The Teaching-Learning Process |
| | 15, 17 | Chapter 6: Continued Problems Solving Memo #2 (10/17) |
| | 22, 24, 30 | First Exam (Mid-Term) |
| | 31 | First Exam Due |
| Nov | 5, 7 | Chapter 7: Extension Teaching and Delivery Methods |
| | 12, 14 | Chapter 8: Evaluating Extension Programs W.K Kellogg Foundation Evaluation Handbook Research Journal Article Critique #2 (11/14) |
| | 19, 21 | Chapter 9: Management of Volunteer Programs Problem Solving Memo #3 (11/21) |
| | 26, 28 | Thanksgiving Break |
| Dec | 3, 5 | Chapter 10: Extension Experience Around the Globe |
| | 10, 12 | Review of Second Exam |
| | 17 | Second Exam Due (Final) |

| Course Requirement | Due Date | Points |
|----------------------------|---|---------------|
| Problem Solving Case Memos | September 26, October 17 November 21 | 15 each |
| Research Critique Articles | September 19 and November 14 | 25 each |
| First Exam Midterm Exam | October 31 | 100 |
| Final Examination | December 17 | 100 |
| | | |

CF/AG3898
Fall Semester 2013
RESEARCH ARTICLE CRITIQUE GUIDELINES

Every professional has journals which research in the field is reported. Most practitioners out “in-the-trenches” rarely read or are even aware of these journals. The purpose of this assignment is to acquaint you with the professional literature in the field, to help you focus on important aspects of studies, and to think of ways in which research can be applied. The purpose of this exercise is to acquaint you with the research that has been done and to consider applications of the results within your area of interest.

Select one article to read from a peer-reviewed journal on a topic that interests you. Prepare a short 2- page critique of the article. Paper must be typed, double-spaced, Times New Roman 12 pt. font. Remember correct grammar and spelling are a part of the grade (See Item X of the syllabus).

Your Synopsis/Critique must be in the following format:

- I. Biographical Detail
 1. Author
 2. Title
 3. Sources
 4. Date of Article
 5. online link if accessed online
- II. Objectives – What did the study attempt to achieve
 1. Demographics or Description of Sample
 2. Methods and Procedures
- III. Major Findings of the study – What is the gist of the contents?
- IV. Critical Evaluation of information – your thoughts. Was there substantiation of the idea by good logic? (if – then). How adequate are the supporting arguments and reasoning? Degree to which authors point of view agrees with your own.
- V. Implications – so what? What good is the study? How can we use it? What are the implications in the realm of developing programs and in organizations?

In addition to the written report, you will be asked to give a brief oral report on the research during class.

UOG Electronic Database: To access UOG Library electronic journals and database you will use your UOG library barcode as your login and a password you have created at the library. If you do not have a password you must visit the library to receive a barcode and create your password. Once you have entered go to “electronic journals collection” choose EBSCO electronic journals.

Here are few samples of journals; of course, you may choose others you find that are of interest.

Journal of Extension <http://www.joe.org> You should become familiar with the Journal of Extension. If you want to find a specific topic, the search engine works well. Job listings are also maintained within Extension and land grant institutions.

Journal of Agricultural Education <http://pubs.aged.tamu.edu/jae> is not an on-line journal like the Journal of Extension. However, past issues are on-line. While many people might assume the articles are related to formal teaching of agriculture, many of the articles are about extension, agricultural literacy and more.

Journal of Agricultural Education and Extension <http://www.bib.wau.nl/ejae/> is an international journal that focuses on agricultural and extension education globally This international journal focuses on changes in agricultural knowledge and action systems.

Article Critique Grading

Gena A. Rojas

Contact: 735-2056 ● Email: grojas@uguam.uog.edu

*Course Syllabus and Course Schedule subject to revisions at Instructor's discretion

CF/AG 389
TTH: 5:30-6:50

Name: _____

| | | | | | | | | | |
|--|------|-----|-----|-----|-----|-----|-----|---|---|
| I. Format Followed, Document Contained All Headings (Biographical Information, Objectives, Major Findings, Critical Evaluation , Implications | 3 | 2 | 1 | | | | | | |
| II. Objectives: Concisely and succinctly stated. Objectives clearly state what the study is attempting to achieve. | 5.55 | 4.5 | 4 | 3.5 | 3 | 2.5 | 2 | 1 | |
| III. Major Findings: Clear statement of the core intent. Description of study is concise with quantitative and qualitative information. | 5.5 | 5 | 4.5 | 4 | 3.5 | 3 | 2.5 | 2 | 1 |
| IV. Critical Evaluation: Critique provides good support for critique. Statements are substantiated with examples and/or other data/information. Critique provides good analysis of supporting arguments and reasoning. | 5.5 | 5 | 4.5 | 4 | 3.5 | 3 | 2.5 | 2 | 1 |
| V. Implications: Critique identifies either importance or non-importance of study. Identifies how the study can be used, provides a clear link between study and future or on-going activities. | 5.5 | 5 | 4.5 | 4 | 3.5 | 3 | 2.5 | 2 | 1 |
| TOTAL | | | | | | | | | |

