





BIOL - 489 - Senior Assessment and Professional Development

2019-2020 Undergraduate non-Civitae Course Change Form

General Catalog Information

** Read before you begin **

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. IMPORT curriculum data from the Catalog by clicking  in the top left corner.
3. FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
4. DO NOT type any changes before launching the proposal. If changes will occur in a required field, launch the proposal with existing attributes.
5. LAUNCH proposal by clicking  in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.
6. GO TO discussion  in the right panel, and change "Show current" to "Show current with markup" to track changes.

Catalog Year of Implementation*

2019-2020

2019-2020

Hierarchy Owner*

Department of Biological and Environmental Sciences

Department of Biological and Environmental Sciences

PROPOSED COURSE CHANGE INFORMATION

Prefix*

BIOL

BIOL

Course No.* 489

Name* Senior Assessment **and Professional Development**

Course Description*

Assessment of the student during This course is designed to provide

guidance to students as they complete their final ePortfolio and prepare for future careers. Instruction and individualized guidance will be provided for the ~~last semester~~ reflective writings and organization of ~~coursework~~ the final ePortfolio. Other professional development skills including professional networking, application, and interview skills will also be discussed. ~~Grading is Pass/Fail.~~ Satisfactory completion of the ePortfolio and a program-defined assessment is required to pass this course. **Students should complete this course during their last semester of coursework and must have completed 30 BIOL credits, of which 3 credits must be at the 400-490 level.**

Lecture Hours

Lab Hours

Total Credits* ~~Zero credits~~ **1**

Are Total credits changing?* Yes No

If total credits are changing, provide a justification and attach a current syllabus.

Justification for change in Credit Hours

A dedicated time is needed each week for students to meet with the instructor for the course. This time allows for guidance in completion of the ePortfolio and for practice and feedback on the meaningful, reflective, and metacognitive professional-development experience. This dedicated time is also needed to administer the standardized assessment. Additionally, plans have been developed to include important professional development instruction and practice in this course to best prepare our majors for life after Longwood. This course will now include more work and more instruction time than was originally conceived. Thus, we would like to change this to a one credit course that will meet for one hour and 40 minutes a week, since this will be conducted like a lab course focused on writing, revision, and other activities.

Course May be Repeated when Topics Change?* Yes No

If yes, list total number of times course may be taken

Prerequisite(s) or corequisite(s):

~~Prerequisite or may be taken concurrently: BIOL 488.~~

Prerequisite(s):*

~~None~~ MATH 261 or MATH 301; a minimum of one Organismal Area course (BIOL 301, BIOL 303, BIOL 309, or BIOL 315), one Cell and Molecular Area course (BIOL 305, BIOL 324, BIOL 326, or BIOL 360) and one Ecology and Evolution Area course (BIOL 330, BIOL 341, BIOL 342, or BIOL 399); and completion of at least 3 credits in BIOL 400-491; or permission of instructor.

Corequisite(s):

~~None:~~ BIOL 488

Please select if
Writing Intensive
course

WR.

Please select if
Speaking
Intensive course

SP.

If selecting a speaking intensive designation, attach a copy of the department speaking intensive policy.

Crosslisted With:


Delete course from Catalog* Yes No

Submit course to storage* Yes No

Attach a proposed syllabus in the format specified by the FPPM. Course description on syllabus must match the catalog .

REQUIRED FOR MAJOR, MINOR, CONCENTRATION

Run an Impact Report by clicking  in the top left corner and answer below according to the results.

To notify the appropriate department chairs, request a custom route, navigate to the Proposal Toolbox and select Custom Route under the Decisions icon (). Once you make your decision the system will allow you to set up the requested ad-hoc step for each section: participants, rules, decisions, and deadlines/reminders.

A System Administrator will need to review and approve your request before it takes place.

Do other majors, minors, and concentrations require the course?* Yes No

List all majors, minors and concentrations that require the course.

