Proposal to create **MCB 396K, Individual Development Planning for a Biomedical Career**
as a Success Course

*Approved by COS Assoc. Dean Elliott Cheu, 2/5/15*

### Course Offerings

<table>
<thead>
<tr>
<th>Academic Career:</th>
<th>UGRD</th>
<th>Subject Area:</th>
<th>Molecular &amp; Cellular Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog Nbr:</td>
<td>396K</td>
<td>Academic</td>
<td>0417</td>
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<tr>
<td>Organization:</td>
<td></td>
<td>Course Offer No:</td>
<td>1</td>
</tr>
<tr>
<td>Course Typically Offered:</td>
<td>FALL</td>
<td>Co-Convened</td>
<td>N</td>
</tr>
<tr>
<td>Co-Convened Subject:</td>
<td></td>
<td>Catalog Nbr:</td>
<td></td>
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</table>

### Enrollment Requirements

### Course Requisite Information

**Requisite Type:**

<table>
<thead>
<tr>
<th>Course ID:</th>
<th>Subject:</th>
<th>Catalog Nbr:</th>
<th></th>
</tr>
</thead>
</table>

### New Requirement Group Information

**Description:** Career Preparation

**Long Course Title:** Individual Development Planning for a Biomedical Career

**Long Description:** Through this course, students will develop a plan for reaching their educational goal in a biomedical sciences/health-related field. The process for developing the plan will be to define a career goal; assess individual strengths and weaknesses towards achieving that goal; make a record of the progress to date; and create the plan for moving forward. The expected learning outcomes are to: 1) practice the iterative process of writing a personal statement and revising it after getting feedback; 2) be able to research admission requirements for post-baccalaureate degree programs; 3) conduct a self-assessment with regards meeting admission requirements; 4) develop strategies for addressing challenges to meeting any requirements; and 5) know how to prepare a resume.

**First Term Effective:** 2154: Fall 2015

**Course Type:** Permanent

### Instructors

**Instructor Name:**

06108504  Margaret Briehl

### Course Attributes

<table>
<thead>
<tr>
<th>Course Attribute</th>
<th>Description</th>
<th>Course Attribute Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Success Course</td>
<td></td>
<td>SCS</td>
<td>Success Course</td>
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</table>
Additional Course Information

| Minimum Units | 1 | Maximum Units | 1 |
| Instructor Edit | N | Drop Consent | N |
| Add Consent | N | Grade Roster Print | C |
| Grading Basis | GRD | Repeat for Credit | Y |
| Allow Multiple Enroll in Term | N | Total Units Allowed | 3 |
| Total Completions allowed | 1 |

Course Components

| Course Component | Seminar | Graded Component | Y |
| Default Section Size | 30 | Primary Component | Y |
| Workload Hours | 1 | Optional Component | N |
| Final Exam | N |

Funding Analysis

Is proposal of this course associated with a new hire?  N

The course is designed to be a new activity in the Training Core/Program of the Partnership for Native American Cancer Prevention (referred to as NACP). NACP is funded by the National Institutes of Health and its objective is to reduce cancer health disparities in Native American communities, in part by preparing more Native Americans for careers in the biomedical sciences/health-related field. Margaret Briehl, who will be the instructor for the proposed course, receives salary support from NACP. She will add the course to her current teaching assignments.

Intended Course Fees:

*What programmatic need does this course satisfy: required or optional in what undergraduate or graduate majors, minors, or certificates?

The course is designed to be a new activity in the Training Core/Program of NACP. The course will not be required for any undergraduate or graduate majors, minors, or certificates. Undergraduates who are involved in NACP, however, will be strongly encouraged to take this course as an elective.

*Field Trips: No field trips associated with this course.

*Provide a minimum of three learning outcomes for the course.

1) Practice the iterative process of writing a personal statement and revising it after getting feedback.
2) Be able to research admission requirements for post-baccalaureate degree programs.
3) Conduct a self-assessment with regards meeting admission requirements.
4) Develop strategies for addressing challenges to meeting any requirements
5) Know how to prepare a resume.

Requester Details

Name: Whitney R Slay  Email: wslay@email.arizona.edu
Date: 01/28/2015  Phone: -
Department: Molecular and Cellular Biology
**Success Courses**

*For whom is the course designated (which students targeted)?*

The course was primarily designed for undergraduates who are involved in the Training Core/Program of the Partnership for Native American Cancer Prevention (referred to as NACP). NACP is funded by the National Institutes of Health and aimed at reducing cancer health disparities in Native American communities. The primary objective of the NACP Training Core is to increase the number of Native American students who successfully transition into careers in the biomedical sciences/health-related field that require advanced degrees (PhD, MD, RN, etc). The proposed course is built around the idea of working with students to help each one create an individualized development plan. The plan will serve as a ’road map? to assist students with transitioning to advanced degree programs. It is anticipated that many undergraduates will be able to benefit from the course, in addition to NACP program student participants.

