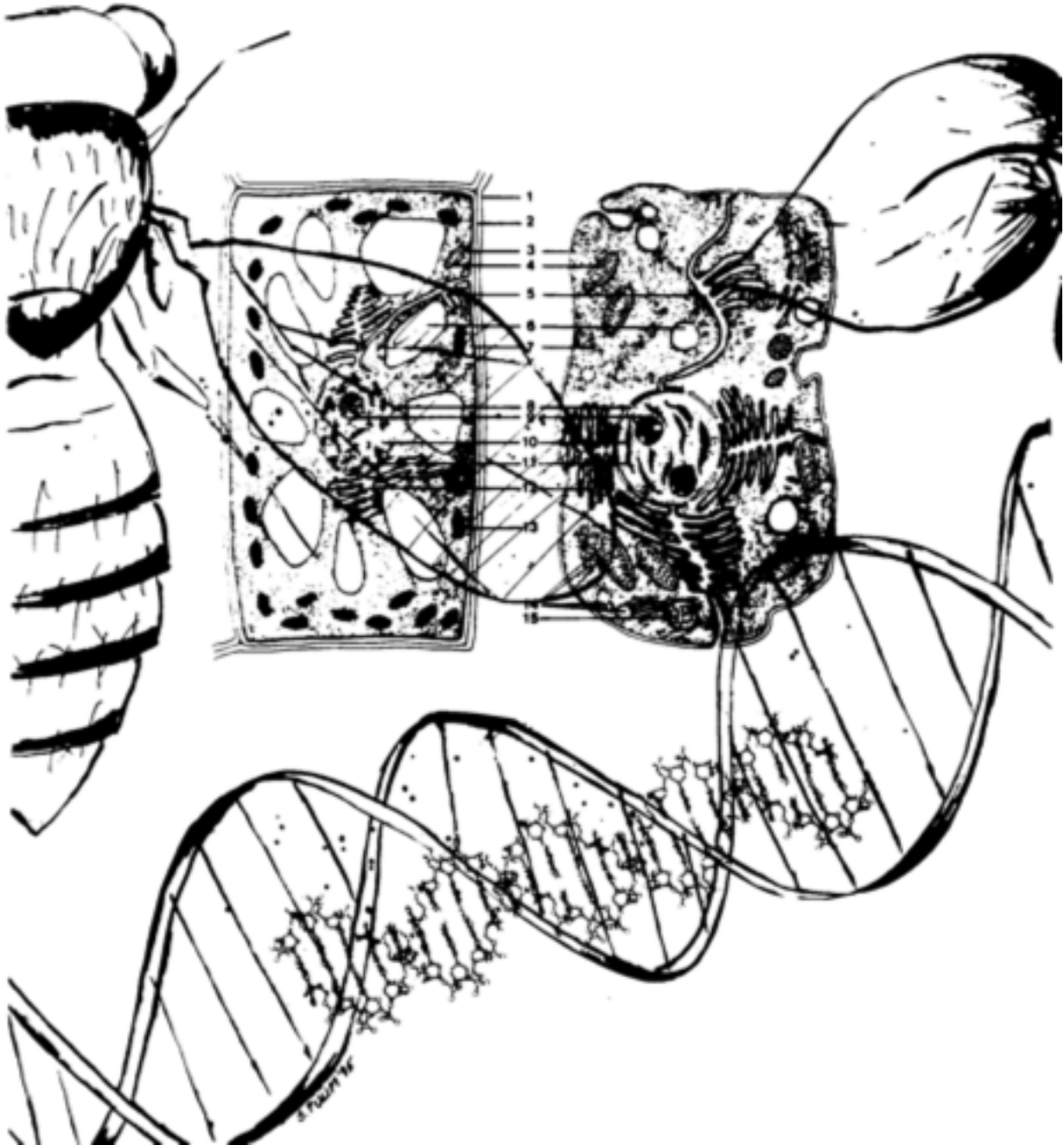


Washington University
ST. LOUIS MISSOURI
Department of Biology

Handbook for Majors and Prospective Majors



Fall 2023

Washington University in St. Louis

Department of Biology

Handbook for Majors and Prospective Majors

Fall 2023

Welcome to the biology major. We hope that this handbook will be helpful whether you already have chosen or are considering a major in biology. A major in biology can prepare you for a broad range of careers, not limited to those discussed here. There has been no more exciting time to study the life sciences. Your studies here will be demanding, but should also be exciting to you, with numerous opportunities to explore new ideas about how the living world functions.

Mission Statement for the Biology Major

A student graduating with a major in biology should be well educated in the history of scientific discovery in biology, the logical and statistical procedures used to formulate and to test biological hypotheses, and technical skills needed for conducting contemporary biological research. Majors should appreciate the hierarchical nature of biological complexity, and the major structures and functions emerging at the molecular, cellular, organismal, populational and ecosystem levels. At least one dimension of contemporary research should be understood in sufficient detail that the student could describe the major hypotheses currently being tested and demonstrate familiarity with techniques used to test those hypotheses. Mastery of the material will be evident in a student's ability to critique published data, identifying ambiguities and uncertainties in conclusions drawn from those data, and in understanding the societal importance of the research. A student attaining these goals will be prepared to make creative contributions to biology through independent research and/or teaching, and ready for graduate training in biological research, education, health care, industrial biotechnology, and the computational, legal and business careers related to biotechnology. A major should appreciate the importance of biological knowledge for solving societal problems.

This booklet has been compiled by the Curriculum Committee of the Department of Biology, Washington University. See <https://biolinux2.wustl.edu/nslc/handbook/handbook.pdf> for an online version of this material. Our thanks to Sandeep Pulim for the cover art and Sidney Harris for the use of his apt cartoons.

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REQUIREMENTS FOR THE BIOLOGY MAJOR

Majors ordinarily begin work in biology with Biol 2960 in spring of freshman year*. After completing Chem 111A-112A or Chem 105-106 and the accompanying laboratories Chem 151-152, also taken during the first year, students proceed to Biol 2970 and then upper-level classes in the sophomore year, accompanied by organic chemistry (Chem 261-262). Biol 2960 and Biol 2970 are required for majors and appropriate for premedical and pre dental students with other majors.

CHEMISTRY, PHYSICS AND MATHEMATICS REQUIREMENTS

In addition to Chem 111A-112A or Chem 105-106 and the accompanying laboratory courses Chem 151-152, biology majors are required to take Chem 261 and either Chem 262 or Chem 401; Physics 191/191L-192/192L or Physics 193/193L-194/194L; Math 132 (Calculus II) and one of the following: Math 2200, Math 233, or Math 3200. Courses taken in University College, Washington University's evening school, or in PBPM (L86) do not meet these or any other major requirements. Students who plan to take physical chemistry must take Math 233 (Calculus III). Math 2200 or Math 3200 (Elementary Probability and Statistics; required for tracks in Ecology and Evolution, Genomics and Computational Biology, and Microbiology see pp. 4-5) and Math 322 (Biostatistics) are valuable.

A typical program for the first two years looks like this:

<u>Fall - Year One</u>	<u>Spring - Year One</u>	<u>Fall - Year Two</u>	<u>Spring - Year Two</u>
Chem 111A or 105 (3). Biol elective* (optional). Math 132 (3). Chem (Lab) 151 (2). Distribution (3), or College Writing 100 (3). Distribution (3).	Chem 112A or 106 (3). Biol 2960 (4) Math 233 or Math 2200 (3). Chem (Lab) 152 (2). College Writing 100 (3), or Distribution (3).	Chem 261 (4). Biol 2970 (4)- (Biol 2960 pre-req) Distributions (6).	Chem 262 (4). Biol 3XX (2-4)- (Biol 2970 pre-req) Distributions (6).

ADVANCED BIOLOGY REQUIREMENT

At least eighteen units in approved advanced Biology courses (numbered 300 or above) are required. Courses that may be counted toward these 18 units are listed following Biol 2960 and Biol 2970 in the section "Courses for Biology-Major Credit" beginning on page 47. At least one course in each of three distribution areas (A-C) and an advanced laboratory course must be taken; each of these courses counts toward the required 18 advanced biology units. Up to 6 units of Biol 500 may be counted toward the 18 advanced biology units.

THREE AREAS OF BIOLOGY REQUIRED (Spring 2024 offerings underlined)

- Area A.** Plant Biology and Genetic Engineering (Biol 3041); Human Genetics (Biol 324); Cell Biology (Biol 334); Parasitology (Biol 3481); Fundamentals of Microbiology (Biol 349); Immunology (Biol 424); Virology (Biol 4242); Epigenetics (Biol 4344); Infectious Diseases: History, Pathology, and Prevention (Biol 4492); General Biochemistry (Biol 451); General Biochemistry I (Biol 4810); General Biochemistry II (Biol 4820)
- Area B.** Physiological Control Systems (Biol 3057); Endocrinology (Biol 3151); Principles in Human Physiology (Biol 328); Principles of the Nervous System (Biol 3411); Introduction to Neuroethology (Biol 3421); Genes, Brains and Behavior (Biol 3422); Great Discoveries in Neuroscience (Biol 3424); How Plants Work: Physiology, Growth and Metabolism (Biol 4023); Biological Clocks (Biol 4030); Developmental Biology (Biol 4071); Regenerative and Stem-Cell Biology (Biol 4072); Cell-Based Tissue Engineering and Regenerative Medicine (Biol 4381); Principles of Human Anatomy and Development (Biol 4580)
- Area C.** Woody Plants of Missouri (Biol 3220); Research and Public Education in the Arboretum (Biol 3221); Darwin and Evolutionary Controversies (Biol 347); Evolution (Biol 3501); Animal Behavior (Biol 370); Introduction to Ecology (Biol 381); Population Genetics and Microevolution (Biol 4181); Macroevolution (Biol 4182); Molecular Evolution (Biol 4183); Community Ecology (Biol 419); Disease Ecology (Biol 4195); Behavioral Ecology (Biol 472).

* Optional biology courses of interest to prospective majors are offered in fall of freshman year: Biol 112 (Introduction to Problem-Based Learning in Biology), Biol 1260 (The Secret Lives of Plants), Biol 144 (The Biology of Cancer), Biol 1500 (Molecular Biology of Genetic Disease), Biol 171 (Neuroscience Futures I), Biol 181 (Introduction to Cutting-Edge Research in Biology), Biol 1811 (Research and Conservation in Zoos and

Botanical Gardens), Biol 191 (Phage Hunters Laboratory), Biol 2010 (The Science of Biotechnology), Biol 2431 (Missouri's Natural Heritage), Biol 2950 (Introduction to Environmental Biology).

ADVANCED LABORATORY REQUIREMENT

An upper-level laboratory course chosen from the following list is required for the biology major. Students planning to pursue research careers in the biomedical sciences are strongly urged to take additional laboratory courses. NOTE: Biology 500 does not satisfy the laboratory course requirement for the biology major.

Biol 3110 Vertebrate Structure Laboratory (**fall, not offered 2023**)
Biol 3423 Behavioral Genetics Laboratory (**spring**)
Biol 3491 Microbiology Laboratory (**fall, spring, summer session 1**)
Biol 3492 Laboratory Experiments with Eukaryotic Microbes (**spring, odd years**)*
Biol 3493 Bacterial Bioprospecting and Biotechnology (**spring, not offered 2023**)*
Biol 360 Biophysics Laboratory (**fall**)
Biol 404 Laboratory of Neurophysiology (**fall**)*
Biol 4193 Experimental Ecology Laboratory (**fall**)*
Biol 4220 Practical Bioinformatics (**fall, not offered 2023**)*
Biol 4342/434W Research Explorations in Genomics (**spring**)*
Biol 4522 Laboratory in Protein Analysis, Proteomics, and Protein Structure (**spring**)
Biol 4523 Molecular Methods in Enzyme Analysis (**fall**)
Biol 4525 Structural Bioinformatics of Proteins (**fall, spring**)
*Enrollment requires advance permission of the instructor.

DECLARATION AND ADVISING OF BIOLOGY MAJORS

Students can declare a major in Biology online through WebSTAC under Major Programs. Upon declaring a major in biology, typically during sophomore year, a student gets a major advisor from the Biology Department faculty. Students can request specific Biology major advisors when placing a major declaration request. Each student then consults both a four-year advisor and a Biology major advisor each semester. Major advisors typically discuss course schedules, academic progress, career objectives, pre-professional testing (e.g. MCAT, GRE), medical-school applications, research interests, and internships. An academic program and extracurricular endeavors are thereby personally tailored to each student. Students interested in health professions (e.g. medical, dental, and veterinary schools) should consult the Pre-Health Advising Program (<https://prehealth.wustl.edu/advising>) to get a pre-health advisor during sophomore year.

GRADES

All courses counted toward major requirements must be taken for a letter grade if a letter grade is offered. **A grade of C- or better must be earned in all of these courses.**

RESEARCH EMPHASIS

An optional research emphasis pertains equally to students completing the biology major with or without one of the optional tracks (p. 3). The research emphasis and an appropriate grade performance qualify a student for Latin honors. A student who fulfills the research emphasis receives a research milestone on the transcript. See the requirements (p. 3) for details on qualifying for Latin honors through biology. The research emphasis comprises the following work in addition to the biology major requirements.

1. Six units of independent research (Biol 500). In most cases, independent study leading to a research emphasis starts no later than spring of the junior year. Most students work full time on this research during the summer following their junior year and complete their work during the senior year. See pages 12-14 for further information about Biol 500.

2. A paper written by the student and judged by the mentor to be worthy of recognition. The paper should be written in the style of a scientific article for a professional journal, with abstract, introduction, materials and methods, results, and discussion. The research thesis should reflect substantial effort. The introduction should put the work into biological context and thoroughly review relevant literature. The methods section should be more extensive than a journal article's and should demonstrate that the student understands the methods used. Results and discussion may be combined or presented separately. Tables, figures, and bibliographies should be used to present results and should be in standard journal-style form. Extensive or complete results are not required for a thesis to be acceptable. Discussion of incomplete results and problems encountered may be appropriate when experiments have not yielded

significant results. Because a student rarely completely solves a problem within the available time, an indication of what should be done next is often appropriate.

3. A mentor's letter certifying acceptability of the thesis **MUST** accompany the thesis. **IMPORTANT:** No candidate is approved for graduation with a research emphasis in biology unless all requirements are met. An oral examination may be held at the discretion of the Department.

4. Presentation of the thesis work in the form of a poster or short talk at the spring Undergraduate Research Symposium.

TIMETABLE - Research theses are due the Monday following spring break of the senior year. (Students graduating in December have a different deadline - consult Stella Rusel.) To have an acceptable thesis, students must begin writing and submit draft versions of each part of their thesis to their mentors to get feedback well before this deadline. Students should consult their mentors about an appropriate timetable by the end of the Fall semester of senior year. Generally, writing should begin no later than January (start of spring semester) and preliminary drafts of sections should be presented to mentors for feedback beginning early in February. There should be several rounds of revision and discussion among the mentor, possibly others in the lab (bench mentor and others who are familiar with the project) and the student to generate the final version. The process is akin to writing a manuscript for publication, and students should seek advice as would any researcher presenting results for publication. Mentor approval is required on the final version. If a mentor has not seen and approved the final version prior to the deadline, the department will **NOT** recommend the student for a research emphasis. The spring Undergraduate Research Symposium is normally scheduled sometime in April, check the website ur.wustl.edu for the latest information. If any delay or problem in submitting an acceptable thesis by the deadline is anticipated/suspected, a student and/or mentor must discuss the problem with the department (begin by notifying Stella Rusel) as soon as possible.

LATIN HONORS THROUGH A BIOLOGY MAJOR PROGRAM

To qualify for Latin honors through biology a student must meet the following requirements. For requirements 1, 2, and 3, only courses taken at Washington University are considered.