Biology major

RATIONALE FOR PROPOSED CHANGES

Enter the rationale for the changes to the course *

A dedicated time is needed each week for students to meet with the instructor for the course. This time allows for guidance in completion of the ePortfolio and for practice and feedback on the meaningful, reflective, and metacognitive professional-development experience. This dedicated time is also needed to administer the standardized assessment. Additionally, plans have been developed to include important professional development instruction and practice in this course to best prepare our majors for life after Longwood. This course will now include more work and more instruction time than was originally

conceived. Thus, we would like to change this to a one credit course that will meet for one hour and 40 minutes a week, since this will be conducted like a lab course focused on writing, revision, and other activities. Changing to standard letter grading will allow for the increased time and effort of students to be reflected in their GPA. It is also believed that standard grading will motivate students to go beyond just the bare minimum effort and will provide a more nuanced assessment of student work.

RESOURCE ASSESSMENT

How frequently do you anticipate offering this course? *

every semester

Describe anticipated change in staffing for the course:

None

Estimate and itemize the cost of new equipment, library resources, and/or technology


None

Will a new or changed course fee be assessed? *

Yes No

If yes, the Fee Recommendation Worksheet must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

ATTACHMENT LIST

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Attach *	<input checked="" type="checkbox"/>	Proposed syllabus in the format specified by the FPPM
Attach	<input type="checkbox"/>	A copy of the current syllabus
Attach	<input type="checkbox"/>	Fee Recommendation Worksheet
Attach	<input type="checkbox"/>	Department Speaking Intensive Policy

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

REGISTRAR ONLY

Course OID	6711
Course Type	Biology
Status	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

Longwood University
Department of Biological and Environmental Sciences
Syllabus

BIOL 489 Senior Assessment and Professional Development Fall 2019

This syllabus is subject to change

Instructor:

Dr. Amorette Barber
305D Chichester Science Center (Office)
209 Chichester Science Center (Research Lab)
E-mail: barberar@longwood.edu
Phone: (434) 395-2726 (2726 if on campus)

Office Hours:

If you would like to discuss the course or anything else, it's best to email me to make an appointment for a mutually acceptable time. Or, you are welcome to stop by my office any time my door is open. My office hours are:

- Mondays 10:00 – 12:00
- Wednesdays 1:00 – 3:00

Course Information:

Class Meeting Time: Tuesdays 2:00-3:40pm

Drop/Add Period:

Students may make schedule adjustments (add and/or drop) until 5:00 pm on TBA

No Academic Penalty Withdrawal Period (Free "W")

Students may withdraw from a class with a grade of "W" until 5:00pm on TBA

Course Description:

This course is designed to provide guidance to students as they complete their final ePortfolio and prepare for future careers. Instruction and individualized guidance will be provided for the reflective writings and organization of the final ePortfolio. Other professional development skills including professional networking, application, and interview skills will also be discussed. Satisfactory completion of the ePortfolio and a program-defined assessment is required to pass this course. Students should complete this course during their last semester of coursework. Prerequisites: MATH 261 or MATH 301; a minimum of one Organismal Area course (BIOL 301, 303, 309, or 315), one Cell and Molecular Area course (BIOL 305, 324, 326, or 360), and one Ecology and Evolution Area course (BIOL 330, 341, 342, or 399); and completion of at least 3 credits in BIOL 400-491; or permission of instructor. Corequisite: BIOL 488. 1 credit.

Course Objectives:

This is one of your senior capstone experiences in your major. This course is meant to assess your understanding of biology, your written and oral communication skills, and prepare you to become a professional biologist once you leave Longwood. All biology majors are required to create and maintain an ePortfolio. Your ePortfolio will help you to showcase and demonstrate the knowledge and skills that you develop throughout your Longwood career. It also will provide a platform for you to reflect upon your education and plan for your future.

To successfully complete this course, students must present ePortfolio and program-defined assessment evidence of achieving overall competency in the student learning objectives listed below. At the completion of this course, students will be able to:

- Identify and describe the major principles of biology
- Analyze critically and apply the major principles of cell and molecular biology, ecology and evolution, and organismal biology
- Integrate physics and chemistry concepts into relevant biological contexts
- Apply knowledge of biology to one or more contemporary issues in society
- Evaluate, interpret, and apply experimental design and draw valid conclusions from experiments
- Analyze data quantitatively and develop testable models of that data
- Evaluate and interpret data in scientific literature and other sources
- Write effectively in multiple contexts within the discipline
- Effectively communicate orally in multiple contexts within the discipline
- Prepare and present, orally and in writing, to scientists in other disciplines and audiences outside the sciences
- Collaborate effectively in a group setting within the discipline
- Perform competently in a professional setting
- Prepare essential professional documents and demonstrate readiness to become a professional scientist