Is the course required for targeted students? N

Please explain how the course satisfies the criteria below:

* Self-exploration and development

Part of the process of creating an individualized development plan is for students to define their career goal and assess their individual strengths and weaknesses towards achieving this goal. Other parts of the process are to research admission requirements for a relevant post-baccalaureate degree program, conduct a self-assessment with regards to meeting those admission requirements and develop strategies for addressing challenges to meeting any requirements. These are all self-exploration and development activities.

* Major-exploration

In the process of creating an individual development plan, we anticipate that students will be comparing the requirements for admission to advanced degree programs with the knowledge which they are obtaining through their program of study. It is anticipated that this will engage the students in thoughtful assessment of which major is the best fit, in light of their career goal.

* Preparation for careers or graduate school

As indicated above, the objective of the course is to help students prepare for careers in the biomedical sciences/health-related field, which require advanced degrees.

* Tools that can help students succeed in the major

The process of evaluating how the major is preparing each student for their career goal should be beneficial, by providing further motivation for the chosen area of study. Class sessions will be discussion-based and students’ performance on written assignments will be a significant part of the course grades. This practice in oral and written communication will likely help students succeed in other required coursework for their majors.

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**SYLLABUS:**

**Individual Development Planning for a Biomedical Career**

**MCB 396K**

*(short course title: Career Preparation)*

*(1 credit)*

*Fall Semester*

**Instructor:**

Dr. Margaret Briehl

mmbriehl@pathology.arizona.edu

LSN 548

626-6827 (office)
Class Meetings: One hour per week

Office Hours: By appointment

Course Objectives: Through this course, students will develop a plan for reaching their educational goal in a biomedical sciences/health-related field that requires an advanced degree (PhD, MD, RN, etc.). The process for developing the plan will be to define a career goal; assess individual strengths and weaknesses towards achieving that goal; make a record of the progress to date; and create the plan for moving forward. The expected learning outcomes are to: 1) practice the iterative process of writing a personal statement and revising it after getting feedback; 2) be able to research admission requirements for post-baccalaureate degree programs; 3) conduct a self-assessment with regards meeting admission requirements; 4) develop strategies for addressing challenges to meeting any requirements; and 5) know how to prepare a resume.

Grading: Grading for the course will be based on the following point system:

| Attendance (15 points per class session) | 225 points |
| Written Assignments (12 at 25 points each) | 300 points |
| Individual Development Plan | 200 points |
| TOTAL | 725 points |

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>&gt;652 (90%)</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>580 – 651 (80 – 89%)</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>507 – 579 (70 – 79%)</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>435 – 506 (60 – 69%)</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>&lt;435</td>
</tr>
</tbody>
</table>

Absence Policies: Class attendance is expected. It will be recorded each week and will be extremely helpful toward student’s success in the course. Partial credit will not be given for any class session. Students will only receive credit for attendance when they are present within the first 10 minutes of class, and remain the entire class period. In other words, students can come to class up to 10 minutes late and still get 15 points for attendance that week, but may not leave early unless there is a special case that has been approved by the instructors ahead of time. Absences will be excused in the following cases (students will receive the points for the missed session):
- all holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, and
- absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Required texts: None

Required examinations and papers: Student performance in the course will not be tested with examinations. There will be twelve required written assignments. The final Individual Development Plan is also a required written assignment.

Policies:
- Expected classroom behavior: While in class, students are expected to conduct themselves in a manner conducive to learning and that does not interfere with other students’ or the instructor’s concentration or attention. During discussions, only one person should be speaking at a time, and all others should pay attention to what is being said. Use of cell phones and texting devices is prohibited during class; these
should be turned off before the class begins. Students are responsible for being aware of and complying with
the university’s policies regarding academic integrity and classroom civility
(http://deanofstudents.arizona.edu/studentcodeofconduct). Students who speak at inappropriate times, sleep
in class, display inattention, interrupt by coming to class late or leaving early, engage in loud or distracting
behaviors can be asked to leave the class and be subjected to disciplinary action under the Student Code of
Conduct.

- Plagiarism: Students are encouraged to share intellectual views and discuss freely material that is presented
  in the class or included in written assignments. Unless otherwise instructed, written assignments must be the
  product of independent effort. Students are expected to adhere to the UA Code of Academic Integrity as
described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity

- The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical
  harm to any member of the University community, including to one’s self. See:
  http://policy.web.arizona.edu/threatening-behavior-students

Special Needs and Accommodations: Students who need special accommodation or services should contact
the Disability Resources Center (DRC), 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520)
621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. They must register and request that the DRC
sends the instructor official notification of the accommodations needs as soon as possible after the start of the
course. In addition, students who need special accommodation or services are required to meet with the
instructor to discuss accommodations and the extent to which course requirements and activities may impact the
student’s ability to fully participate. The need for accommodations must be documented by the appropriate office.

Subject to Change Statement: the information contained in this course syllabus, other than the grade and
absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the
instructor.