1. B+ average (3.3) or better in biology courses.
2. Cumulative average of B+ (3.3) or better in the related science subjects required (math, chemistry, and physics)
3. Overall 3.65 average.
4. Completion of the Research Emphasis (see p. 2)

COURSES FROM OTHER UNIVERSITIES

Some courses from other universities may substitute for Washington University courses. Such substitutions must be approved by the Biology Department prior to enrollment. Contact Allan Larson (larson@wustl.edu) for approval of biology courses. For approval of chemistry, mathematics and physics courses required by the biology major, contact the home department to ensure that transfer credit will appear on your record with the same course number that we require.

WRITING-INTENSIVE COURSES

The College of Arts and Sciences requires each student to take an upper-level writing-intensive (WI) course (at least 3 credits). Any course formally approved as WI may be used to satisfy this requirement, and a grade of C- or better must be earned. The following courses in biology may be used to satisfy the WI requirement: Biol 3010 (Biotechnology Project), Biol 3492 (Laboratory Experiments with Eukaryotic Microbes), Biol 347 (Darwin and Evolutionary Controversies), Biol 404 (Laboratory of Neurophysiology), Biol 4193 (Experimental Ecology Laboratory), Biol 434W (Research Explorations in Genomics [Writing Intensive]), Biol 4492 (Infectious Diseases: History, Pathology, and Prevention), (Biol 4525 (Protein Bioinformatics). Other writing-intensive courses of particular interest to Biology majors include Writing 307 (Writing and Medicine), Writing 309 (Writing the Natural World), Writing 311 (Exposition), Writing 312 (Argumentation), and Psych 4046 (Developmental Neuropsychology).

BIOLOGY MAJOR TRACKS

A student majoring in biology may choose one of five optional tracks within the major. A track provides strong training for graduate study in its subfield. All tracks require completion of the biology major requirements as stated above but provide concentrated study in one of the four fields.

ECOLOGY AND EVOLUTION TRACK

Core Requirements

(bold type indicates core courses not necessarily required by the generic biology major)

Biology

Biol 2960
Biol 2970

Chemistry

Chem 111A & 112A
or Chem 105 & 106
Chem 151 & 152
Chem 261 & 262

Math

Math 132
Math 2200 or 3200

Physics

Phys 191/191L & 192/192L
or Phys 193/193L & 194/
194L

Advanced Laboratory Requirement

One of the following:

Biol 4193 Experimental Ecology Laboratory
Biol 437 Lab on DNA Manipulation
Biol 4342 Research Explorations in Genomics

Advanced Evolution and Ecology Electives

Students whose main interest is ecology should take at least two ecological electives and one evolutionary elective; students whose main interest is evolution should take at least two evolutionary electives and one ecological elective.

ECOLOGY

Biol 370* Animal Behavior
Biol 381 Introduction to Ecology
Biol 419 Community Ecology
Biol 4195 Disease Ecology
Biol 472* Behavioral Ecology

EVOLUTION

Biol 3220 Woody Plants of Missouri
Biol 3501 Evolution
Biol 4181 Population Genetics and Microevolution
Biol 4182 Macroevolution
Biol 4183 Molecular Evolution

*A student may take only one of the courses Biol 370 and Biol 472 for credit.

Outside Elective Courses

Analytical Methodology (*Select one*)
CSE 131 Computer Science I
Math 322 Biostatistics

Earth and Planetary Sciences (*Select one*)
EPSc 201 Earth and the Environment
EPSc 202 Earth, Environmental, & Planetary Sci
EPSc 323 Biogeochemistry

Biology Major Areas A & B Electives

Select one course each from biology major areas A and B according to personal interests.

GENOMICS AND COMPUTATIONAL BIOLOGY TRACK

Core Requirements

(bold type indicates core courses not necessarily required by the generic biology major)

Biology

Biol 2960
Biol 2970

Chemistry

Chem 111A & 112A
or Chem 105 & 106
Chem 151 & 152
Chem 261 & 262

Math

Math 132
Math 2200 or 3200

Physics

Phys 191/191L & 192/192L
or Phys 193/193L & 194/
194L

Advanced Genomics/Computational Biology Elective Requirement

One of the following

Biol 324 Human Genetics
Biol 4183 Molecular Evolution
Biol 4344 Epigenetics
Biol 548 Nucleic Acids and Protein Synthesis
Biol 5488 Genomics (Lecture only)

Advanced Laboratory Requirement

One of the following:

Biol 3492 Laboratory Experiments with Eukaryotic Microbes
Biol 3493 Bacterial Bioprospecting and Biotechnology
Biol 4220 Practical Bioinformatics
Biol 4342/434W Research Explorations in Genomics
Biol 4525 Structural Bioinformatics of Proteins

Recommended Advanced Biology Electives

Biol 334	Cell Biology (major area A)
Biol 349/1	Fundamentals of Microbiology (major area A) with Microbiology Laboratory
Biol 3422	Genes, Brains and Behavior (major area B) ^{SEP}
Biol 4030	Biological Clocks (major area B) ^{SEP}
Biol 4181	Population Genetics and Microevolution (major area C)
Biol 4183	Molecular Evolution (major area C)
Biol 4810	General Biochemistry I (major area A)

Biology Major Areas A, B & C Electives

Students should select one course each from biology major areas A, B and C according to personal interests (see recommended advanced biology electives above).

Outside Elective Courses

Required

CSE 131	Computer Science I
CSE 247	Data Structures and Algorithms

Recommended

Strongly: CSE 240	Logic and Discrete Mathematics
Math 217	Differential Equations
Math 309	Matrix Algebra

MICROBIOLOGY TRACK

Core requirements

(Bold type indicates core courses not required by the generic biology major)

Biology	Chemistry	Math	Physics
Biol 2960	Chem 111A & 112A	Math 132	Phys 191/191L & 192/192L
Biol 2970	or Chem 105 & 106	Math 2200 or 3200	or Phys 193/193L & 194/194L
Biol 349*	Chem 151 & 152		
Biol 451	Chem 261 & 262		
or Biol 4810/4820			

**Enrollment in Biol 349 is highly recommended at the Sophomore level. Biol 349 is a prerequisite for multiple courses in the Track.*

Advanced Laboratory Requirement

At least one of the following

Biol 3491	Microbiology Laboratory
Biol 3492	Laboratory Experiments with Eukaryotic Microbes
Biol 3493	Bacterial Bioprospecting & Biotechnology

Advanced Microbiology Electives

At least one of the following

Biol 3481	Parasitology
Biol 4242	Virology
Biol 4492	Infectious Disease: History, Pathology & Prevention
Biol 5426	Infectious Disease Gateway: Translational and Public Health

Allied Elective Courses

At least one of the following

Biol 191	AMP: Phage Hunters* & Biol 192 AMP: Phage Bioinformatics*
Biol 424	Immunology
Chem 453	Bioorganic Chemistry
EPSc 323	Biogeochemistry

**Both Biol 191 and Biol 192 must be taken for Track credit*

Biology Major Areas B & C electives

Students should select one course each from biology major areas B and C. Biol 3501 Evolution is highly recommended for Area C.

Total upper-level (300+) credits earned in major-track biology courses and allied electives must be at least 24.

MOLECULAR BIOLOGY AND BIOCHEMISTRY TRACK

Core Requirements

(bold type indicates core courses not required by the generic biology major)

Biology	Chemistry*	Math	Physics
Biol 2960	Chem 111A & 112A	Math 132	Phys 191/191L & 192/192L
Biol 2970	or Chem 105 & 106	Math 233	or Phys 193/193L & 194/194L
Biol 4810	Chem 151 & 152	or Math 2200	
Biol 4820	Chem 261 & 262	or Math 3200	

Advanced Biology Requirement

One of the following:

- Biol 334 Cell Biology
- Biol 349 Fundamentals of Microbiology

Advanced Laboratory Requirement

One of the following:

- Biol 3423 Behavioral Genetics Laboratory
- Biol 3491 Microbiology Laboratory
- Biol 3492 Laboratory Experiments with Eukaryotic Microbes
- Biol 3493 Bacterial Bioprospecting and Biotechnology
- Biol 4342 Research Explorations in Genomics
- Biol 4522 Laboratory in Protein Analysis, Proteomics, and Protein Structure
- Biol 4523 Molecular Methods in Enzyme Analysis
- Biol 4525 Structural Bioinformatics of Proteins

Recommended Advanced Biology Electives

- Biol 3041 Plant Bio & Genetic Engineering
- Biol 4023 How Plants Work (major area B)
- Biol 4071 Developmental Biology (major area B)
- Biol 4183 Molecular Evolution (major area C)
- Biol 4344 Epigenetics
- Biol 4833 Protein Biochemistry
- Biol 5312 Macromolecular Interactions

Biology Major Areas B & C Electives

Students should select one course each from biology major areas B and C according to personal interests (see recommended advanced biology electives above).

**Students planning to enter Ph.D. programs in biochemistry should note that many such programs require physical chemistry (Chem 401 & 402; prerequisite Math 233)*

NEUROSCIENCE TRACK

Core Requirements

(bold type indicates core courses not required by the generic biology major)

Biology	Chemistry	Math	Physics
Biol 2960	Chem 111A & 112A	Math 132	Phys 191/191L & 192/192L
Biol 2970	or Chem 105 & 106	Math 233	or Phys 193/193L & 194/194L
Biol 3058 or 3057	Chem 151 & 152	or Math 2200	
	Chem 261 & 262	or Math 3200	

Advanced Laboratory Requirement

Choose one of the following laboratory pathways:

Laboratory Pathway 1 (choose one of the following courses):

- Biol 3423 Behavioral Genetics Laboratory (enrollment by registration priority on WebSTAC)
- Biol 360 Biophysics Laboratory* (enrollment by registration priority on WebSTAC)
- Biol 404 Laboratory of Neurophysiology (enrollment by prior permission of instructor; contact Erin Gerrity gerrity@wustl.edu for waitlist details)

Laboratory Pathway 2:

Any other upper-level biology laboratory course on the list of approved laboratory courses for the Biology Major (see p. 2) plus 6 units of Biol 500N and/or Biol 500U (Independent Research in Neuroscience). These Biol 500N/U units may be either credit units or audit units.

Advanced Biology Requirements

Choose one in each area

AREA A

Biol 334 Cell Biology
Biol 451 Biochemistry
Biol 4810 Gen. Biochem. I
Biol 4820 Gen. Biochem. II

AREA B

Biol 3411 Principles of
the Nervous System

AREA C

Any area C course (see p. 1)

Advanced Biology Elective

Select at least one of the following

Biol 3110 Vertebrate Structure Laboratory*
Biol 3151 Endocrinology
Biol 328 Principles in Human Physiology (*not offered Spring 2024*)
Biol 3421 Introduction to Neuroethology
Biol 3422 Genes, Brains and Behavior
Biol 3424 Great Discoveries in Neuroscience
Biol 4030 Biological Clocks
Biol 4580 Principles of Human Anatomy and Development

Outside Elective Courses

Select at least one Psychology or Physics course from the following list

PSYCHOLOGY (Pre-req: Psych 100)	PHYSICS (Pre-req: Phys 191/191L-192/192L)
Psych 330 Sensation and Perception	Phys 350 Physics of the Brain
Psych 360 Cognitive Psychology	Phys 355 Physics of Vision
Psych 3604/4604 Cognitive Neuroscience	Phys 360 Biophysics Laboratory*
	Phys 453 Topics in Theoretical Biophysics

**This laboratory course may count toward the Advanced Laboratory Requirement or toward an Advanced Elective requirement but not simultaneously toward both requirements.*

Encouraged Seminar Courses in Neuroscience

Biol 171 First-Year Opportunity: Neuroscience Futures 1: How do we learn about the brain?
Biol 4934 Neuroscience Futures 2

Declaring a Major Program in Biology: Neuroscience

Students may declare a major program in the neuroscience track through WebSTAC. A declared major in the track does not guarantee eventual enrollment in laboratory courses Biol 404 Laboratory of Neurophysiology (prior permission of instructor is required for enrollment; contact Erin Gerrity gerrity@wustl.edu for waitlist details) or Biol 360 Biophysics Laboratory (enrollment by registration priority on WebSTAC). The laboratory requirement for the neuroscience track can be met by any of the other courses approved for upper-level laboratory credit in biology (see p. 2) provided that a student also has 6 credits for Biol 500N/U (Independent Research in Neuroscience). To register for Biol 500N/U, see instructions at <https://sites.wustl.edu/bio200500independentresearch/>.

Students who already have credit for Biology 500/500A/500S/500T for independent research in neuroscience can request a waiver allowing them to have their prior Biology 500 credit count toward the Biology 500N/500U requirement. Waiver requests can be submitted to Stella Rusel (rusel@wustl.edu).

REQUIREMENTS FOR THE ENVIRONMENTAL BIOLOGY MAJOR

Students interested in environmental biology typically take Biol 2950 (Introduction to Environmental Biology) during fall of the freshman year, although it may be taken later. Students planning to take Biol 2960 in spring of freshman year should begin the chemistry courses (Chem 111A or Chem 105, and Chem 151) in fall of freshman year.

Core Requirements

EPSc 201	Earth and the Environment (4 credits, lecture and lab)
or EPSc 202	Introduction to Earth, Environmental & Planetary Science (3 credits)
or EPSc 219	Energy and the Environment (3 credits)
Biol 2950	Introduction to Environmental Biology (3 credits)
Biol 2960	Introduction to Biology (4 credits, lecture and lab)
Biol 2970	Introduction to Biology (4 credits, lecture and lab)
Chem 111A/151	General Chemistry I (5 credits, lecture and lab)
or Chem 105/151	Introductory General Chemistry I (5 credits, lecture and lab)
Chem 112A/152	General Chemistry II (5 credits, lecture and lab)
or Chem 106/152	Introductory General Chemistry II (5 credits, lecture and lab)

Math 131	Calculus 1 (3 credits)
Math 132	Calculus 2 (3 credits)
Phys 191/191L	Physics I (4 credits)
or Phys 193/193L	Focused Physics I
Biol 381	Intro to Ecology (3 credits)

One of the following Chemistry courses

Chem 261	Organic Chemistry 1 (4 credits, lecture and lab)
EPSc 323	Biogeochemistry (3 credits)
EECE 210	Introduction to Environmental Engineering (3 credits)
EECE 505	Aquatic Chemistry (3 credits)
EECE 531	Environmental Organic Chemistry (3 credits)

One of the following courses in Statistics, GIS

Math 2200	Elementary Probability and Statistics (3 credits)
Math 3200	Elementary to Intermediate Statistics and Data Analysis (3 credits)
ENST 380	Applications in GIS (3 credits)

One Upper-Level Biology Lab Course (see listing on page 2)

Any lab course is acceptable; we recommend:

Biol 4193	Experimental Ecology Lab (4 credits, writing intensive)
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One of the following BIOL 300+ courses (Area A and B in Biology)

Biol 3041	Plant Biology and Genetic Engineering
Biol 3151	Endocrinology
Biol 328	Principles in Human Physiology (<i>not offered Spring 2024</i>)
Biol 334	Cell Biology
Biol 3411	Principles of the Nervous System
Biol 3421	Introduction to Neuroethology
Biol 3422	Genes, Brains and Behavior
Biol 349	Fundamentals of Microbiology
Biol 4023	How Plants Work: Physiology, Growth and Metabolism
Biol 4030	Biological Clocks
Biol 451/4810	General Biochemistry
Biol 4580	Principles of Human Anatomy and Development

One of the following BIOL 300+ (Area C in Biology)

Biol 3220	Woody Plants of Missouri
Biol 3501	Evolution
Biol 370*	Animal Behavior
Biol 4181	Population Genetics and Microevolution
Biol 4182	Macroevolution
Biol 419	Community Ecology
Biol 4195	Disease Ecology
Biol 472*	Behavioral Ecology

*A student may not take more than one of the courses Biol 370 and Biol 472 for credit.

