

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: Biology Course No. BI 389

Title of Course: Career Development in Biology Date: Fall 2016

Please check:  New  
 Revision

- I. Catalog Description (Credit Hours of Course):  
Acquaint biology students with career options, skills and strategies for employment or application to graduate/professional programs. One two-hour lab. (1)
- II. Prerequisites: BI 283 w/ grade of C; Junior Standing
- III. Purposes or Objectives of the Course (optional):
- 1) Identify personal career goals in the field of Biology or Medical Science.
  - 2) Identify personal skills and qualities.
  - 3) Survey traditional and modern job search approaches.
  - 4) Explore methods of researching career opportunities, employers, or graduate/professional programs.
  - 5) Develop self-marketing materials.
  - 6) Understand the process of job search and application.
  - 7) Practice interviewing skills by participating in a mock interview.
- IV. Student Learning Outcomes (Minimum of 3):
- 1) Students will be able to identify career goals as related to area of emphasis in Biology.
  - 2) Students will be able to develop a strategic career plan with focus on skills appropriate for scientific and technical areas.
  - 3) Student will be able to demonstrate interpersonal communication skills suitable to seek employment or admission to graduate/professional school.
- V. Optional departmental/college requirements:  
Preferred number of students enrolled is 16.  
Students need to have access to computers and internet during class period.  
Suggest Magill Hall 124 or Magill Hall 101.
- VI. Course Content or Outline (Indicate number of class hours per unit or section):

Topic / Exercises	Hours
Explore career options in Biology and Biomedical Science	2
Identify career goals	2
Identify skills and qualities	2
Traditional and modern job search approaches.	2
Methods of researching career opportunities, employers, graduate/professional programs.	4
Develop written communication: Resume/CV, Personal Statement	4
Application and interview processes, skills, and tips.	4
Mock Interviews	10

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean

# **SAMPLE SYLLABUS AND SCHEDULE**

## **COURSE INFORMATION**

Course Number: BI 389

Course Title: Career Development in Biology

Description:

Career Development in Biology is designed for juniors who have identified Biology or Biomedical Science as their major. This course will acquaint the student with career options, skills and strategies to foster their goal of employment or application to graduate/professional school. Students will develop self-marketing materials (resume/CV, personal statement), understand the process of job search and application, and practice interviewing skills with mock interviews.

Prerequisites: BI 283 w/ grade of C; Junior Standing.

Credit Hours: 1

Semester: Fall 2016

Class Meeting Times and Locations: August 24<sup>th</sup> – Dec. 17<sup>th</sup>, 2016

Magill Hall 124

Mondays 3-4:50 PM

## **INSTRUCTOR INFORMATION**

Instructor: Shannon McNew

Contact Info: Email: [smcnew@semo.edu](mailto:smcnew@semo.edu)

Office Phone: (573) 986-4920

Office Location: Rhodes Hall 224C

Office Hours: M 12-1:30 PM, T/R 12:30-1:30 PM

## **WHOM TO CONTACT WITH CONCERNS**

Questions, comments or requests regarding this course should be taken to your instructor.

Unanswered questions or unresolved issues involving this class may be taken to the Department of Biology Chairman, Dr. James Champine.

## **STUDENT LEARNING OUTCOMES**

Student Learning Outcomes:

1. Students will be able to identify career goals as related to area of emphasis in Biology.
2. Students will be able to develop a strategic career plan with focus on skills appropriate for scientific and technical areas.
3. Students will be able to demonstrate interpersonal communication skills suitable to seek employment or admission to graduate/professional school.

## ACCESSIBILITY STATEMENT

### SOUTHEAST MISSOURI STATE UNIVERSITY'S ACCESSIBILITY PLAN

Southeast Missouri State University will take such means as are necessary to insure that no qualified disabled person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination because Southeast Missouri State University's facilities are physically inaccessible to, or unusable by disabled persons. The accessibility standard required by Federal law for 'existing facilities' is that the recipient's program or activities when viewed in its entirety, must be readily accessible to disabled persons.

Southeast Missouri State University may meet this standard through such means as reassignment of classes, or other services to accessible locations, redesign equipment, assignment of aides, alterations of existing facilities, and construction of new accessible facilities. Southeast Missouri State University is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

Because scheduling classes, coordinating accommodations, and arranging housing in accessible facilities may require reasonable advance planning, students with disabilities accepted for admission should identify themselves and their disability within five days of the start of the semester of enrollment and indicate the nature of accommodation needed for their disability.

For more information, see the [Disability Support Services](#) page or contact Disability Support Services, room 302, University Center, One University Plaza ms1300, Cape Girardeau, MO 63701; (573)651-2273.

## ACADEMIC HONESTY

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
  2. Using another student's computer source code or algorithm or copying a laboratory report;
- or

3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

**General Responsibilities for Academic Honesty.** It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

**Protocol for Adjudicating Alleged Violations of Academic Honesty.** Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

## **CIVILITY AND HARASSMENT**

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (<http://www6.semo.edu/stuconduct/code.html>). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once

so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

## **GRADING SCALE AND POLICIES**

### **Grades:**

In-class assignments	20
Homework	30
Resume/CV	50
Personal Statement	50
Mock Interview	<u>50</u>
Total	200 points

### **Percent:**

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

<60 = F

Late work and assignments may only be made up if absence is excused or you have made prior arrangements with the instructor. Some components of the course may not be made up at later dates including mock interviews. This is at the discretion of the instructor.

## **COURSE-SPECIFIC REQUIRED MATERIALS**

### **Textbook or Supplemental Reading Ideas:**

Astor and Horowitz. 2005. *What Can You Do With A Major In Biology?* John Wiley & Sons, Inc., Hoboken, NJ.

Chandler, Promislow, Wolfe. 2008. *The Chicago Guide to Landing a Job in Academic Biology.* University of Chicago Press.

# Career Development in Biology

## Tentative Schedule

<b>Week</b>	<b>Topic</b>
Week 1	Explore Career Options
Week 2	Identify Career Goals
Week 3	Identify Skills and Qualities
Week 4	Traditional and Modern Job Search Approaches
Week 5	Methods of researching career opportunities, employers, graduate/professional schools.
Week 6	Methods of researching career opportunities, employers, graduate/professional schools.
Week 7	Develop Written Communication: Resume/CV, Personal Statement
Week 8	Develop Written Communication: Resume/CV, Personal Statement
Week 9	Application and Interview Processes, Skills, and Tips
Week 10	Application and Interview Processes, Skills, and Tips
Week 11	Mock Interviews
Week 12	Mock Interviews
Week 13	Mock Interviews
Week 14	Mock Interviews
Week 15	Mock Interviews
Week 16	Interview summaries and discussion of feedback