Grade Components:

Detailed assignment sheets and associated rubrics will be provided to all students in the course Canvas site.

ePortfolio

A successful ePortfolio is required for the completion of this course. The ePortfolio needs to contain artifacts demonstrating competency in the 14 student learning outcomes listed in the table below. Multiple artifacts will likely be included for each outcome. In addition, a reflection needs to be paired with each outcome (14 total reflections). The reflections allow critical evaluation of the artifacts and should reflect on your overall development as a student as you progressed throughout your college career. A rubric will be provided to aid you in developing an impactful reflection.

Goals & Outcomes	Students will:
Goal 1: Develop an understanding of the concepts of biological science.	
1.1	Students will be able to identify and describe the major principles of biology.
1.2	Students will be able to analyze critically and apply the major principles of cell and molecular biology.
1.3	Students will be able to analyze critically and apply the major principles of ecology and evolution.
1.4	Students will be able to analyze critically and apply the major principles of organismal biology.
1.5	Students will be able to integrate physics and chemistry concepts into relevant biological contexts.
1.6	Students will be able to apply knowledge of biology to one or more contemporary issues in society.
Goal 2: Develop the ability to collect, organize, and evaluate scientific information through experiential learning.	
2.1	Students will be able to evaluate, interpret, and apply experimental design and draw valid conclusions from experiments.
2.2	Students will be able to analyze data quantitatively and develop testable models of that data.

2.3	Students will be able to evaluate and interpret data in scientific literature and other sources.
Goal 3: Demonstrate the ability to communicate science effectively within and across disciplines.	
3.1	Students will be able to write effectively in multiple contexts within the discipline.
3.2	Students will be able to effectively communicate orally in multiple contexts within the discipline.
3.3	Students will be able to prepare and present, orally and in writing, to scientists in other disciplines and audiences outside the sciences.
3.4	Students will be able to collaborate effectively in a group setting within the discipline.
3.5	Students will be able to perform competently in a professional setting.

To meet the ePortfolio requirements for this course (BIOL 489), you must do the following:

- Edit and update your Word Press blog site for your ePortfolio, following the instructions provided in class. You will need to name your site with your last name, followed by your first name, followed by your major code (biol) and you will need to make the site visible to registered users of the Longwood network.
- Edit and Add “parent” pages to appear as the top menu bars:
 - Professional Documents
 - Goal 1: Understanding of the concepts of biological science
 - Goal 2: Ability to collect, organize, and evaluate scientific information
 - Goal 3: Communicate science effectively within and across disciplines
 - Any other additional parents pages you would like to include (Research Experiences, Professional Experiences, etc.)
- For each outcome, you will need to create “child” pages under each of your “parent” pages. In each child page you will need to include at least one artifact demonstrating competency in the given outcome and also include a reflection that is a critical evaluation of the artifacts and a reflection on your overall development as a student in this outcome. You should have a minimum of 14 child pages and 14 reflections.
- You will also need to have individual ePortfolio meetings with the course instructor to discuss the contents of your ePortfolio.

Professional Development

To help prepare you for a career in biology after Longwood, we will discuss the process of applying for a job, post-graduate professional school, etc. This includes discussion of the application process, how to succeed in an interview, completion of a mock interview and reflection, and professional networking (LinkedIn and others). Students will also update the portfolio of professional documents that every graduating student should have: a CV or résumé, cover letter, and personal statement. An in-depth explanation of these assignments can be found on Canvas.

Biology Concept Assessment

To assess your knowledge and application of biological concepts, you will complete a Biology Concept Assessment. This will be administered through Canvas. Completion of the assessment is a requirement of the course. More details on the assessment will be provided during class.

To help you review for the biology concept assessment or for tests that you may be planning to take (e.g., GRE or MCAT), there are multiple quizzes posted on Canvas. These quizzes are optional and they are meant to help you review material from previous classes.