One additional Biol 300+ major-track course (may include Biol 500, see listing on p. 47-57)

One of the following EnSt or EPSc 300+ courses

EnSt 364	Field Methods for Environmental Science
EnSt 365	Applied Conservation Biology
EPSc 317	Soil Science (<i>replaces EPSc 413</i>)
EPSc 323	Biogeochemistry (only if not already taken for chemistry requirement)
EPSc 340	Minerals, Rocks Resources and the Environment (<i>replaces EPSc 352</i>)
EPSc 342	Environmental Systems
EPSc 353	Earth Forces
EPSc 385	Earth History
EPSc 386	Earth's Climate System
EPSc 409	Surface Processes
EPSc 428	Hydrology
EPSc 442	Aqueous Geochemistry (<i>replaces EPSc 444</i>)
EPSc 443	Methods in Biogeochemistry
EPSc 486	Paleoclimatology

REQUIREMENTS FOR THE BIOLOGY MINOR

Students can declare a minor in Biology online through WebSTAC under Major Programs. All requests require department approval and are typically completed within a few days of the request. Supervising staff members are in the Biology Student Affairs office in the Jeanette Goldfarb Plant Growth Building, Room 105: Erin Gerrity, Student Coordinator, x5-5064, gerrity@wustl.edu and Stella Rusel, Registrar, x 5-6881, rusel@wustl.edu.

REQUIRED INTRODUCTORY COURSES

The Biology Minor requires two introductory courses in Biology (Biol 2960 and Biol 2970) and the following courses in Chemistry: Chem 111A or 105, 112A or 106, 151, 152 and 261. Chem 111A or 105 is usually completed prior to enrollment in Biol 2960, and Chem 112A or 106 taken concurrently with or prior to Biol 2960.

ELECTIVE COURSES

The biology minor requires 10 advanced units in biology selected from the following:

BIOL 3010	BIOTECHNOLOGY PROJECT	BIOL 4072	REGENERATIVE & STEM-CELL BIOLOGY
BIOL 3041	PLANT BIO. & GENETIC ENGINEERING	BIOL 4138	GLOBAL ENVIRONMENTAL CHANGE
BIOL 3057	PHYSIOLOGICAL CONTROL SYSTEMS	BIOL 4181	POPULATION GENETICS & MICROEVOL.
BIOL 3100	R WORKSHOP IN BIOLOGY	BIOL 4182	MACROEVOLUTION
BIOL 3110	VERTEBRATE STRUCTURE LAB.	BIOL 4183	MOLECULAR EVOLUTION
BIOL 3151	ENDOCRINOLOGY	BIOL 419	COMMUNITY ECOLOGY
BIOL 3183	A HISTORY OF GENETICS IN THE 20TH C		
BIOL 3220	WOODY PLANTS OF MISSOURI	BIOL 4193	EXPERIMENTAL ECOLOGY LABORATORY
BIOL 3221	RES. & PUB. EDUC. IN THE ARBORETUM	BIOL 4195	DISEASE ECOLOGY
BIOL 324	HUMAN GENETICS	BIOL 4220	PRACTICAL BIOINFORMATICS
BIOL 328	PRINCIPLES IN HUMAN PHYSIOLOGY	BIOL 424	IMMUNOLOGY
BIOL 334	CELL BIOLOGY	BIOL 4242	VIROLOGY
BIOL 3411	PRINCIPLES OF THE NERVOUS SYSTEM	BIOL 4270	PROBLEM-BASED LEARNING IN BIOMED
BIOL 3421	INTRODUCTION TO NEUROETHOLOGY	BIOL 4271	SCIENCE OF CATS
BIOL 3422	GENES, BRAINS AND BEHAVIOR	BIOL 4310	BIOLOGY OF AGING
BIOL 3423	BEHAVIORAL GENETICS LABORATORY	BIOL 4342*	RESEARCH EXPLORATION IN GENOMICS
BIOL 3424	GREAT DISCOVERIES IN NEUROSCIENCE		
BIOL 347	DARWIN AND EVOL CONTROVERSIES	BIOL 4344	EPIGENETICS
BIOL 3481	PARASITOLOGY	BIOL 4381	CELL-BASED TISSUE ENGINEERING
BIOL 349	FUNDAMENTALS OF MICROBIOLOGY	BIOL 4492	INFECTIOUS DISEASES
BIOL 3491	MICROBIOLOGY LABORATORY	BIOL 451	GENERAL BIOCHEMISTRY
BIOL 3492	LABORATORY EUKARYOTIC MICROBES	BIOL 4522	LABORATORY IN PROTEIN ANALYSIS
BIOL 3493	BACTERIAL BIOPROSPECTING BIOTECH.	BIOL 4523	MOLECULAR METHOD ENZYME ANALYSIS
BIOL 3501	EVOLUTION	BIOL 4525	STRUCTURAL BIOINFORMATICS PROTEINS
BIOL 354	PHYSICS OF LIVING SYSTEMS	BIOL 4540	PHYSICS OF LIVING SYSTEMS
BIOL 360	BIOPHYSICS LABORATORY	BIOL 4580	PRINCIPLES OF HUMAN ANATOMY
BIOL 370**	ANIMAL BEHAVIOR	BIOL 4715	BASIC CANCER BIOLOGY
BIOL 381	INTRODUCTION TO ECOLOGY	BIOL 4716	ADVANCED CANCER BIOLOGY
BIOL 4023	HOW PLANTS WORK: PHYSIOLOGY etc.	BIOL 472**	BEHAVIORAL ECOLOGY
BIOL 4030	BIOLOGICAL CLOCKS	BIOL 4810	GENERAL BIOCHEMISTRY I
BIOL 404	LAB OF NEUROPHYSIOLOGY	BIOL 4820	GENERAL BIOCHEMISTRY II
BIOL 4071	DEVELOPMENTAL BIOLOGY	BIOL 4833	PROTEIN BIOCHEMISTRY

*Writing-intensive course Biol 434W may be substituted for Biol 4342.

**A student may not receive credit for more than one of the courses Biol 370 and Biol 472.

GRADES

All courses utilized for the Biology minor (including chemistry) must be taken for a letter grade. A grade of C- or better must be earned in all of these courses.

ADDITIONAL PROGRAMS RELATED TO BIOLOGY

Bioinformatics Minor

Bioinformatics is a joint program of the Department of Computer Science and Engineering, School of Engineering and the Department of Biology, School of Arts and Sciences. Mindful of the emerging opportunities at the interface of biology and computer science, the Departments of Biology and of Computer Science and Engineering sponsor a Bioinformatics Minor that serves students from both departments and other students with an interest in this field. For online information see <https://cse.wustl.edu/undergraduate/programs/Pages/minors.aspx#minorbio>.

The Bioinformatics Minor requires six or seven courses (20-24 units) as described below:

Core: Biol 2960 (4u) plus Biol 2970 (4u), Math 2200 (or 3200) Elementary Probability and Statistics (3u) OR ESE 326 Probability and Statistics for Engineering (3u), CSE 131, Computer Science I (4u), and CSE 247 Data Structures and Algorithms (3u)

Advanced Biology Electives (choose one): Biol 3492 Laboratory Experiments with Eukaryotic Microbes (3u), Biol 4181 Population Genetics and Microevolution (3u), Biol 4342 Research Explorations in Genomics (4u), Biol 4525 Structural Bioinformatics of Proteins

CSE Electives (choose one): CSE 514A Data Mining (3u), CSE 584A Algorithms for Biosequence Comparison (3u), CSE 587A Algorithms for Computational Biology (3u)

For students majoring in Biology or CSE, some portion of the introductory sequence will overlap with courses required for the major, and these courses apply to both the major and the minor. All upper level courses in Biology and CSE used to fulfill the minor may not be used to fulfill another major or minor in Arts and Sciences. A minimum grade of C- is required for a course to count toward the minor.

Biomedical Data Science Minor

The Biomedical Data Science Minor is designed to integrate data science principles - preparing, transforming, modeling, visualizing, validating and communicating data - with the unique challenges and considerations of medicine and health care. The curriculum encompasses: (1) fundamental mathematics concepts such as linear algebra, probability, statistics, and computer modeling; (2) specialized data science education necessary practically to approach the particular challenges of genomic data, sensor data, and healthcare data; and (3) learning the ethical considerations of privacy, equity, and access unique to medical data sharing and analysis.

A minor in Biomedical Data Science requires the completion of 18 units selected from the following menus. McKelvey engineering students of all disciplines, as well as students majoring in Biology, Physics, Neuroscience, or other sciences, are ideal candidates for this minor. All courses must be taken with a credit option to qualify for the minor.

Core Biomedical Engineering Courses (all must be completed):

1. BME 231: Foundations of Biomedical Computing (Spring or Summer)
2. BME 440: Biomedical Data Science (Fall, prerequisite BME 231)
3. BME 401DS: Senior Capstone – _Data Science (Spring, prerequisite BME 440)

Mathematics Course (must complete ONE from this list):

1. MEMS 201: Numerical Methods and Matrix Algebra (Spring, prerequisite Math 217)
2. ESE 318: Engineering Mathematics A (Fall/Spring, prerequisite Math 217, Math 233)
3. MATH 309: Matrix Algebra (Fall/Spring, prerequisite Math 131)

Probability and Statistics Course (must complete ONE from this list):

1. ESE 326: Probability and Statistics for Engineering (Fall/Spring, prerequisite Math 233)
2. MATH 2200: Elementary Probability and Statistics (Fall/Spring, prerequisite Math 131)
3. MATH 3200: Elementary to Intermediate Statistics and Data Analysis (Fall/Spring, prerequisite Math 132)

Biomedical Engineering Upper Level Elective (must complete ONE from this list):

1. BME 470 : Mathematics of Imaging Science (Fall)
2. BME 472: Biological Neural Computation (Spring)
3. BME 519: Advanced Cognitive, Computational, and Systems Neuroscience (Spring)
4. BME 533: Biomedical Signal Processing (Spring)

Questions about the Biomedical Data Science Minor can be addressed to Prof. Patricia Widder (pwidder9876@wustl.edu).

Biomedical Engineering Major

The School of Engineering and Applied Science offers undergraduate programs in biomedical engineering with tracks in Bioelectrical Systems, Biomechanics, Biomolecular Systems, and Biotechnology. These tracks prepare students for the challenges posed by the integration of biology and engineering. Students take engineering course work along with biology courses. Biomedical engineering majors with strong interests in Biology may supplement the primary major with a Biology second major. See <https://bme.wustl.edu/undergraduate/Pages/undergraduate-curriculum.aspx>.

Biomedical Physics Minor

The Physics Department offers a minor for students interested in the application of methods and techniques from physics to biology and medicine. The program is of interest to the research-oriented science major or the premedical student. Requirements for the Biomedical Physics minor include Physics 191/191L-192/192L (or Physics 193/193L-194/194L). TWO courses from the following three are required: Physics 350 Physics of the Brain (Fall course), Physics 354 Physics of Living Systems (Spring Course), Physics 355 Physics of Vision (Fall Course). In addition, one advanced laboratory course is required from the following current offerings: Physics 316 Optics Lab (Spring course), Physics 321 Electronics Lab (Fall course), Physics 322 Physical Measurement Lab (Spring course), Physics 360 Biophysics lab (Fall course). The lab requirement is intended to give students hands-on experience. Some challenging biomedically related experiments are available in Physics 322. Students registered for the biomedical physics minor can take Physics 322 after Physics 191/191L-192/192L (or Physics 193/193L-194/194L). Contact Physics professor Anders Carlsson (x5-5739; aec@howdy.wustl.edu) or see <http://bulletin.wustl.edu/undergrad/artsci/physics/#minor-biomed>.

Environmental Studies Minor

In addition to the required introductory courses, students take at least 9 units of elective courses at the 300 level or above. Environmental Biology or Earth Science majors may substitute the advanced science course with another area; Environmental Policy Majors may substitute the advanced political science or law course with a course in another area. For detailed information on this minor program, see <https://enst.wustl.edu/academic-requirements#anchor-group-9799>.

Interdisciplinary Environmental Analysis Minor

This minor has been developed to prepare students to tackle real-world environmental challenges by providing more robust opportunities for interdisciplinary knowledge and skill development. In particular, the minor is structured to provide students with opportunities to strengthen their critical analysis and problem solving skills through participation in team-based learning experiences, and where possible by engaging on real-world issues. For details on this minor program, see <https://enst.wustl.edu/academic-requirements#anchor-group-9814>.

Philosophy, Neuroscience, and Psychology (PNP) Major and Minor

Philosophy - Neuroscience - Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. In addition to philosophy, neuroscience, and psychology, PNP draws upon other disciplines whose investigations contribute to understanding cognition, such as biology, linguistics, education, and cultural anthropology. Each of the disciplines employs different modes of inquiry to examine various aspects of cognition. For example, from the perspective of neuroscience, investigating the workings of the mind means investigating the workings of the brain; from the perspective of linguistics, we gain insight into the mind by investigating one of its most complex products, namely language; and from the perspective of cultural anthropology, we gain insight into the mind's workings by looking at the workings of society. The goal of the major is for students to develop an understanding of the differences among the approaches used by these disciplines, and an appreciation of how they can provide converging perspectives on cognition.

PNP may be taken as a first major, second major or minor. For further information, see the web page for the undergraduate PNP program, <http://pnp.artsci.wustl.edu/undergraduate>.

Philosophy of Science Major Track

This program is designed for science majors to reinforce their scientific training with knowledge of the conceptual, historical, and philosophical foundations of science. The Philosophy of Science track is available only as a second major in combination with work in one or more of the sciences. See <https://philosophy.wustl.edu/major-and-minor-requirements> for the major or contact Dr. Carl Craver (Ccraver@wustl.edu) for details on this program.

PRIZES

The Department annually awards the Marian Smith Spector Prize to an undergraduate who has compiled an excellent academic record and submitted an outstanding thesis. The Prize is in memory of Marian Smith Spector (1916-1973) who received a B.A. in Zoology from Washington University in 1938. The award is made available through the generosity of Mrs. Spector's family and friends. The Marian Smith Spector Prize is awarded to a graduating senior majoring in biology who has demonstrated a capacity for outstanding scholastic achievement in both course work and independent study in the Life

Sciences. All candidates for the research emphasis in biology are eligible, and must be nominated by their research mentors on the Thesis Certification form when the thesis is submitted. Mrs. Spector attended St. Louis Public Schools and entered Washington University in 1934. She majored in zoology and studied with Dr. Viktor Hamburger and participated in his research in embryology. In connection with this work, she spent summers at the Marine Biological Laboratories in Woods Hole, Massachusetts. She was a member of Phi Beta Kappa and Sigma Xi, graduating with honors in 1938. She was secretary of the Metropolitan Transit Survey commission and was active in other civic and community affairs. She was the author of "Survive or Succumb," a manual on how to accommodate to multiple sclerosis.

Established through a generous donation from Katherine Day Reinleitner, the Ralph S. Quatrano Prize is awarded annually to the thesis showing greatest evidence of creativity in design, research methodology, and/or broader scientific implications. The award is given in honor of Dr. Ralph Quatrano, the Spencer T. Olin Professor of Biology and former Chair of the Biology Department. Examples of creativity include, but are not limited to research that combines conceptual questions or approaches from multiple disciplines to address biological questions in a novel way, use of novel methodological strategies, and unexpected results that open unexpected new lines of inquiry. All students with a research emphasis in biology are eligible and must be nominated by their research mentors on the Thesis Certification form when the thesis is submitted.

The Department also awards the Harrison D. Stalker Prize annually to a graduating senior whose college career is distinguished by scholarship, service, and breadth of interest. Professor Stalker was an evolutionary biologist, *Drosophila* geneticist, and dedicated teacher. In addition to science, he took great interest in the arts. He was a photographer of professional ability. The Stalker Award honors a student who in addition to doing excellent work in science has demonstrated interest and competence in a variety of areas in the humanities. Students may nominate themselves or receive nominations from others by contacting Stella Rusel on or before the first Monday following spring break.