Final – Outcome and Objectives Grading
 CF/AG 389
 TTH: 5:30-6:50

Name: _____

| | |
|--|---|
| Objectives are specific and measurable. | 22 = Specific with use of performance verbs. 10 = Moderately specific 5 = Vast; too complex |
| Objectives are achievable, and time bound | 22= Objective meets a gap in current service and knowledge and have clear time limits. 10=Objectives to be achieved and measured but unclear and not concise 5 = Objectives cannot be attained and are not realistic. No clear sense of time limitations |
| Outcomes demonstrate relation to the problem statement. Demonstrate clear changes in knowledge, actions and conditions | 21=Outcomes match problem to be addressed. Outcomes show clear changes in knowledge, actions and conditions. Use of proper terms 10 = Outcomes have moderate link to problem to be addressed. Vague link between issue and applicability to locality 5 = No link or support to issues to be addressed |
| Inputs, Outputs and Activities. Inputs are realistic and well considered. Activities match and in line with stated objectives. | 20 = Clear distinction between inputs, outputs and activities. Activities align with problem statement. 10 = Vague understanding between inputs, outputs and activities. Limited understanding between outcomes and outputs. 5 = No understanding of inputs, outputs and activities. Outputs confused with outcomes |

TOTAL 85 POINTS

Laboratory Teaching Assistantship AL392* Syllabus – Fall 2016

* Note: Beginning Fall 2016, AL392 replaces AG392 and CF392.

| | |
|----------------------------|--|
| AL392 | TBD |
| Instructor: | TBD |
| Office: ALS rm. XXX | Phone: 735-XXXX <<<email address>>> |
| Office Hours: | [insert instructor office hours] |

Course Catalog Description

AL392 Laboratory Teaching Assistantship (1 credit)

FA/SP

This course provide practical educational experience in undergraduate Agriculture and Life Sciences courses. Prerequisites: Completion, with a grade of “B” or better, of the course for which the assistantship is offered, junior standing and consent of instructor.

Course Content

This course is designed for individual students with emphasis on gaining practical experience with instruction and lab exercise setup as well as development of the student’s interpersonal communication skills. Laboratory TAs attend and supervise student laboratory sessions. Duties/responsibilities may include: attend lectures; complete the pre-lab activities or reference material; assist in grading laboratory assignments according to a rubric; review and enforce safety regulations; demonstrate laboratory techniques; respond to student correspondence; and meet with the course instructor to report on laboratory activities.

Expected Student Learning Outcomes (SLOs)

- Student will be able to demonstrate and prepare a proper setup for each laboratory exercise or activity.
- Student will be able to describe the scientific concepts of each laboratory exercise or activity.
- Student will be able to provide proper guidance and safety procedures to participants of the laboratory exercise or activity.
- Student will be able to demonstrate interpersonal communication skills with the instructor and participants of the laboratory exercise or activity.

Evaluation and Grades

Final evaluation and grade, according to the attached standardized rubric, is given by the course instructor. Standard measures include attendance, ability to follow instruction for lab setup and cleanup, demonstration of interpersonal communication skills with the instructor and lab students, and ability to follow proper safety procedures.

Required texts

none

ALS Program Learning Objectives (PLOs)

PLO1 - Disciplinary Knowledge and Skills: Graduates will demonstrate integrated knowledge in their chosen fields of study and related sciences.

PLO2 - Research Skills: Graduates possess critical thinking and analytical skills. Graduates are competent in basic procedures and safety protocols in conducting research. Graduates can use their knowledge and understanding of scientific concepts to explain and solve problems in their field.

PLO3 - Analytical Skills: Graduates can apply quantitative and/or qualitative analytical methods in agriculture and the life sciences.

PLO4 - Communication Skills: Graduates can gather and assess information and use it to create effective research and outreach communication media and oral presentations.

PLO5 - Ethics and Professionalism: Graduates understand the ethical principles underlying research, publication, and professional behavior. Graduates can demonstrate teamwork and networking skills, and understand the importance of providing correct credit for others' work.

PLO6 - Multicultural Competence: Graduates will develop cross-cultural respect and a foundation for lifelong multicultural competence.

PLO7 - Lifelong Learning and Integration of Knowledge from the Sciences and the Arts: Graduates can empower themselves through life-long learning to enhance their knowledge base, and demonstrate an ability to integrate knowledge from the sciences and the arts.

UOG Institutional Student Learning Objectives (ILOs)

For more information about the following ILOs, please refer to www.uog.edu/administration/academic-and-student-affairs/accreditation/assessment-and-program-review.

- Mastery of critical thinking and problem solving
- Mastery of quantitative analysis
- Effective oral and written communication
- Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
- Responsible use of knowledge, natural resources, and technology
- An appreciation of the arts and sciences
- An interest in personal development and lifelong learning

Academic Integrity Policy

Academic Integrity is about performing in your role as student in ways that are honest, trustworthy, respectful, responsible, and fair (see www.academicintegrity.org for more information). As a student, you will complete your academic assignments in the manner expected by the instructor. Academic dishonesty, including but not limited to cheating and plagiarism may result in suspension or expulsion from the University. Refer to the UOG Student Handbook and Code of Conduct for more information.

Tobacco Policy

The University of Guam is a tobacco-free campus and has a total ban on sales, smoking, distribution and use of tobacco and tobacco-based products on campus. UOG is committed to promoting the

health, wellness and social well-being of the University Community, the people of Guam and the Western Pacific.

Special Needs (EEO/ADA)

If you are a student with a disability who will require an accommodation to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation from the EEO/ADA Office. If you have not registered with EEO/ADA Office, you should do so immediately at 735-2244/2971/2243 (TTY) to coordinate your accommodation request.