Grading

Draft ePortfolio pages and reflections (4)	100
Final ePortfolio pages and reflections	100
ePortfolio meeting	50
Professional development assignments	150
Biology concept assessment	100

Total	500
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Final grades will be determined as a percentage of total possible points as follows:

<u>Percentage Earned</u>	<u>Grade</u>
93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70-72.9%	C-
67-69.9%	D+
63-66.9%	D
60-62.9%	D-
Below 60%	F

Course Policies

Course Structure and Student Expectations: The expectations for out of class work is similar to that of a traditional laboratory course, since most of the class time will be discussions and time to work on assignments related to your ePortfolio, under the guidance of the professor. To perform at an acceptable level, students are expected to spend a MINIMUM of one hour outside of class working and studying for every one hour spent in class. In other words, you should be fully engaged and actively working during all scheduled class time **and** should be spending **at least** two hours per week outside of class to continue that work. If you have not kept up with your ePortfolio throughout the curriculum, you may need to spend substantially more time than the above stated minimum time to be able to successfully complete the course.

Attendance: Attendance and participation in all class sessions are expected and required. Students must arrive on time for class and be prepared to participate in discussions and activities. Absences will be excused only for scheduled University events and very serious emergencies. It is the responsibility of the student to provide the instructor with written advance notice of scheduled events.

Attendance will be taken daily. Students with excessive absences will be penalized. Students missing more than 25% of scheduled class meetings – regardless of reason, excused or unexcused – will receive an “F” in the course, and students missing 10-24% of classes may have their grades lowered by one letter grade.

Online Course Components: Announcements, assignment descriptions, and other assignments will be posted on Canvas. It is important to check this site frequently (I suggest daily) as you are responsible for all information and updates posted on Canvas.

Electronics Policy: ****Cell phones MUST be turned off while in class or a meeting.**** Please silence all electronic devices before class. Laptop computers and other note-taking devices are allowed as long as they are being used to promote learning and are not disruptive to others. I have a zero tolerance policy and failure to comply may result in the student being asked to leave class and revoking the privilege of using electronic devices in class.

Late assignments: Due dates for homework assignments and other projects will be announced in class and posted in Canvas. **Late assignments will not be accepted.**

Honor code: Each student in this class will be expected to adhere to the Longwood University Honor Code. It is assumed that you want to learn as much as possible from each class you take. As a result, I also assume that you will work to learn the material through completion of assignments and collaboration with peers. However, all work turned in must be your own. Academic honesty is a foundation of the University; violations of this tenet will be brought to the attention of the Honor Board. Please review the Honor Code, including the section on plagiarism, which can be accessed through the Honor and Judicial Programs' website.

Accommodations and Disability Resources: If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources: Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs) and Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434)395-2091.

Reporting of Crimes and Sexual Misconduct: In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

Please review <http://www.longwood.edu/academicaffairs/syllabus-statements/> for current statements on Accommodations and Disability Resources, Mental Health Resources and Mandatory Reporting of Crimes and Sexual Misconduct.

Inclement Weather: In the event of classes being cancelled due to inclement weather, I will email to inform you about any alterations in the class schedule.

Courtesy: Everyone in this course is a member of a learning community. It is expected that each member of this community will treat everyone else with respect and courtesy.

BIOL 489- Class Schedule (may be subject to modifications)

Week of _____ Topic _____

- 8/20** Discussion of ePortfolio overview, contents, and artifacts
- 8/27** Discussion of reflective writing and examples of reflective writing
- 9/3** Discussion of professional document preparation and professional networking (LinkedIn etc)
- 9/10** Discussion of application process- careers and post-professional schools
- 9/17** Discussion of interview process
- 9/24** Mock interviews
- 10/1** Work on ePortfolio and professional documents
Draft ePortfolio pages for Goal 1: Understanding of the concepts of biological science due
- 10/8** Peer review of application materials
Mock Interview Reflection and draft of application materials due
Responsible Conduct in Research Training Modules due
- 10/15** NO CLASS- FALL BREAK
- 10/22** Biology Concept Assessment
Draft ePortfolio pages for Goal 2: Ability to collect, organize, and evaluate scientific information due
- 10/29** Work on ePortfolio and professional documents
Draft ePortfolio pages for Goal 3: Communicate science effectively within and across disciplines due
Final application materials due
- 11/5** Work on ePortfolio and professional documents
Draft ePortfolio pages for Professional Documents and LinkedIn page due
- 11/12** Work on ePortfolio and professional documents
Final ePortfolio due
- 11/19** ePortfolio review and individual meeting
- 11/26** ePortfolio review and individual meeting