STUDY OVERSEAS

With some planning and foresight, biology majors may include a study-abroad component in their undergraduate experience. Washington University offers an opportunity for junior biology majors to spend a semester at popular overseas programs including University College London, Danish Institute for Study Abroad, Trinity College in Ireland, the Organization for Tropical Studies in Costa Rica and South Africa, and the University of Queensland in Australia. For more information, see <http://artsci.wustl.edu/~overseas/programs/Biology.html> or contact the Overseas Programs Office (x5-5958; overseas@artsci.wustl.edu). For information on counting work done overseas toward the Biology major, contact Allan Larson (x5-4656; larson@wustl.edu).

A summer program offered at WU is the "France for the Pre-Med" program held in Nice during May and June. This program combines immersion in French language and culture with an opportunity to learn first-hand about the French medical system. Contact Professor Colette Winn (x5-5477) or Overseas Programs for more information.

There are several fellowship programs that fund 1-2 years of study abroad after the BA degree, including Rotary Scholarships (any country), Marshall Scholarships (British universities), Rhodes Scholarships (Oxford UK), and Churchill Scholarships (Cambridge UK). Contact Dean Warren Davis for more information. The Fulbright Program offers study, research, and/or teaching in 130 countries. Contact the Overseas Programs Office for more information. Applications for these programs are due in early fall of the senior year.

RESEARCH OPPORTUNITIES

Life Science Research During the Academic Year

An excellent way for new students to learn about the wide range of research occurring at Washington University is to enroll during their first semester in Biology 181, "First-Year Opportunity: Introduction to Cutting-Edge Research in Biology," a one-unit course in which different faculty members discuss the current work in their laboratories. The seminar course, First-Year Seminar: Introduction to Problem-Based Learning in Biology (Biol 112), provides training in use of research literature to solve problems; topics change from year to year. Students in the life sciences who wish to participate in research during the academic year may register for Biology 200, "Introduction to Research," if freshmen or sophomores, or Biology 500, "Independent Research," if juniors or seniors. Normally research students register for three units of credit, the equivalent of one course, committing themselves to 9-12 hours of lab work, plus preparation, every week.

There are several ways that Washington University students can get help in finding a research lab. Many gain familiarity with a particular lab as a Federal College Work-Study participant. In addition, individual research interests of the 300+ faculty members in the Division of Biology and Biomedical Sciences are available online (<https://sites.wustl.edu/bio200500independentresearch/bio-200-500-list-of-potential-mentors>). Finally, faculty advisers willing to help students identify appropriate faculty mentors are available within each research area (contact the Biology Student Affairs Office for further advice). Participating in research in an area that has sparked one's interest can be the most engaging part of undergraduate study.

Biology 200/500

The Biology Department's purpose in offering undergraduate research is to allow students to gain experience using the scientific method to solve problems of scientific importance. This experience includes acquiring technical skills, reading and evaluating articles in the scientific literature that are relevant to the project being undertaken, designing and conducting experiments, learning to evaluate experimental data in relation to existing knowledge, and expanding skills in communicating results of research both orally and in writing. Biol 200 offers research experiences to students who have completed less than 60 units of credit at the time of enrollment, whereas Biol 500 provides research experiences in a similar format to students who have completed at least 60 units of credit at the time of enrollment. Biol 500 and Biol 500A are the same course; each prospective research mentor has an assigned section number in either Biol 500 or Biol 500A. Biol 200N and Biol 500N denote research in neuroscience but are otherwise equivalent to Biol 200 and Biol 500, respectively. The following information regarding Biol 500 applies equally to Biol 500A and Biol 500N. A student may take only one of these course numbers per semester, with credit not to exceed 3 units per semester.

Students in Biol 200/500 conduct projects with defined goals. Often the goals may not be achievable in one semester. Students should have the opportunity to read relevant scientific literature and to receive help evaluating such past research efforts. Students present periodic oral reports on their research progress to the mentor's research group. Working full time in the summer significantly enhances the value of the research experience. In this circumstance, students are usually supported by fellowships or the mentor's research funds.

Students normally enroll for 3 units of credit. Students should expect to work 9-12 hours/week performing research to earn 3 units. Preparation for lab, data reduction and reading usually require additional time at home. (In this sense at least, the introduction to research is realistic.) Students are cautioned, however, not to become so absorbed in their research that course work is neglected. Single-minded concentration on research is the norm when working in the lab full time in summers.

Students find or are referred to active and productive laboratories, ones in which good work is done and then published. Often, but not invariably, mentors with a productive scientific history will have research grants that allow them to gather a critical mass of post-docs and graduate students who make a crucial contribution to the intellectual life of the research group. However, students are advised to avoid laboratories that are so large that the undergraduate might get lost in the shuffle. To enroll, see <https://sites.wustl.edu/bio200500independentresearch/getting-started/>. Enrollment may be processed at any time but preferably prior to the start of the semester in which the work will be done. Reduced credit can be obtained for work started within the semester if approved by Professor Stein. Extra time should be allowed for approval of any proposed work involving pathogens; such approval must be completed before the student begins work.

Typically a student starts Biol 500 in junior year, often in the spring, although an increasing number of students start earlier, some as early as their first year (Biol 200). Much of the first semester consists of learning techniques and mastering the background and intellectual context of the ongoing research in the laboratory. The student should be given material to read and then report back to the mentor. Many mentors find a presentation by the student to be the best procedure. In addition, students should participate in lab meetings and journal club and should be asked to present at appropriate intervals. By the end of the first or second semester the student should have sufficient mastery of techniques and intellectual context to participate in developing an experimental plan, which will be the heart of the Biol 500 project. The Biology Department recommends that the student be asked for a brief formal report either at times dictated by the rhythm of the work or at the end of the semester. Students should be required to think hard about what they have been doing, which is, of course, an extremely useful experience.

Usually students continue in Biol 500 for at least 3 semesters. In addition, students often continue working in the laboratory during the summer. This summer opportunity allows a student to spend full time on research. A student who wants to conduct research with a Washington University mentor through

the summer may apply for 3 units of credit through Biol 500S/Biol 500T/Biol 500U to be awarded upon completion of the following fall semester. This credit is available regardless of whether the summer work is compensated financially by a fellowship or wages. Credits earned in Biol 500S/Biol 500T are considered equivalent to Biol 500 with respect to meeting requirements for graduation, biology major programs, the research emphasis (see p. 2), and Latin honors through a biology major program (see p. 3). Biol 500U is equivalent to Biol 500N research in neuroscience. Application for such credit should be processed no later than June 1. A student may enroll for up to 3 credits of Bio 500 during the same fall semester in which Biol 500S/Biol 500T/Biol 500U credit is awarded, but extra tuition is charged if the total credit for that fall semester, including Biol 500S/Biol 500T/Biol 500U, exceeds 21 units.

Some mentors offer monetary payment for the same independent work that earns credit for Bio 200/500. Any financial compensation for research is at the discretion of the faculty mentor, and must be arranged by the mentor or laboratory manager. The Department of Biology does not arrange financial compensation for undergraduate research. To receive academic credit for summer research funded by a BioSURF or other fellowship, a separate application must be submitted by June 1. Summer research is credited using course numbers Bio 200S, Bio 200U, Bio 500S, and Bio 500U as appropriate. See the course descriptions on pages 41 and 57.

Note that in addition to Biol 200/500, students can gain internship experience under General Studies 2991. Work done by a student in Biol 200 and 500 is either in preparation for undertaking an independent research project or is in direct pursuit of the research objective. There are occasions when a student would prefer to be involved with laboratory work without taking independent responsibility for the scientific work. That experience is provided by General Studies 2991. For additional information, see <https://sites.wustl.edu/bio200500independentresearch>.

Summer Research Opportunities

Undergraduate research fellowship programs provide intensive and rewarding research experiences for more than 40 Washington University students by providing financial support (living expenses plus a stipend) for 10-12 weeks of research during the summer. Summer fellowships are available in plant biology at the Donald Danforth Plant Science Center, and in field biology at the Tyson Research Center. A more general Undergraduate Research Fellowship Program supported by a grant from the Howard Hughes Medical Institute includes all of the scientific interests of members of the Division of Biology and Biomedical Sciences.

All summer programs welcome students new to research as well as those who already have research experience. The major emphasis of these programs is the research experience in the lab and/or field, but scholars also participate in weekly discussion sessions with graduate students and faculty on current research activities and literature, as well as a number of social events. Each program concludes with a one-day symposium at which all participants report on their summer research accomplishments through oral or poster presentations. Further information and application materials for these programs are available online at <https://biology.wustl.edu/undergraduate-research>. Applications are due right before spring break.

In addition to students supported by these summer programs, many other Washington University undergraduates participate in full-time summer research with faculty members with whom they have begun research during the academic year. Usually such students receive support from their mentor's research grants. Summer research may lead to a senior thesis and co-authorship of research publications. Many students who participate find their summer research experience particularly rewarding and useful in developing career interests and plans.

Check the listings at <https://sites.wustl.edu/bio200500independentresearch/bio-200-500-list-of-potential-mentors/> to find a research mentor.

INTERNSHIPS

Biol 265. Experience in Life Sciences: This course provides an opportunity to earn credit for non-classroom learning in the life sciences. A wide variety of activities qualify. For example, students might accompany a physician on rounds and prepare a paper on a specific organ system or disease, or participate in a field or ecological study and report on the findings. Participants must arrange to work with a supervisor with whom they will meet on a regular basis. Biol 265 does not count toward upper-division credits required for the major. Credit/No Credit only. The course may be repeated for a maximum of 6 units. See <https://sites.wustl.edu/bio265/> or contact Dr. Joan Downey (Downey@wustl.edu) for more information.

Biol 2651/Biol 2654. Med Prep Program (Parts I and II): Med Prep I is a unique lecture series designed specifically for students considering a career in medicine. Through a 2-hour weekly lecture, this course gives students accurate, honest, and detailed information regarding every step of the application and admissions process to medical school. MedPrep I is particularly useful for freshmen and sophomores in that it gives students a road map and strategy for their four years of college and reviews the common pitfalls encountered by unsuccessful applicants. There is no outside course work and no exams. Attendance at all classes is required. Biol 2651 is a pre-requisite for Biol 2654: MedPrep II – The Shadowing Experience: Emergency Medicine. Med Prep II offers students a real-life, behind-the-scenes experience of a life in medicine. For three hours every other week, students shadow physicians in the Charles F. Knight Emergency and Trauma Center of Barnes-Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. A weekly 1-hour meeting is also held on the Danforth campus for group discussion regarding the clinical experience. Only in the summer semester may students take both courses concurrently. There is no outside course work and no exams. There is no outside course work and no exams. Consult the website at <http://medprep.wustl.edu> for registration instructions.

Biol 2652/Biol 2658. Pediatric Emergency Medicine Research Associates Program (PEMRAP I & II): Biol 2652 offers undergraduate pre-medical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students work in the St. Louis Children's Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. A number of research projects are currently underway in various areas of pediatric emergency medicine, including asthma, fluid management in dehydration, procedural pain and sedation, cervical spine trauma, head injury, wound care, and fracture healing. Biol 2658 PEMRAP II is a continuation of Biol 2652, Pediatric Emergency Medicine Research Associates Program – Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of ED patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the Emergency Department research team in the St. Louis Children's Hospital Emergency Department. For details, see <http://pediatrics.wustl.edu/pemrap>.

Biol 2656. Introduction to Health Professions (spring)

This course provides students interested in Health Professions with an overview of Occupational Therapy, Physical Therapy, Audiology, Nursing, and Pharmacy. Students gain a better understanding of the scope of practice, markets, and skills required to succeed in these professions. Students learn about graduate and professional education options and how to build a competitive application for these programs. Finally, students participate in self-directed learning experiences (which may include observations, attending professional presentations, or sitting in on graduate-level classes) and culminate their study with an inter-professional education session illustrating the role of each of the professions within a case study format. Students finish the course with a better understanding of whether a career in health professions is right for them. Credit 1 unit.

ACADEMIC YEAR JOBS (TA's, TUTORS)

There are paying positions available each year for junior and senior undergraduates to serve as teaching assistants, tutors, and graders. Interested students should ask the faculty members in charge of a particular course. Courses that employ undergraduate students as TA's on a regular basis include Biol 2960, Biol 2970, Biol 3058, Biol 3110 and Biol 404. Tutors, who attend lectures and then work with small groups of students, are employed for Biol 2960 and Biol 2970. Students applying for these positions should have done very well when taking the course in question; however, students always learn more by helping to teach the course. Positions are available also to monitor and to assist in the Natural Sciences Learning Center, at the desk and in the computer lab. Contact Dr. Kathy Hafer (x5-4424; hafer@biology.wustl.edu) if interested. Work/study eligibility is a plus but not a requirement.

CAREERS IN THE LIFE SCIENCES

Information on careers in Life Sciences is available from the WU Career Center in the Danforth University Center (<https://students.wustl.edu/career-center/>). Many specific resources are listed here; in addition many professional societies can provide specific career information. Consult science journals published by professional societies for addresses of the societies.

B.A. Level Positions in Biomedical Research

University and industrial biomedical research laboratories provide the most abundant employment opportunities (both locally and nationally) for an individual with an A.B. degree in biology. Several hundred entry-level positions in such laboratories open each year in the St. Louis area alone, and experience of Biology Department faculty members who have sought to fill such positions in recent years suggests that the demand for well-prepared research assistants frequently exceeds the supply. In addition to the many Biology Department graduates who have established long-term, satisfying, and rewarding careers as research assistants in the St. Louis area or elsewhere, there are some each year who use such positions as a way of 'taking a breather' for a few years after college, to reassess their career goals, and to decide whether to undertake more advanced studies in graduate or professional schools.

The level of responsibility, independence and salary that one enjoys as a research technician depend strongly on one's training and experience, but they also vary with the type of laboratory. A large medical research lab, or an industrial research lab, frequently provides a significantly higher starting salary than does a small basic research lab, but the latter may offer more opportunity for rapid advancement in responsibility and independence--let us say, from starting technician, to senior technician, to 'lab manager.' (One should not expect, however, that in any of these situations one is free to work on projects of one's own choosing that are unrelated to the interests and goals of the director of the laboratory, but one can expect that with time and demonstrated ability there will come increasing opportunities to plan, to execute and to interpret experiments designed to achieve the director's research objectives, and perhaps to supervise work of others in the research group.)

If you think that you might be interested in such a position in the future, probably the most important single thing to do now in preparation is to get experience in a research lab, either through a part-time job during the academic year, a summer job or internship, or by enrolling in Biol 200 or 500. The first reason that this experience is important is self-assessment: does a research lab really provide the kind of environment in which you think you could be happy spending a significant portion of your life? The second reason for seeking such experience is to improve your competitiveness: few things would weigh more heavily in your favor as an applicant for an entry-level research position than a letter from a former supervisor stating that during your college years you have already demonstrated your ability to function effectively and responsibly in a research lab.

In addition, however, if you wish to keep this option a viable one, you should seriously consider selecting courses that help you to develop 'marketable' skills and knowledge. As just one example among many, Molecular Methods in Enzyme Analysis (Biol 4523) provides practical experience with recombinant DNA techniques that many potential employers would consider extremely valuable. Among the many advanced courses that the Biology Department offers, ones that provide particularly good theoretical and/or practical background for various areas of biomedical research include (not in order of importance, but in the order listed in the catalog, and with those that provide relevant kinds of laboratory instruction underlined): Vertebrate Structure Laboratory (Biol 3110), Endocrinology (Biol 3151), Cell Biology (Biol 334), Principles of the Nervous System (Biol 3411), Parasitology (Biol 3481), Fundamentals of Microbiology (Biol 349), Microbiology Laboratory (Biol 3491), Laboratory Experiments with Eukaryotic Microbes (Biol 3492), Bacterial Bioprospecting and Biotechnology (Biol 3493), Laboratory of Neurophysiology (Biol 404), Developmental Biology (Biol 4071), Immunology (Biol 424), Virology (Biol 4242), Research Explorations in Genomics (Biol 4342/ Biol 434W), Epigenetics (Biol 4344), Laboratory in Protein Analysis, Proteomics, and Protein Structure (Biol 4522), Molecular Methods in Enzyme Analysis (Biol 4523), Structural Bioinformatics of Proteins (Biol 4525), and General Biochemistry (Biol 451, or Biol 4810 & Biol 4820). In addition, training in the use of computers and/or laboratory work in the Department of Chemistry beyond that required for the Biology degree would be highly regarded by many employers.

