**New Course Proposal**

**Submit completed form electronically**

1. **Course prefix and course number:** BI 221

1. **Course title:** Careers in Biology Seminar
2. **Abbreviated title for class schedule** (30 characters or less): Careers in Biology
3. **Credit hours:** 1

*(note: if credits are variable, list range of credits (e.g. 1-8 credits)*

1. **Catalog description:**

Focuses on career preparation for biology majors, including applying to graduate and professional schools, seeking internships and research experiences, and pursuing careers with governmental agencies, non-governmental organizations, or the private sector. Students will learn about careers in biology from invited speakers and current literature, and will receive guidance in preparing a curriculum vitae, personal statement, cover letter, and professional portfolio illustrating their knowledge, experience and skills. Prerequisite(s): must have completed at least two terms of the Principles of Biology sequence; Biology major.

1. **Prerequisites (*to add each additional prerequisite, start a new line*):**

**(***See attached Note for samples***)**

1. **(course prefix, (space) and number)** BI 212

**B. (course prefix, (space) and number)**       or       or       or       or

**C**. **(course prefix, (space) and number)**       or       or       or       or

1. **Co-requisites (including labs, if any):**

**A. (course prefix, (space) and number)**       or       or       or       or

1. **Major/Class restrictions: Please indicate any class or major restrictions:** Biology Major
2. **Is course repeatable? Yes** **No X If Yes, list maximum credits:**
3. **Labs requirements: If course includes a lab: # of hours lecture:** 1 **; # of hours lab:** 0
4. **Fees: List any course fees:** none
5. **Grade Mode: Graded only:** **Pass/No Pass only: X Option:**
6. **CIP Code: Six-digit CIP code** (check with your Division Director):
7. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? No If yes, list Strand(s)

B. Honors? No

1. **Cross-listing: List any cross-listing:**       and       and       and       and
2. **Strategic justification for proposed course:**
3. **Rationale**: What is the overall strategic rationale for offering this course?

We offered this course spring 2018 as BI 488 (Junior Seminar in Biology) and, as such, is not strictly a “new” course but since we are changing its number we are submitting this form. We learned that waiting until spring term of the junior year is too late for the seminar to help students prepare for their future. Ideally, students should have the opportunity to seek summer research experiences, internships, and relevant employment while pursuing their degree. We propose changing the course from the 400 to the 200 level to accommodate students in their sophomore (or late freshman) year and provide them greater opportunities to learn about career preparation, and gain relevant experience earlier than spring term before their senior year. Since this course is not content heavy but more of a seminar about careers the listing as Bi 488 was simply to keep it in line with our senior seminar (BI 489) and does not reflect “senior” level pedagogy.

1. **Alignment**:

1. How does this course align with the unit’s mission plan?

The opening statement of the Department’s mission statements is,

*The SOU Biology Department provides excellent, unified, and integrated education to prepare students for a life of continued learning and informed participation in a democratic society, as well as for careers in life science, health professions, and environmental education.*

Thus, this course very much aligns with our mission to prepare students for careers, community participation, entering professional programs etc.

2. How does the course fit into the rest of the unit’s curriculum?

This course has been a part of Biology department curriculum for a few years (as Bi 488), but have only just recently started offering the class. We are excited about the response of students to the class but as stated above we would like them to get this information earlier in their career.

1. **Enrollment**: What is the new course’s estimated enrollment each time it is offered over a three-year period? Year 1 ~30; Year 2  ~35  ; Year 3 ~40
2. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:

* 1. Who will teach the course? Michael Parker taught BI 488 it in 2018 and Carol Ferguson is scheduled for 2019. Going forward any faculty member could teach this class, though some may develop it and keep it in their load for a while.
  2. Evaluate unit’s faculty availability and/or needs and the impact on other teaching obligations. As a 1 credit course it is fairly easy to fit into a faculty member's load and we have already planned for loading BI 488 so there would be little impact going forward.
  3. If additional faculty members are needed, how will that need be met? No additional faculty are needed.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. No additional needs

3. *Other*:

a. Are Hannon Library resources sufficient to meet the needs of this course? Yes

b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? No effect

**NOTE:**  Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)** Note I have attached the syllabus Michael Parker used for BI 488 last spring as there would be little change for the new course number BI 221.

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are* ***not*** *required.)*

1. Course description (same as Catalog description, above)
2. Learning objectives of the course
3. Required texts
4. Course format
5. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

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Signature of Division Director Date

*4/29/16*

**Junior Seminar in Biology (BI 488)**

Spring 2018

Tuesdays, 4:30-5:20 p.m.

Science 161

Instructor: Michael Parker

Office: Science 224

Office Hours: M 10:30-11:30; TTh 1:30-2:30; WF 9:30-10:30; or by appointment.

Phone: 2-6749

Course Description:

This course focuses on career preparation for biology majors, including application to graduate and professional schools, and pursuit of careers with governmental agencies, non-governmental organizations, or the private sector. Students will learn about careers in biology from invited speakers and current literature and will receive guidance in preparing a curriculum vitae and professional portfolio illustrating their knowledge, experience and skills.

Course Objectives:

1. Become familiar with diverse career opportunities in biology and biologically-related fields and strategies for pursuing different opportunities.
2. Obtain guidance on career preparation from professionals in the field.
3. Be able to successfully apply to professional or advanced degree programs, including navigating the admissions exam process.
4. Prepare an effective admissions essay, statement of purpose, and cover letter.
5. Prepare an effective curriculum vitae.
6. Develop a professional portfolio.

Course Format & Content:

We will meet once a week for 50 minutes in an open-seminar format that facilitates active student participation. Many weeks we will have guest speakers who are practitioners in a particular field provide guidance on how to best prepare for a job in their field.

Evaluation:

This seminar is graded P/NP only. Satisfactory completion is based largely on (1) attendance and participation, and (2) completion of and submission for review required course documents (e.g., curriculum vitae, statement of purpose, portfolio). More than two unexcused absences will result in a grade of NP. Assigned documents will not receive a letter grade but will be evaluated by your instructor and peers to provide constructive feedback and suggestions for improvement. Failure to submit required document will result in a grade of NP.

**Tentative Schedule**

|  |  |
| --- | --- |
| Week 1 | Introduction and background survey |
| Week 2 | Nuts and bolts of building your Curriculum Vitae. |
| Week 3 | SOU Career Services, Guest: Max Brooks |
| Week 4 | What to know about applying to graduate and professional programs: practical aspects and strategies. |
| Week 5 | Student perspectives on preparing for graduate and professional programs.  Guest Speaker: Mikayla Stevens (OHSU Med School Student)  Guest Speaker: Erim Gomez (WSU doctoral Student) |
| Week 6 | Student Perspectives II  Guest Speaker: Nick Wolf (OSU Vet School Student)  Guest Speaker: Aaron Rogers (OHSU Dental School Student) |
| Week 7 | Panel Discussion: Working for State or Federal Agencies  Panelists from the U.S. Fish & Wildlife Service, National Park Service, Forest Service, Bureau of Land Management, State Department of Fish & Wildlife. |
| Week 8 | Panel Discussion: Working for an NGO or Private Sector  Panelists from non-profit organizations, private consulting firms, and industry. |
| Week 9 | Guest Speaker TBA |
| Week 10 | Assembling a Professional Portfolio |

Note: this schedule might be adjusted depending on speaker schedules and availability.