This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one:  X New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: BIO 1150
2. Title (may not exceed 30 characters, including spaces): Biology Forum
3. Long title, if any:
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 1-0-1
5. Term(s) to be offered: X Fall  X Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: X Fall  Spring  ☐ Summer  ☐ Year 2007
7. Course description (not to exceed four lines):
The course is designed for freshmen and transfer students majoring in the Biological Sciences to enhance their transition into Eastern Illinois University by introducing them to the Biological Sciences program, providing an overview of the major and core requirements, and addressing specific skill sets necessary for success in the major. These skills include: library expertise, computer competence, ability to produce and interpret graphs and tables, and critical scientific reading. Students will also meet the Biological Sciences faculty and discover departmental research and internship opportunities, summer and study abroad programs, career opportunities, and student clubs.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
   c. Who can waive the prerequisite(s)?
   ☐ No one  XChair  ☐ Instructor  ☐ Advisor  ☐ Program Coordinator  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  X Course may not be repeated.
      ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Biological Sciences majors
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: All majors except Biological Sciences

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. Grading methods (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: lecture (This is a drop-down menu.)
NEW COURSE PROPOSAL
BIO 1150 – Biology Forum

1. Catalog description
   a) BIO 1150
   b) Biology Forum
   c) (1-0-1)
   d) F, S
   e) Biology Forum
   f) The course is designed for freshmen and transfer students majoring in the Biological Sciences to enhance their transition to Eastern Illinois University by introducing them to the Biological Sciences program, providing an overview of the major and core requirements, and addressing specific skill sets necessary for success in the major. These skills include: library expertise, computer competence, and ability to produce and interpret graphs and tables, and critical scientific reading. Students will also meet the Biological Sciences faculty and discover departmental research opportunities and internship opportunities, summer and study abroad programs, career opportunities, and student clubs.
   g) None
   h) Fall 2007

2. Student Learning Objectives and Evaluation
   1. Students will
      1. Identify the requirements for successful completion of the Biological Sciences major.
      2. Evaluate skills for academic success in the Biological Sciences.
      3. Analyze opportunities for research, study abroad programs, and internships in the Biological Sciences.
      4. Identify professionals in the Department of Biological Sciences.
      5. Evaluate the diversity of career options available to Biological Sciences majors.

2. Grades will be based on journal writing (25%), class assignments (25%), in class discussions of scientific paper (20%), and class participation (20%), and campus activities, such as attending seminars and talks (10%)

<table>
<thead>
<tr>
<th></th>
<th>Journal Writing</th>
<th>Class Assignments</th>
<th>Book and Scientific Paper discussion</th>
<th>Class participation</th>
<th>Campus Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the requirements for successful completion of the Biological Sciences major.</td>
<td>X X</td>
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<tr>
<td>Evaluate skills for academic success in the Biological Sciences.</td>
<td>X X X X X X X</td>
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<tr>
<td>Analyze opportunities for research, study abroad programs, and internships in the Biological Sciences.</td>
<td>X X X X X X X</td>
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<td>Identify professionals in the Department of Biological Sciences.</td>
<td>X X X X X</td>
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<tr>
<td>Evaluate the diversity of career options available to Biological Sciences majors.</td>
<td>X X X X X</td>
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3. This course is not technology-delivered.
4. Not a graduate level course.
5. This is a writing-active course.
3. **Outline of the Course**

   a) Units of time: 1 fifty-minute lecture/discussion each week for 15 weeks.

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>Lecture/discussion: Introduction to the requirements of the biological sciences major, general education, electronic writing portfolio, development of a four-year plan, and academic advising.</td>
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<tr>
<td>3 - 4</td>
<td>Lecture/discussion: Time management, study and test taking skills, academic resources available on campus</td>
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<tr>
<td>5</td>
<td>Lecture/discussion: Using library resources, using primary literature, citing scientific publications, scientific writing</td>
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<tr>
<td>6</td>
<td>Lecture/discussion: Careers in the Health Professions</td>
</tr>
<tr>
<td>7</td>
<td>Lecture/discussion: Biological Sciences Faculty Presentations (3 research seminars)</td>
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<tr>
<td>8</td>
<td>Lecture/discussion: Careers Part Deux: What can I do with a degree in biology?</td>
</tr>
<tr>
<td>9</td>
<td>Lecture/discussion: Creating an academic portfolio – Undergraduate research, internship opportunities, service learning, student organizations.</td>
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<tr>
<td>10</td>
<td>Lecture/discussion: Biological Sciences Faculty Presentations (3 research seminars)</td>
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<tr>
<td>11</td>
<td>Lecture/discussion: Study Abroad and National Student Exchange.</td>
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<tr>
<td>12</td>
<td>Lecture/discussion: How to apply for professional or graduate schools.</td>
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<tr>
<td>13</td>
<td>Lecture/discussion: Biological Sciences Faculty Presentations (3 research seminars)</td>
</tr>
<tr>
<td>14</td>
<td>Lecture/discussion: University and Departmental Honor’s and national and departmental scholarships.</td>
</tr>
<tr>
<td>15</td>
<td>Lecture/discussion: Bioethics – Academic and professional responsibility</td>
</tr>
</tbody>
</table>

   b) This course is not technology delivered.

4. **Rationale**

   a) The Biology Forum will help Biological Sciences majors understand the expectations and responsibilities associated with succeeding in the undergraduate program. The course will provide students with the skill sets and information necessary for academic success. This means not only achieving a sufficient grade point average but also developing confidence and competence as a student, establishing relationships with fellow students and faculty, deciding on a career path and becoming a critical thinker and life longer learner in the sciences.

   b) This course is required for all undergraduate students in the Biological Sciences major. Therefore, 1000 level is appropriate.

   c) There are only minor overlaps between this course and EIU 1111 (University Foundations) but to a large extent these courses complement each other. In EIU 1111, the freshman student is provided with general information and skills for achieving success at Eastern Illinois University. This course is directed at specifically providing the first year and transfer Biological Sciences majors with the tools, knowledge, expectations and skill set needed to succeed in the Biological Sciences major and to develop a long term plan for success in the field.

   d) Required in the undergraduate Biological Science Major beginning Fall 2007. (The proposals for revision to the major will follow at a later date as a separate proposals.)
5. Implementation
   a) The course will be initially taught by Dr. Robert Fischer, but can be taught by any qualified member of the Biological Sciences faculty
   b) No additional costs required

6. A community college course will not be judged equivalent to this course

7. Date approved by the department: April 17, 2006

8. Date approved by the college curriculum committee: April 28, 2006

9. Date approved by CAA: August 31, 2006

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).