When ready to seek employment, you should visit Washington University's Career Center (110 Danforth University Center) for help finding jobs in your area of interest. The Career Center's Junior Jumpstart program is highly recommended for all students. For further information, see <https://students.wustl.edu/career-center> or contact the Career Center at careers@wustl.edu or extension 5-5930.

B.A. Positions in Ecology

There is no specific agency that serves as an outlet for positions in ecologically-related areas, so the job seeker must consider a wide variety of approaches. An A.B. in Biology, strengthened with some ability in programming, chemistry, artistic capabilities, business background, etc., does have a relatively wide range of job opportunities, which will vary seasonally and geographically. On the local level, commercial enterprises such as specialized gardening outlets, pet shops and exterminators should be investigated for beginning-level management positions. Environmental consulting firms can be a prime target for graduates with experience not only in biology, but in geology and environmental studies. Other local institutions, such as zoos, botanical gardens, museums, parks and ecological preserves, can offer opportunities leading to advancement.



"This place is all right. Two more weeks and I'll be a molecular biochemist."

©1992 by Sidney Harris- "Chalk Up Another One: The Best of Sidney Harris," AAAS Press.

Research universities and industries producing products that have ecological consequences hire persons as research assistants or higher. Both federal and state agencies devoted to ecological issues (U.S. Fish & Wildlife, Environmental Protection Agency, Bureau of Land Management, Department of the Interior [National Parks], Department of Agriculture [Forestry Service], State Conservation Departments, etc.) hire trained personnel to fit their specific needs. There are internships, particularly federal, which give the appointee an opportunity to become familiar with the interaction of government with environmental issues. Many recent graduates in this area have entered the Peace Corps (<http://www.peacecorps.gov>).

OPPORTUNITIES IN EDUCATION

Secondary School Teaching

Teaching at the high-school level can be rewarding, both personally and financially. Washington University offers a graduate level (MAT, Master of Arts in Teaching) teacher-certification program in biology (see <https://education.wustl.edu/graduate-program-details#anchor-group-9867>). Certification essentially entails completing an undergraduate major in biology followed by 1 year of graduate study in biology and education.

Washington University's teacher preparation programs provide the professional education that qualifies a student for certification to teach in public schools. On the recommendation of the Department of Education, the Missouri State Department of Education will issue a teaching certificate to an individual who successfully completes a Washington University teaching preparation program. For other states, additional study may be required to qualify for a certificate.

Creating a program of courses that satisfies the biology major, the distribution requirements of the College of Arts and Sciences, and the undergraduate education courses necessary for graduate study in education in the fifth year is not easy. Completing a five-year program and obtaining an MAT degree (Master of Arts in Teaching) at WU simplifies this dilemma somewhat. Students interested in securing admission to the WU teacher education program should contact the Department of Education as early as possible. A sample program is as follows:

Freshman Year

Math 131 (3-4 u) Calculus

Biol 2960 (4 u) Biology I

Chem 111A (3 u) General Chemistry I
or Chem 105 (3u) Intro General Chem I
Chem 151 (2u) General Chemistry Lab
Psych 100B (3 u) Intro. to Psychology
Biol 181 (1 u) Introduction to Cutting-Edge
Research in Biology

Math 132 (3 u) Calculus
Chem 112A (3 u) General Chemistry II
or Chem 106 (3 u) Intro General Chemistry II
Chem 152 (2 u) General Chemistry Lab

Sophomore Year

Biol 2970 (4 u) Biology II
Chem 261 (4 u) Organic Chemistry

Biol 3058 (2 u)
Chem 262/401(3 u) Org Chem II or Phys Chem I
Chem 257 (2 u) Organic Chem Lab
Ed 301C (3 u) American School

Summer Session 1: Biol 3491 (4 u) Microbiology Laboratory

Junior Year

Phys 191/191L (4 u) General Physics I
Biol 3110 (3 u) Vertebrate Structure Lab
Biol 3501 (4 u) Evolution

Phys 192/192L (4 u) General Physics II
Biol 334 (3 u) Cell Biology
Biol 349 (4 u) Fundamentals of Microbiology
Ed 408 (3 u) Exceptional Children
Phil 321G (3 u) Philosophy of Science

Senior Year

EPSC 202 (4 u) Earth, Environment, Planet
Phil 233G (3 u) Biomedical Ethics

Ed 4052 (4 u) Educational Psychology
Biol 3041 (3 u) Plant Biology
Biol 381 (3 u) Introduction to Ecology

Well-prepared science teachers are in demand. Teaching positions usually offer good benefits and job security, although working conditions are often far from ideal. The job usually allows one to develop an individual approach, exploring one's own interests and initiative; many teachers derive considerable satisfaction from the success of their students. Information about teaching science at all levels is available from the National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201-3000 (phone 703-243-7100; <http://www.nsta.org>).

Primary-School Teaching

It is unusual to combine a major in the sciences with preparation to teach at the elementary level, but it can be done and would allow one to make a unique contribution. Again, early planning is essential; interested students should contact the Department of Education. Students wishing to test their interest level should take one of the Foundations of Education courses (Ed 301C, Am. School) or Ed 313B, Childhood and Society, during their sophomore year.

Teaching in Community and Junior Colleges

Community colleges and junior colleges are two-year institutions whose students enter from high school. The work a student does may be the final formal instruction or it may serve to allow entrance to a four-year college or university. The number of community colleges and the students enrolled has increased enormously in the last several decades.

To teach in a community college, one must meet two criteria: knowledge of the specific field and ability to teach. Sometimes specific course requirements in education must be met. Preparation in the specific field requires a Master's degree in Biology or a specific discipline within biology. Increasingly, a Ph.D. is required and in many regions it is an absolute requirement. Someone interested in becoming a member of a community college faculty should acquire as much teaching experience as possible and still gain mastery in the subject matter. Often a faculty member in a community college will need to teach a rather wide variety of courses, and thus must have an understanding of many areas, sometimes even in related sciences. A few doctoral programs are available in science education and are designed for those whose primary objective is education, not research. Many graduates of these programs join community college faculties and schools of education. Anyone who prefers to teach in a particular region of the country should contact institutions in that region for specific information.

Master of Arts in Teaching (MAT) programs mix courses in education with courses in the discipline in which the student wants to teach and in which undergraduate work has been done. Although these

programs are generally more suitable for high-school teaching than community-college teaching, some MAT graduates find employment in community colleges.

Faculty salaries at community colleges vary considerably; many compare with those in four-year colleges. Teaching loads are heavy compared to universities, but research usually is not emphasized. Rewards in personal satisfaction can be high; many community college students are very intelligent and motivated, and an instructor may have enormous impact on individual students and on the community.

Informal Science Education (museums, etc.)

Most science museums and zoos maintain active education departments that present a variety of programs to the public, usually with a focus on primary-school children. Staff members that present these programs typically have an undergraduate degree in science, often biology. Coursework or summer employment in education would also be appropriate preparation. These positions are not well paid and typically bring no job security (there is no tenure), so there is often significant turnover in the staff of these education departments. While not a financially inviting career, such positions can be fun. Summer positions may be available, but inquire early.

OPPORTUNITIES IN HEALTH

The College of Arts and Sciences provides detailed personal guidance on preparing for the careers in this section. For further information, see <https://prehealth.wustl.edu>.

Medicine

Many students enter WU with an interest in going to medical school after the BA degree. A biology major provides excellent preparation for medical school; a biology major that includes at least 2 semesters of independent research (Biology 500) provides outstanding preparation for biological and/or biomedical research in graduate and/or medical school.

A typical program would look like this:

<u>Fall - Year One</u>	<u>Spring - Year One</u>	<u>Fall - Year Two</u>	<u>Spring - Year Two</u>
Chem 111A or 105 (3). Biol elective (optional, see p. 1). Math 132 (3). Chem (Lab) 151 (2). Distribution (3), or College Writing 100 (3). Distribution (3).	Chem 112A or 106 (3). Biol 2960 (4)- Math 233 or Math 2200 (3). Chem (Lab) 152 (2). College Writing 100 (3), or Distribution (3).	Chem 261 (4). Biol 2970 (4)- (Biol 2960 pre-req) Distributions (6).	Chem 262 (4). Biol 3058 (2), Biol 334 (3). Distributions (6).

All students who plan to major in biology who have an interest in pre-medicine should enroll in Chemistry 111A or 105 in the fall of freshman year. In addition to providing relevant material, this course teaches helpful study skills for success in a science curriculum.

Biology 2960 and 2970 (Principles of Biology I and II) are the introductory courses required of both biology majors and premedical students. Biology 2960 is normally taken in the spring of freshman year. Chemistry 112A or 106 is recommended to accompany Biol 2960. Biology 2970 is normally taken in the fall of sophomore year. Biol 2960 is a prerequisite for Biol 2970. These courses in Principles of Biology are designed to be taken consecutively and together provide a strong foundation for further study in the life sciences. Biology 3058 Physiological Control Systems covers material critical for the MCAT exam. Many students find Biol 3058 and Biol 334 Cell Biology mutually relevant and take them concurrently.

Mathematics 131-132 is required for all biology majors and satisfies medical-school requirements for one year of college calculus. Mathematics 233 and 2200/3200 are useful for students with interests in basic research. Physics 191/191L-192/192L is generally taken in the junior year by biology majors or pre-med students majoring in an area outside the sciences. Premedical students considering either a chemistry, a physics, and/or an engineering major should follow the recommendations of the appropriate department concerning the timing of Physics 191/191L-192/192L.

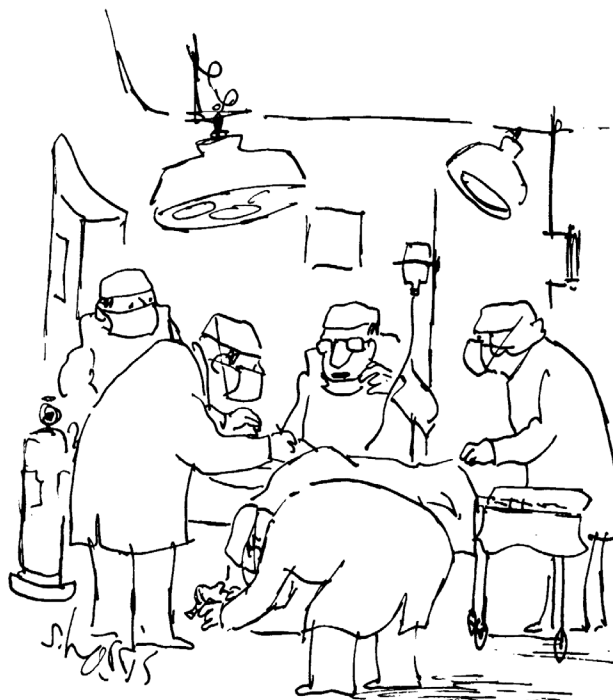
MCATs (Medical College Admission Tests) are usually taken in April of the junior year. MCATs are also offered in August just prior to the senior year; scores from the August MCATs arrive at medical schools after some admissions decisions have been completed, however. All of the above required courses: (1) should be completed for the MCATs; (2) are needed if the student will attend medical school; and (3) are needed by all biology majors. Biology 181, a 1-unit credit/no credit course is highly recommended (but not required) for students with interests in biological and/or biomedical research. The

freshman seminar Biol 112 is a good choice for those with interests in biology and/or medicine who want an additional biology course in the fall of freshman year.

There are 9-11 distribution courses outside the natural and physical sciences that are required for the A.B. in the College. It is useful to take 4-5 of these courses by the end of the second year to allow flexibility in course planning and scheduling in the junior and senior years, especially when taking Independent Research. A research experience can be critical if the student wishes to be competitive for admission to (1) Ph.D., (2) M.D., or (3) joint M.D./Ph.D. programs at research-oriented schools. The joint M.D./Ph.D. program is quite attractive for students with an interest in academic medicine and basic research; some of these programs cover the costs of tuition and pay a yearly stipend for all years spent in medical and graduate training. See <http://www.nigms.nih.gov/Training/InstPredoc/PredocInst-MSTP.htm> for a list of medical schools with M.D./Ph.D. programs. An excellent time to take independent research (Biology 500) is in the junior and senior years. Large open blocks of time in those years are very important since much of the independent research requires long hours not interrupted by classes; in addition, many students conduct their research at our Medical School and transportation time between the Medical School and the Main Campus is a factor in schedule planning during these semesters. Completing half of the distribution requirements outside of the sciences by the end of the second year can be very helpful to students who enroll in independent research.

Many medical schools require a course in English Composition such as EComp 100 as well as an additional course in English, English Literature, or English Composition; see the requirements of specific medical schools for details. Courses in social sciences are increasingly required by medical schools; Psychology 100B is a good choice in this area. Many medical schools expect students to have a course in biochemistry (Biol 451, or Biol 4810 & Biol 4820) and sometimes one in microbiology (Biol 349) prior to matriculation.

All students with interests in medicine should demonstrate their abilities to assist others by serving as a volunteer. Important volunteer experiences can be obtained in a variety of ways, e.g., at a hospital, at a nursing home, in a camp or school for individuals in need of help, serving as a tutor, etc. The Campus Y is an excellent resource to assist students in placement for volunteer experiences. Vicki May, Executive Director of the Institute for School Partnership, (x5-6846; may@wustl.edu) is also an excellent person to contact about placement. Students who would like academic credit for a volunteer "Experience in the Life Sciences" should consider enrollment in Biology 265.



"ALL RIGHT, SO HE DROPPED THE HEART. THE FLOOR IS CLEAN."

©1989 by Sidney Harris-"Einstein Simplified," Rutgers Univ. Press.

For further information about medical schools and the medical school application process, contact Dean Carolyn Herman (x5-6897) in the College of Arts and Sciences Office. For questions about these guidelines in medicine, contact Professor Paul Stein (x5-6824; stein@biology.wustl.edu) in the Biology Department. For further information on medical schools, see The American Medical College Application Service at <https://www.aamc.org/> and the Medical College Admission Test (MCAT) at <https://www.aamc.org/students/applying/mcat>.

Dentistry

The field of Dentistry covers a broad spectrum of opportunities. The General Dentist or Family Dentist is an individual involved in the routine maintenance and clinical diagnosis of the oral cavity. This individual is trained in minor surgical procedures, oral prosthetic work, and some cosmetic Dentistry. The General Dentist is usually associated with a number of specialists. Typically, an individual spends four years in Dental School (undergraduate dental degree) and one or two years in a family-practice residency program before joining a dental group or starting a practice. There are also opportunities in the military and in such cases the US government will subsidize the cost of dental education. Other areas of dentistry generally require advanced training in postgraduate Master's or specialty programs. Such areas include orthodontics, periodontics, prosthodontics, pediatric dentistry, oral maxillofacial surgery, oral pathology, and forensic dentistry. There is also opportunity for dental research careers with a combined DDS-Ph.D. training program. Typically, such individuals are employed as faculty of Dental Schools or by pharmaceutical companies.

For information on these advanced programs it is recommended that individuals contact the Greater St. Louis Dental Society (<https://www.greaterstlouisdentalociety.org>; 11457 Olde Cabin Road Suite 300, St. Louis, MO, 631141 PH: 314-569-0444) or the American Dental Association (ADA), (<https://www.ada.org/en>; 211 E. Chicago Avenue, Chicago, IL 60611-2678, PH: 312-440-2500).

Suggested courses for a student who is considering a career in dentistry would include Biol 3110, Biol 3151, Biol 334, Biol 3411, Biol 349 and Biol 4580. Art 107-108 would be helpful since excellent eye-hand coordination is required for the profession. Many dental schools request that students applying to dental school take the standardized dental aptitude test before consideration for admission. Finding summer work in a dental office is recommended to get first-hand experience of the profession.

The first year of Dental School is similar or identical to Medical School in the basic science courses required. These usually include: Human Gross Anatomy, Physiology, Histology, Cell Biology, Biochemistry, and Immunology/Microbiology. There are also preclinical courses to prepare students to interact with patients and staff and, in general, learn the basic operation of the Dental Clinics. The sophomore year includes courses such as oral pathology, radiology, and other preclinical courses to understand the clinical problems confronting dental clinicians. Usually it is not until the second semester of the sophomore year and that summer when students begin to experience interactions with patients. This period can best be described as a team apprentice-approach at most US Dental Schools. In the sophomore year, the student is required to take and pass Part I of a National Dental Board Exam. In the junior and senior years the student continues to take a variety of courses to understand and to treat oral diseases. A majority of time is involved in fulfilling certain clinical objectives. If all requirements are fulfilled, the individual must take Part II of a Dental National Board exam in order to receive his or her dental degree. Some states require additional testing. See <http://www.ada.org/education.aspx> for further information.

Optometry

Optometrists (Doctors of Optometry O.D.'s) are primary health-care providers for the diagnosis and non-surgical remedy of eye diseases and visual refractive disorders. An optometrist's services overlap with those of medical doctors specializing in ophthalmology but do not include eye surgery. Optometrists detect and prescribe medication to correct eye diseases such as glaucoma, cataracts, retinal disorders, lid disorders, and infections such as conjunctivitis. They evaluate and treat vision conditions such as nearsightedness, farsightedness, and astigmatism, often by prescribing glasses or contact lenses. Optometrists provide pre- and post-operative care, especially for glaucoma, laser, refractive, and cataract patients. Optometrists work in private practices, multidisciplinary medical practices, hospitals, teaching institutions, research positions, community health centers and the ophthalmic industry. Optometrists also work in the military, public health and government service. There are 19 accredited colleges of optometry in the United States and Canada, including in Saint Louis the University of Missouri at Saint Louis School of Optometry. For additional information on this profession and for a list of accredited programs, see the website of the American Optometric Association at <http://www.aoa.org>.

Genetic Counseling

A genetic counselor helps individuals or families afflicted with genetic disease. As genetic knowledge has increased, the definition of genetic disease has been broadened from the classic Mendelian diseases and chromosomal abnormalities to include common diseases (such as coronary artery disease, hypertension, Alzheimer's disease, etc.) that have a strong genetic component. The duties of a genetic counselor vary, but can include helping to diagnose the disease, counseling individuals about the nature of the disease and its genetic basis, informing individuals and their relatives about the risk of carrying the disease or being affected by it, requesting and/or performing genetic tests either to assess risk or to evaluate the genetic state of the individual, and working with patients and physicians in choosing treatment options.

There are two principal career paths for entering the field of genetic counseling. The first is to obtain an M.D. Medical doctors with an interest in genetic counseling have traditionally specialized in pediatrics because the bulk of classic Mendelian diseases and chromosomal abnormalities first become apparent in infants (about a third of all pediatric inpatients in U.S. hospitals are afflicted with a genetic or chromosomal disease). However, this situation is beginning to change as genetics is increasingly being used to assess risk and effective treatment of diseases affecting older individuals. Those individuals choosing the medical path to genetic counseling are usually involved primarily in diagnosis and treatment of the diseases. The other path to genetic counseling is to pursue graduate work in human genetics, either at the Master's or doctoral levels. There are now several Master's degree programs in genetic counseling that lead to accreditation as a genetic counselor by the American Board of Medical Genetics. Individuals pursuing this path often emphasize risk assessment and prediction, family counseling, and the performance of genetic testing.

For either career path, biology majors interested in genetic counseling should take additional courses in genetics, such as Biol 324 (Human Genetics), Biol 4181 (Population Genetics and Microevolution), Biol 4183 (Molecular Evolution), Biol 4342/434W (Research Explorations in Genomics) and Biol 4344 (Epigenetics). Because genetic counseling involves risk prediction and the manipulation of probabilities, students also should take Math 2200 or 3200 (Elementary Probability and Statistics). For those students wishing to work with the common diseases that affect older individuals and have a strong genetic component, additional courses in mathematics and statistics are strongly recommended, such as Math 439 (Linear Statistical Models), Math 493 (Probability), and Math 494 (Mathematical Statistics).

Additional information can be obtained from the National Society of Genetic Counselors (<https://www.nsgc.org>) or the American Board of Genetic Counseling (<http://www.abgc.net/home>).

Genetic Epidemiology

Genetic epidemiology is the scientific study of familial distributions of human traits to understand how genetic and environmental factors interact to produce various diseases. Genetic epidemiology utilizes data from the Human Genome Project and computational methodology to conduct statistical analyses on large samples of subjects from relevant populations. Population dynamics affect the frequencies and distributions of both genetic and environmental factors, and thus, their net effect on the phenotype of interest. Knowledge of populational histories is exploited for use in gene discovery and mapping.

Genetic epidemiologic studies investigate complex disorders such as coronary heart disease, hypertension, diabetes, cancer, and allergies, and neurological disorders. An understanding of the genetic underpinnings of such diseases promises to revolutionize medicine in the 21st century, enabling better preventive measures, diagnosis, prognosis, and treatments. Courses of particular relevance to genetic epidemiology include Human Genetics (Biol 324), Population Genetics and Microevolution (Biol 4181), and Molecular Evolution (Biol 4183). Courses in computer science (CSE 131, CSE132, CSE241) and statistics (Math 2200 or 3200, Math 322) are particularly useful for students interested in genetic epidemiology. See the information on graduate study of genetic epidemiology at <https://biostatistics.wustl.edu/education/certificate-in-genetic-epidemiology>.

Health Administration

Students who are considering a career in health care, but who think that they might be more interested in management and administration rather than in patient care, should consider a career in health administration. Because of changes in our health-care system, there are now many diverse career options for those trained in health administration. For example, health-care executives typically have management positions in hospitals, clinics, nursing homes, ambulatory care facilities, health maintenance organizations (HMOs), health-related associations, consulting firms, public health organizations and other government agencies. By working in these positions, health-care administrators have the

opportunity to make significant contributions to improving health care in the communities served by these institutions and organizations.

Qualifications for an entry-level position in health administration include a Master's degree, usually in health-care management from an accredited school, and an internship, fellowship or previous work experience in a health-care organization or other business setting. There are many accredited colleges and universities in the USA and Canada (including Washington University) that offer suitable graduate programs. In general, earning a Master's degree from these graduate programs takes two years. The programs include course work in health-care policy and law, marketing, health-care financing, human resources and other topics relevant to health-care management. Many programs include supervised internships, residencies or fellowships in a clinic, hospital or health-care agency.

As an example of the requirements for admission into a Master's degree program in health administration, the requirements for admission to Washington University Medical School's Master in Health Administration Program are a bachelor's degree and completion of the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). No specific undergraduate major field of study is required for admission to the program. However, an introductory course in accounting is required. Previous experience working in health care is recommended. A double major in biology and economics would provide strong preparation.

For further information contact the American College of Healthcare Executives, 300 S. Riverside Plaza, Suite 1900; Chicago, IL 60606-6698 (phone: 312-424-2800; <http://www.ACHE.org>).



"There's another hereditary disease that runs in the royal family.
Your grandfather was a stubborn fool, your father was a
stubborn fool, and *you* are a stubborn fool."

©1992 by Sidney Harris- "Chalk Up Another One: The Best of Sidney Harris," AAAS Press.

Occupational Therapy

Occupational therapists are dedicated to helping people to develop skills and to adapt to disabilities so that their lives become more productive and meaningful. As an applied social and biological science, occupational therapy benefits persons of all ages whose ability to engage in life's tasks is impaired by physical or mental disease, injury, birth defect or aging. Occupational therapists help individuals develop, regain or retain the skills they need to learn, to play, to earn a living and to tend to their personal needs.

Students interested in a Master's degree program in occupational therapy need specific prerequisite courses; most of these courses are part of the Washington University B.A. in Biology (an upper-level course in biology such as Biol 3110; Chem 111A-112A or Chem 105-106, and Chem 151-152, Physics 191/191L; and English Composition). However, several concern specific areas in biology, psychology, and sociology/anthropology. Courses most often required include a course in human

physiology (such as Biol 328, Principles in Human Physiology); a course in abnormal psychology (such as Psych 354); a course in developmental psychology (such as Psych 321); a course in sociology/anthropology (such as Anth 301B, Individual, Family, and Community); a course in political science or economics (such as Econ 103B, Microeconomics or Econ 352, Health Economics); a course in statistics (such as Psych 300 or Math 2200 or 3200); and a course in ethics or logic (such as Phil 100G, Introduction to Logic and Critical Analysis, or Phil 233F, Biomedical Ethics). Competence in medical terminology is often required and can be gained through Classics 325D or through guided study. However, entrance requirements vary among schools; one should consult the catalogues or application brochures for the schools of interest.

Typically, a professional Master's Degree in occupational therapy takes approximately 2.5 complete years. This time includes a 6-month internship (non-paid), which is arranged by the degree-awarding institution. A final certification exam is required.

Courses in a Master's degree program typically include "Functional Assessment," "Applied Anatomy," "Therapeutic Intervention," and "Administration" as examples. A complete description of course work and prerequisites for the Washington University Program in Occupational Therapy, and a description of occupational therapy careers are present in the Natural Sciences Learning Center. Also, the Occupational Therapy Program at Washington University can be reached at 314-286-1600 (<https://www.ot.wustl.edu>). Career advisors are willing to discuss occupational therapy as a career with anyone interested. Further information is available at <http://www.otjoblink.org>.

Pharmacy

Pharmacists distribute drugs prescribed by physicians and inform patients about medications and their use. They advise health practitioners on the selection, dosages, interactions, and side effects of medications. Pharmacists also monitor the health of patients during drug therapy to ensure that treatments are safe and effective. Pharmacists must understand the uses, clinical effects, and chemical compositions of drugs and their chemical, biological, and physical properties.

Careers in pharmacy cover a wide range of occupations including academic pharmacy, public health, community pharmacy, consultant and long-term care pharmacy, hospital and institutional practice, managed-care pharmacy, and pharmaceutical industry. Colleges of Pharmacy include both undergraduate and graduate institutions. The American Association of Colleges of Pharmacy (<http://www.aacp.org>) provides detailed information on these academic programs and admissions procedures.

Physical Therapy

Physical Therapy is a health profession that applies scientific principles to prevent and to remedy problems in human movement. Physical therapists evaluate patients to diagnose problems with movement that impair normal function. Treatment for these conditions is directed to optimize a patient's ability to move and to function in everyday life. Treatment is performed to improve strength, endurance, coordination, flexibility, and range of joint motion, and to provide training for mobility at home and in the community.

Traditionally physical therapists have worked in many settings including hospitals, private offices, outpatient clinics, nursing homes, schools, home-care agencies, and rehabilitation centers. Physical therapists are trained to work with adult, pediatric and geriatric patients with musculoskeletal, neurological, cardiopulmonary or medical problems. Today's trends in health care are leading to increased demands for therapists to aid in preventing as well as treating musculoskeletal problems, to work with patients having acute conditions, and to focus on care needed by a population represented by a large, and growing, number of older individuals.

Physical therapy programs now offer baccalaureate, Master's or doctoral degrees at the professional entry level. Programs are now offered in all of the United States (except Hawaii, Alaska, Nevada, and Wyoming), the District of Columbia, and the Commonwealth of Puerto Rico. The length of time for the prerequisite and professional components of education vary from program to program, and the total time required to prepare graduates ranges from four to seven years of college. Licensure is required after graduation before a physical therapist can practice.

Individuals entering the Master of Science Degree Program at Washington University are required to have:

- 1) completed a Bachelor's degree (any baccalaureate major is acceptable; most students enter with degrees in Biology or Psychology, but almost every possible major has been represented);
- 2) taken and passed the prerequisite courses;
- 3) taken the GRE (Graduate Record Exam). Over 50% of Master's programs require the GRE.

Generally Required Courses

1 year of Physics with labs
1 year of Chemistry with labs
Introductory Biology
Anatomy and Physiology
Trigonometry or Calculus
Statistics
1 year of English to include EComp
1 year of Psychology to include Abnormal Psych
At least 1 other course in the Social Sciences
Medical Terminology competence

Washington University Courses

Physics 191/191L, 192/192L
Chem 111A-112A or 105-106, 151-152
Biology 2960, 2970
University College Biology 322-323
Math 131
Psychology 300, Math 2200 or Math 3200
EComp 100 and an English elective
Psychology 100B, 354
Social Science elective
Classics 225D

Additional courses recommended for students interested in entering the Master of Science Degree Program in Physical Therapy are 3411 (Principles of the Nervous System) and Biol 451 or 4810 (General Biochemistry).

For general information about programs in Physical Therapy students should write to the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314 or call 703- 684-2782, or use the web (<http://www.Apta.org>). Additional information about the Washington University Program may be obtained by calling 314-286-1400.

Psychology

Psychology is the study of mind and behavior. Biology and psychology intersect mainly in studies of neuroscience and ethology. Neuroscience encompasses anatomical, biochemical and physiological studies of the nervous system, whereas ethology is the study of animal behavior, usually in an ecological or evolutionary context. Students interested in the interface of these disciplines may choose a double major in biology and psychology, or may choose either single major and supplement it with courses from the other discipline.

There are several career paths for students of psychology. Psychiatry is a medical profession devoted to the diagnosis and treatment of emotional, mental and behavioral disorders of patients by psychoanalytical and pharmacological means. Standard medical training (M.D. degree) with a residency in psychiatry is required. Clinical psychology also involves the study and treatment of disturbed or maladaptive behaviors, but substitutes completion of a Ph.D. or equivalent degree in psychology for medical training. Both psychiatrists and clinical psychologists may operate private practices, or may be employed by medical institutions, public school systems, juvenile correction centers, and rehabilitation centers. A third career path in psychology involves academic research and teaching. This path also requires a Ph.D. in psychology, but the emphasis is on experimental study of behavior and neurobiology rather than treatment of patients. These psychologists often are employed at universities as professors of psychology.

The study of psychology also can lead to careers that do not require doctoral-level training. Careers in social work and rehabilitation counseling usually require Master's degrees in these disciplines, but entry-level jobs are often available for people having only baccalaureate degrees with an emphasis on psychology. Study of psychology also provides a good background for careers in education, public relations, advertising, sales, personnel and many areas of business. Graduates with training in biology and psychology may find work as technicians in research laboratories in medical schools, universities and governmental institutions. Detailed information on career options in psychology is available through the Career Center.

Students interested in the interface between biology and psychology may choose the standard biology major and include advanced courses in the neurosciences (Biol 3411, Biol 3421, Biol 3422, Biol 404, Biol 4310) among their electives. At least one course in statistics is recommended for students with interests in psychology (Math 2200 or 3200 and Psych 300 are appropriate introductory courses). Also recommended is a minor (minimum 15 units in psychology) or major (minimum 24 units in psychology) in the Department of Psychological and Brain Sciences (see requirements of the Department of Psychological and Brain Sciences for specifics, <http://psychweb.wustl.edu>).

Public Health

The mission of public health is to "fulfill society's interest in assuring conditions in which people can be healthy" (Institute of Medicine, Committee for the Study of the Future of Public Health, Division of Health Care Services. 1988. The Future of Public Health. National Academy Press, Washington, DC). Public health serves this mission through organized interdisciplinary efforts that address the physical, mental and environmental health concerns of communities and populations at risk for disease and injury.

Health promotion and disease prevention technologies encompass a broad array of functions and expertise, including three core public health functions: (1) assessing and monitoring the health of communities and populations at risk to identify health problems and priorities; (2) formulating public policies, in collaboration with community and government leaders, designed to solve identified local and national health problems and priorities; (3) assuring that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services, and evaluation of the effectiveness of that care. For detailed information on public-health professions and schools offering graduate degrees in public health, see the website of the Association of Schools and Programs of Public Health (ASPH): <http://www.aspph.org>. A centralized application service is available at <http://sophas.org>.

Veterinary Medicine

Veterinarians treat and prevent animal disease. Because of the great diversity of species treated, there is great variety in the work of veterinarians. Most veterinarians work in private practice, either on their own or as partners in a group practice. Many private practices specialize in the treatment of small animals, primarily dogs and cats. Increasingly such practices also treat birds and a variety of exotic animals. Mixed animal practices may also work with a variety of farm animals, as well as some nondomestic animals. Some veterinary practices specialize in large animals, usually with an emphasis on horses and cattle. There are many opportunities for veterinary work in areas other than private practice. For example, in private industry veterinarians may conduct research on nutrition or drug effects for pharmaceutical companies or safeguard the health of laboratory animal colonies. Veterinarians also work for zoos and aquariums, and may act as consultants to wildlife preservation groups. A variety of government agencies employ veterinarians in the areas of meat inspection, animal quarantine, and the care of wildlife in our parks. Academic institutions in the biomedical fields employ veterinarians as clinicians, researchers, and teachers.

Licensing to practice general veterinary medicine requires graduation with a Doctor of Veterinary Medicine (DVM) degree from an accredited college of veterinary medicine. Licensing requires satisfactory performance on the national board examination, as well as other requirements controlled by the states. After graduation, many veterinarians choose to specialize, either in a clinical specialty or in work with a particular species. Specialization involves a one-year internship followed by two or three years of residency training.

Students interested in a veterinary career should obtain experience working in a veterinary practice, as such experience is required for admission to most or all veterinary schools. Course requirements vary with the institution, but always include a solid basis of chemistry (both inorganic and organic), physics, and biology. Generally, courses in biochemistry, genetics, microbiology, and nutrition are also specified. Biology majors interested in veterinary medicine should take our upper-level Vertebrate Structure Laboratory (Biol 3110) and Endocrinology (Biol 3151).

Additional information can be obtained from the Association of American Veterinary Medical Colleges, 655 K Street NW, Suite 725, Washington DC 20001 (phone 202-371-9195; <http://aavmc.org>), or the American Veterinary Medical Association, 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173-4360 (phone: 1-800-248-AVMA; <http://www.avma.org>).

OPPORTUNITIES IN BIOTECHNOLOGY AND BUSINESS

The societal impact of the genetic engineering revolution is only beginning to be felt in the marketplace, and most molecular biologists agree that the biotechnology industry is only in its infancy. Because of the need for substantial investment of venture capital for research and development of new products, and the long time and additional capital required to bring a product to market, many new companies have struggled and remained small. Many also have folded or have been acquired by larger companies. However, as more products are approved by federal regulatory agencies and begin to yield profits for the companies involved, it is likely that this industry will mature and expand significantly to provide excellent opportunities for students with training in the biological sciences and chemistry. Industries that are especially large and active developers of biotechnology include the pharmaceutical industry, food and natural products processing industries and agricultural (plant and animal) industries.

Agriculture

According to a USDA National Report, the shrinking supply of graduates is the most critical force that will affect the agricultural human resource market. Current enrollment in higher education programs that produce graduates with expertise in food, agriculture, and natural-resource disciplines suggests further erosion of the number of graduates who will become available in the near future. Thus, a market demand for graduates specialized in agricultural sciences appears to be on the rise. Areas that will have

a shortage in qualified graduates include forestry, horticulture/ornamental horticulture, agronomy/soils, animal sciences, and food science/food industry.

A successful career in agriculture is dependent on a solid training in biology. In addition to the basic requirements in the Biology Major, courses in plant biology (for example, Biol 3041, Biol 4023) should be taken. For students interested in animal science, additional courses in animal physiology and development are desirable (for example, Biol 3110, Biol 328, Biol 4580). For issues in agricultural policy, see Biol 3900. See Peterson's Guide for graduate programs in agriculture. Information on employment opportunities in agriculture is available from USDA, Washington, D.C. 20250 (<http://www.ams.usda.gov>).

Biostatistics

Biostatisticians are much in demand in the nation's medical schools, biotechnology businesses and government agencies. Washington University's School of Medicine established a masters program in biostatistics in part to meet the institution's need for biostatisticians. Graduates of the program (<https://biostatistics.wustl.edu/education/>) are so much in demand that they do not exhaust the supply of job openings even within this institution. A biology major interested in this 18-month masters program should have Math 233 Calculus III, a course in statistics (Math 2200 Elementary Probability and Statistics or Math 3200 Elementary to Intermediate Statistics and Data Analysis) and a course in computer programming (CSE 131). Also helpful would be Math 309 Matrix Algebra. Further information on careers in biostatistics at the masters and doctoral levels, and on choosing between these levels, is available from the American Statistical Association; see their web sites on biostatistics as a profession (<http://www.amstat.org/careers/biostatistics.cfm>) and "How to Prepare for a Career in Biostatistics" (<http://stattrak.amstat.org/2011/08/01/biostatisticscareer>).

Biotechnology

Students with A.B., B.S. and M.S. degrees can find numerous positions in which they do hands-on work at the lab bench. Such work may involve research and development, production or quality-control testing. Students interested in helping to formulate company policy, helping to choose company research directions or running a research project involving multiple scientists are likely to need a Ph.D. Some companies will subsidize (or pay for entirely) additional education for employees with B.S. degrees who wish to obtain an M.S. (or M.A.) degree at a nearby university.

Students interested in biotechnology should develop a strong background in areas including genetics, molecular genetics, cell biology, biochemistry, and microbiology. These fields are mostly represented within Area A of the advanced courses for the Biology major. However, other courses that are particularly relevant are Bacterial Bioprospecting and Biotechnology (Biol 3493), Laboratory in Protein Analysis, Proteomics and Protein Structure (Biol 4522) and Molecular Methods in Enzyme Analysis (Biol 4523). In addition, interested students should gain as much real-life laboratory experience as possible, earning Biol 200 and Biol 500 credits while pursuing an independent research project in a lab that uses the techniques of molecular biology. There are approximately 300 laboratories on the Hilltop and Medical School campuses that together form the Departments of the Division of Biology and Biomedical Sciences. The vast majority of these labs utilize the general tools of molecular biology while applying these tools to investigate a variety of biological processes and phenomena. It must be emphasized that with the tools of molecular biology (DNA, RNA and protein purification and analyses, DNA cloning, DNA sequencing, etc.) one can study a variety of problems in virtually any organism. Therefore, it is not as important to work on any single research problem as it is to gain basic training in the tools of the trade. Molecular Biology is both a science and a craft for which one must develop "good hands" at the research bench. As in any trade that requires skill and creativity, one develops "good hands" only through experience and practice. The biotechnology industry and graduate and medical schools preferentially accept students who develop these skills, can work independently with minimal supervision, and can obtain strong letters of recommendation from their research mentors.

Biology 2010 The Science of Biotechnology is an excellent entry-level course for students interested in this topic. The campus Career Center, Career Information Days, advertisements in the back of journals such as Science, Nature, Cell, and local newspaper want ads are all good sources for current job openings. In addition to the library and journals such as "Biotechnology," there are also sites on the internet that allow users to browse biotechnology information resources. Online job listings and career information are available at:

<https://www.faseb.org/Professional-Development>

<http://www.jobs.nih.gov>

<http://www.bms.com/careers/Pages/home.aspx>

<http://www.lilly.com/careers>

<http://www.gene.com/gene/careers>

Business-Finance and Marketing

Supporting the scientific research endeavor is another industry in which students with a good background in biology and business can excel. The biotechnology industry needs people who combine management skills with knowledge of the biological basis of their industry. This industry supplies equipment, supplies, and reagents to labs within the universities, hospitals, companies and government agencies in which scientific research is conducted. Many salespeople in this industry must meet one-on-one with laboratory managers to sell their products, and first-hand knowledge of the uses of, and scientific bases for, the products they sell is a strong advantage in this competitive area. Biology students may want to consider a minor in business or economics to position themselves to excel in this industry, either in sales or management.

Biology majors specifically interested in finance or marketing may complete a second major in one of these areas by taking a minimum of 24 credit hours of courses through the Olin School of Business. General requirements for a second major in either finance or marketing include MGT 100 (The Managerial Environment), MECO 290 (Microeconomics; or substitute Econ 103B plus Econ 401), QBA 120 (Managerial Statistics I, or substitute Math 2200 or 3200, Psych 406, SSM 325 or SSM 326), QBA 121 (Managerial Statistics II, or substitute Econ 413, Math 439 or Psych 407), ACCT 2610 (Principles of Financial Accounting) and ACCT 2620 (Principles of Managerial Accounting). Additional requirements for the Finance second major include FIN 340 (Capital Markets and Financial Management), FIN 442 (Options Pricing), either FIN 447 (Information Flow in Financial Markets) or FIN 448 (Advanced Financial Management), and at least two other advanced finance electives. Additional requirements for the Marketing second major include: (1) MKT 370 (Principles of Marketing), (2) MKT 480 (Marketing Strategy - Spring semester of senior year), and (3) at least three of the following, with at least one course from group A. Group A: MKT 377 (Consumer Behavior), MKT 470E (Pricing), MKT 473 (Marketing Research); Group B: MKT 373 (Retail Management), MKT 470 (Advertising Management), MKT 476 (Advanced Retail Management), MKT 477 (International Marketing). For advising on the business curriculum, contact the Olin School of Business (<http://www.olin.wustl.edu>).

Computational Biology

With the sequencing of the human genome and development of high-throughput strategies to collect information on a genomic scale, we have a growing need to design new computational strategies for processing and analyzing biological data, particularly DNA and protein sequences. The application of information science to such problems is often called 'bioinformatics.' Other areas, such as biochemistry, cell physiology, evolutionary biology, and neurobiology, increasingly need to use mathematical approaches and computer modeling. Such an approach is often termed "computational biology." Training in computational biology ideally should include a major in biology with course work selected from the appropriate areas of interest, and training in mathematics and computer science. Recommended courses in computer science include CSE 131 (Computer Science I), CSE 240 (Logic and Discrete Mathematics), CSE 247 (Data Structures and Algorithms). Recommended courses in mathematics include Math 2200 or 3200 (Elementary Probability and Statistics); Math 233 (Calculus III, required if you wish to take Physical Chemistry), Math 217 (Differential Equations), and Math 309 (Matrix Algebra). A student interested in bioinformatics would select biology courses from among biochemistry (Biol 451, or Biol 4810 & Biol 4820), computational biology (Biol 4523, Biol 4342 or Biol 434W), molecular biology (Biol 4344), molecular evolution (Biol 4183), and experimental methods (Biol 3491, Biol 3492, Biol 4342/434W, Biol 4522, Biol 4523). Computational biology is important also in the study of physiology of biological systems, including the nervous system, as covered in Biol 3151, Biol 328, Biol 3411, Biol 4030, and Biol 404. Because computational biology is a newly developing field, independent research (Biol 500) in bioinformatics is strongly recommended for anyone entering this specialty.

The following sample program provides a biology major with strong training in computational biology (Biology major, bioinformatics orientation):

Fall Semester

Spring Semester

Freshman Year

Math 132 Calculus (3)
Biology Seminar 118 (1)
Chem 111A General Chemistry I (3)
or Chem 105 Intro Gen Chem I (3)
Chem 151 Gen Chem Lab I (2)
E Comp 100 Expository Writing (3)
CSE 131 Computer Science I (3)

Math 233 Calculus (4)
Biology 2960 Biology I (3)
Chem 112A General Chemistry II (3)
or Chem 106 Intro Gen Chem II (3)
Chem 152 Gen Chem Lab II (2)
Distribution requirement (3)

Sophomore Year

Math 309 Matrix Algebra (3)	Math 217 Differential Equations (4)
Biol 2970 Biology II (4)	Biol 3XX/4XX Biology major elective (3-4)
Chem 261 Organic Chem I (4)	Chem 262 Organic Chem II (4)
CSE 247 Data Structures & Algorithms (3)	Distribution requirement (3)
Distribution requirement (3)	

Junior Year

Biol 4181 Population Genetics (3)	Biol 500 Independent Research (3)
Biol 324 Human Genetics (3)	Math 3200 Elem Prob & Statistics (3)
CSE 240 Logic and Discrete Math (3)	CSE 347 Analysis of Algorithms (3)
Phys 191/191L General Physics I (4)	Phys 192/192L General Physics II (4)
Distribution requirement (3)	Distribution requirement (3)

Senior Year

Biol 500 Independent Research (3)	Biol 5496 Seminar Computational Molecular Biol. (1)
Biol 4525 Structural Bioinformatics (4)	Biol 328 Principles in Human Physiology (4)
CSE 587 Algorithms Comp. Biol. (3)	Biol 500 Independent Research (3)
Distribution requirement (3)	Open (3)
Distribution requirement (3)	Distribution requirement (3)

Environmental Engineering

Environmental engineers take the skills and tools of engineers and apply them to environmental problem solving. Traditionally, environmental engineers have been involved in issues of water and air quality, although recent years have seen new areas emerge, such as bioremediation. Students at Washington University have a number of opportunities if they wish to become environmental engineers. One set of options, of course, is to pursue a background in engineering in the School of Engineering. There, a student can participate in an Environmental Resources program, the Environmental Engineering Science minor, or the Environmental Engineering Science option for a B.S. in Biological and Engineering Science. In addition, within the School of Arts & Sciences, the Environmental Studies major provides students with a good background. Students who major in biology can do quite well in environmental engineering; bioremediation requires extensive knowledge of biology as well as engineering.

The most important skill that a student majoring in biology can gain in preparation for a career in environmental engineering is a ready facility with mathematics. Students should consider taking Math 217 (Differential Equations) and perhaps also Math 233 (Calculus III) and/or Math 2200 or 3200 (Elementary Probability and Statistics). Other courses students might consider include Chem. Eng. 142 (Introduction to Chemical Engineering), where the important concepts of mass and energy balance are covered, Chem. Eng. 320 (Thermodynamics, also offered as Mech. Eng. 320), and Earth and Planetary Sciences 323 (Biogeochemistry). Within the biology major, students would want to be sure to take Fundamentals of Microbiology (Biol 349) and Ecology (Biol 381 or Biol 419).

See <https://eece.wustl.edu/research/areas/Pages/environmental-engineering.aspx> for further information. In addition, students may contact the Air and Waste Management Association at its national headquarters (436 Seventh Avenue Suite 2100, Pittsburgh, PA, 15219; phone: 412-232-3444; <http://www.awma.org>).

A related career that can combine engineering, math, and biology is Industrial Hygiene, a field involving recognition, evaluation and control of environmental factors in the workplace. For information, write to the American Industrial Hygiene Association, 3141 Fairview Park Drive, Suite 777, Falls Church, VA 22042; phone 703-849-8888; <http://www.aiha.org>.

Pharmaceutical Industry

The pharmaceutical industry is diverse, with opportunities in small biotech start-up companies as well as in the large well-established multi-national firms. The industry is focused on the development of diagnostics for the rapid accurate identification of individuals with various disease states caused by infectious disease agents, hereditary diseases or acquired progressive disease states, with the development of therapeutic regimens to treat these diseases and with the development of means to prevent disease, often by immunization regimens. The pharmaceutical industry is also involved in the design, development and evaluation of prosthetic devices. In the area of development of diagnostic reagents and processes, the disciplines of microbiology, infectious disease research, immunology and molecular biology are particularly useful. In terms of drug discovery, a background in organic and physical chemistry and computer science, especially with regard to drug receptor interaction modeling, is useful. Of course, if the drugs are biologics produced by microorganisms or plants, an expertise in microbiology

and plant natural products becomes important. Much modern drug development requires gene cloning and expertise in molecular biology and genetics. Ultimately, because all drugs must be fully evaluated for teratologic and toxic activities in animals, animal-science training also becomes important. In the development of vaccines and immunization protocols, individuals require expertise in microbiology and infectious disease research, as well as in immunology, molecular biology, and molecular genetics. In the manufacture of vaccines one gets into chemical engineering, fermentation, and bioprocess technologies that rely heavily on engineering as well as industrial microbiology. The development of prosthetic devices relies heavily on knowledge of human anatomy and physiology, and requires considerable engineering skills. In evaluation of all products developed in the pharmaceutical industry, out of necessity one must conduct clinical studies and these studies involve appropriate veterinary and/or medical training, as well as familiarity with experimental design, statistical analysis, toxicology, etc. Attending to regulatory issues with governmental regulatory agencies requires more of a business background as does marketing. These activities all require additional background and skills, but can be based on biology and biomedical science disciplines. Several schools offer Pharm.D. degrees, but be aware that some programs specifically require a B.S. in pharmacy for admission to the Pharm.D. program. Information on schools of pharmacy can be obtained from the American Association of Colleges of Pharmacy, 1400 Crystal Drive Suite 300, Arlington, VA 22202 (phone: 703-739-2330; <http://www.aacp.org>).

WORK AND GRADUATE STUDY IN BIOLOGY AND PUBLIC POLICY, LAW, SCIENCE COMMUNICATIONS, AND FORENSIC SCIENCE

Science and public policy is an area much in demand today in both the public and private sectors. People who work in this area advise governmental agencies such as the Department of Energy (DOE), the Environmental Protection Agency (EPA) or the Congressional Office of Technology Assessment (OTA) on issues relating to environmental law, environmental impact, alternative energy sources, feasibility of various technology programs from the space shuttle to funding for linear accelerators. Policy experts are also employed by private corporations to research environmental regulations, to provide information to Congress on legislation that affects the introduction or regulation of new technology of interest to a company, etc. With the recent expansion of the biotechnology business, many aspects of newly engineered plants or animals require knowledge of public policy issues.

Students interested in pursuing careers in science and public policy can either enter the field directly after receiving a B.A., or enroll in graduate work for an M.A. or Ph.D. degree. Entering the job market directly after college provides practical experience as well as the opportunity to decide whether the field is attractive as a career choice. Opportunities for such work can be obtained not only with the larger government agencies mentioned above, but also with state environmental agencies, fish and wildlife services, and, of course, private companies. Long-range career advancement may be limited, however, without an advanced degree. M.A. and Ph.D. programs prepare students for managerial positions, as well as for teaching in the general area of science, technology and society at the university level. The following schools, and programs, offer advanced degrees in the field: Massachusetts Institute of Technology, Cambridge, Massachusetts (Program in Science, Technology and Society); Rensselaer Polytechnic Institute, Troy, New York (Science and Technology Studies), Georgia Institute of Technology, Atlanta, Georgia (School of History, Technology and Society), and Cornell University, New York (Program on Science, Technology and Society). Washington University also offers both a major and minor leading to the B.A. in Engineering and Public Policy through the School of Engineering.

Biology courses that would prepare students for either direct entry into the job market or further graduate work in science and public policy might include: Biol 3041 (Plant Biology and Genetic Engineering), Biol 349 (Fundamentals of Microbiology), Biol 381 (Intro. to Ecology), Biol 3491 (Microbiology Laboratory), Biol 3900 (Science for Agriculture and Environmental Policy), Biol 4342/434W (Research Explorations in Genomics), Biol 4522 (Laboratory in Protein Analysis, Proteomics, and Protein Structure). Preparation in statistics is also highly recommended, as well as general preparation in economics and political science. For more information on graduate programs and opportunities in Science and Public Policy, consult the Science, Policy and Society Programs page of the American Association for the Advancement of Science (<http://www.aaas.org/program/center-science-policy-and-society-programs>).

Biology/Law

There is growing interest in science majors who want to pursue a law degree, particularly to work in areas of patent law, environmental law, and health-related issues. Students interested in this area should consult <https://artsci.wustl.edu/resources/prelaw-advising>.

Appropriate course selection in biology would depend on the area of interest. Anyone interested in environmental issues should take Biol 3501 (Evolution), Biol 381 (Introduction to Ecology), Biol 3900 (Science in Agriculture and Environmental Policy), Biol 4138 (Global Environmental Change and Thermal Ecology), and courses from the Environmental Sciences. A student interested in patent law might consider preparation in Fundamentals of Microbiology (Biol 349), Bacterial Bioprospecting and Biotechnology (Biol 3493) and Biochemistry (Biol 451 or Biol 4810). Anyone with an interest in forensics would want to take Biol 3110 (Vertebrate Structure Laboratory) and Biol 4183 (Molecular Evolution).

Science majors usually have well-developed analytical thinking skills. Law-school admission committees also look for evidence of very skilled writing. Washington University offers advanced courses in exposition (Writing 311), argumentation (Writing 312) and composition (e.g. Writing 314 Topics in Composition: Writing and the Law).

Washington University graduates who have attended law school consistently cite the need for strong writing skills. These law students also indicate that basic undergraduate courses in economics, American history, political science/government, and political theory helped them feel prepared for legal study. Many also recommend a basic course in financial accounting.

The Pre-Law Advising Office in 104 Cupples II has a wealth of resources to help individuals determine whether law is a good career option. The office also offers a letter-of-recommendation service, advice about the LSAT, and other services to assist students with the law-school application process. Members of the Law School Admissions Office also are available to consult with students; call 5-4536 to arrange a class visit or tour of the law school.

Science Writing

Science writers serve as one important interface between the public and the scientific community. Science writers fall into two broad categories: journalists (working for newspapers, magazines and periodicals) and those who work in public relations/information capacities for institutions, societies, and government agencies. The latter prepare press releases, public information documents and fund-raising materials.

Most science writers have earned at least a bachelor's degree in one of the sciences. Course work in various aspects of journalism, including newspaper or magazine writing and copyediting, would also be beneficial. Washington University has a number of journalism courses offered through University College (See Communications and Journalism).

Although not required, many science writers have a Master's or a certificate in journalism. Some graduate journalism programs permit specialization in science writing, most notably the University of California, Santa Cruz (1-year certificate) and New York University (Master's). More information on various journalism programs is available through the WWW sites listed below.

Students interested in science writing should seek internships to gain experience and make contacts in the field. Students can contact newspapers, university public affairs or news offices, and medical/scientific institutions (e.g., the Smithsonian), to investigate internship opportunities. The Washington University Office of Public Affairs staff includes a number of science writers, and advice and internship possibilities may be sought on campus through the Public Affairs offices at the Medical School (x2-8528). Students also can explore the possibility of receiving credit for independent projects or internships through the English Department (EComp 300: Journalism: Communications Internship). Additional information can be obtained from the following sources:

- National Association of Science Writers (NASW); P.O. Box 7905, Berkeley, CA 94707; <http://www.nasw.org>
- Society of Environmental Journalists (SEJ); 1629 K Street NW Suite 300, Washington, DC; <http://www.sej.org>

Scientific/Medical Illustration

While the use of computers is rapidly changing this field, there remains a small group of people that work at the interface of art and science. It is possible to become a Certified Medical Illustrator; generally this profession requires completion of a Master's degree program such as the Master of Arts in Medical and Biological Illustration offered by Johns Hopkins University School of Medicine (Baltimore). Programs are available also at the Medical College of Georgia (Augusta), the University of Michigan

(Ann Arbor), The University of Texas Southwestern Medical Center at Dallas, and the University of Chicago. Each school accepts 5-10 students a year. The University of Toronto offers a three-year Bachelor of Science degree in Biomedical Communications.

Students entering these programs most often have majored in Graphic Communications (illustration, graphic design, or advertising) with a minor in biology but can also major in biology with a minor in art. Required prerequisite courses vary, but generally include introductory biology and chemistry (here Biol 2960, Biol 2970; Chem 111A or 105, 112A or 106, 261), vertebrate structure (Biol 3110), physiology (Biol 328); drawing, basic painting (including watercolor), advanced life drawing (figure drawing), a graphic design course, basic photography, and computer graphics. Detailed information can be obtained from the institutions given above, or one might contact the Association of Medical Illustrators, <http://www.ami.org>.

Forensic Science

Any science used for the purposes of the law is a forensic science. Forensic science is a rewarding career where the love of science can be applied to the good of society, public health, and public safety. A forensic scientist provides information and expert opinion to investigators, attorneys, judges, and juries in determining the innocence or guilt of a defendant. Forensic scientists work in laboratories, at crime scenes, in offices, and in morgues. They may work for federal, state and local government, forensic laboratories, medical examiners offices, hospitals, universities, toxicology laboratories, police departments, medical examiner/coroner offices, or as independent forensic science consultants.

Forensic scientists must have a bachelor's degree in science and some forensic sciences require advanced degrees; take biology, chemistry, math, and English composition.

The American Academy of Forensic Science, the largest forensic science organization in the world, comprises over 5,000 scientists organized into ten sections representing the different areas of expertise of individual members. Biology-related sections include Odontology, Pathology/Biology, Physical Anthropology, Psychiatry & Behavioral Science, and Toxicology. Forensic dentistry (odontology) applies dental science to the identification of unknown human remains and bite marks, using both physical and biological dental evidence. Identification of the human remains of natural disasters, terrorist activities, and missing and unknown persons is a central activity. Forensic pathology is the application of the principles of pathology (a medical specialty in the study of disease) to needs of the legal system. Forensic pathologists perform autopsies to determine what caused a person's death. They also investigate circumstances surrounding the death to infer the manner of death — natural, accident, suicide, homicide, or undetermined.

Forensic anthropologists identify individuals killed in disasters such as plane crashes, explosions, fires, and other tragedies resulting in the loss of life and mutilation of bodies. Forensic psychologists and psychiatrists address a broad range of legal issues as they work with criminal and civil cases and other areas such as family and domestic-relations law. In criminal law, such issues as competence (e.g., competency to stand trial and to testify, to waive legal representation, or to be executed), and the assessment of mental illness as it relates to diminished responsibility or innocence by reason of mental illness or defect are the focus. Civil law requires assessment of such issues as involuntary psychiatric hospitalization, right to refuse treatment, competency to participate in do-not resuscitate decisions, and disability compensation among others. Issues in family and domestic relations may include juvenile delinquency, child custody, parental fitness, domestic abuse, adoption, and foster care.

For more information on career opportunities and preparation in forensic science, see the career page of the American Association for Forensic Science, from which this summary is condensed (<http://aaafs.org>).

GRADUATE SCHOOL IN BIOLOGY

If you are interested in teaching and/or doing research at the college/university level in biology, a Ph.D. in a specialized area of biology is required. In addition, many research positions in industry, particularly directing a research project, require a Ph.D. A Ph.D. would be of benefit in some other (non-research) positions in industry as well (see information on biotech/business). Ph.D.-level biological scientists also can fill important needs in the areas of public policy, law, and teaching at other levels (i.e., informal science education, junior-college teaching, etc.). Please also see information on these related areas in this booklet if you are interested.

Most Ph.D. programs in the biological sciences provide a tuition waiver and pay stipends to cover living expenses to enrolled students. Completing a Ph.D. usually takes about five years, most of which is spent performing research. Most programs begin with a year of course work, during which a research lab is identified through a series of research rotations. Teaching assistantships are often part of the training. Generally, in addition to completing a Ph.D., most Ph.D. biological scientists spend several

years (2-4) as post-doctoral fellows, performing additional research, often to specialize further in their research area before seeking a faculty position or another job. It is no longer common or necessary for those who plan to get a Ph.D. first to complete a Master's degree.

The Biology Department recommends that those interested in entering Ph.D. programs consult with their Biology Faculty advisors for recommendations about courses that will best prepare them. To some extent, the courses selected depend on the area of biology that the student finds particularly interesting and in which (s)he plans to specialize (see below), but all students interested in pursuing Ph.D. studies should take the core sequence, Biol 2960/2970. A rigorous and broad program of biology courses (rather than taking only the minimum courses required to complete the major) is recommended. To obtain a comprehensive view of many modern techniques used by biologists in a large number of areas of specialization, Biol 334, Biol 3493, Biol 4522, and Biol 451 or Biol 4810 are suggested, although some specialty areas will emphasize other programs of study. Students also should get involved in research as early as possible; participation in Biol 500 during the junior and senior years is highly recommended. Summer research opportunities are particularly valuable for students interested in entering Ph.D. programs. Such opportunities exist on campus (see section on research opportunities, pp. 12-14) and at other universities. Participation in a summer research program at a university where a graduate program of potential interest is located can be particularly valuable. These summer programs often serve as recruiting tools for graduate programs. Students known to the faculty of the program through participation in their institution's summer research programs have an advantage in admissions.

Most graduate programs look very favorably upon research experience gained through working for 1-2 years as a research assistant (technician) after graduation. Those who take "time off" to work in lab often have the advantage of more advanced skills, greater familiarity with how research problems are approached, and greater focus upon entering graduate school. This type of experience can be invaluable in determining whether pursuing Ph.D. studies is an appropriate path.

A research mentor or other faculty member in your area of interest is a good source of advice for locating a graduate program and prospective graduate research mentor. Identifying faculty associated with a program is the first step in evaluating suitability of the program. Read recent published work of faculty in a program of potential interest to evaluate whether the program is appropriate. An additional resource for information on graduate study is the Career Center (<http://www.careers.wustl.edu>). When you have found a prospective program, contact the faculty members whose work is of most interest to you to determine whether working with them is a possibility. Apply to programs for which you have encouraging responses from prospective mentors of your graduate research.

Biochemistry

An understanding of the molecules that compose the cell - their structure, function, and interactions - is the core of our efforts in biochemistry. Like all of the other subdisciplines, the intellectual possibilities in this area have expanded rapidly with new molecular tools. Students interested in graduate study in biochemistry are in most cases best served by completing either the biology track in Molecular Biology and Biochemistry (see p. 6) or the chemistry major with concentration in Biochemistry. These programs require that the student take physical chemistry (Chem 401 and 402) and a selection of upper-level biology and chemistry classes, including Biol 4810 and Biol 4820. Fundamentals of Microbiology (Biol 349) provides a strong foundation in biochemistry of bacteria. A good grounding in genetics, cell and molecular biology is also advised; this preparation can be obtained by taking Biol 324, Biol 334, Biol 4183 and Biol 4344. Biology 4833 and Biol 4933 offer advanced study of biochemistry. Research experience is essential and should start as early as practical.

There are many excellent graduate programs throughout the country. Reading research literature as well as university materials can help you to identify ones of interest to you.

Biophysics/Biomathematics

A biomathematician or biophysicist utilizes physical and/or mathematical approaches to help solve biological and biomedical problems. A biophysicist may for example use x-ray crystallography to study protein structure, and a biomathematician may develop mathematical models to explain electrical activity in the heart.

Common to all of these fields is the application of techniques traditionally employed by physicists or mathematicians. A biophysicist may develop and use complex instrumentation or computer software, or may apply physical laws to biological problems. Examples include the design of better brain scanners, the development of computer programs to analyze and to compare DNA sequences, or the modeling of cell motility based on the laws of mechanics. A biomathematician employs rigorous mathematical analysis in biological problems. Examples here include the development of mathematical models to describe changes in population structure, or the use of statistics to analyze complicated quantitative data resulting from biological experiments.

For graduate work in these fields, prospective students should look beyond program names. Some universities offer specific graduate programs entitled Biophysics or Biomathematics. Other universities often have researchers working in the same fields, but they may be part of a larger department such as biology, physics or engineering. Guidance in selecting appropriate schools can come from reading some of the primary scientific literature in the field to identify prospective graduate mentors, and also by consulting local experts. A good place to start on campus is with faculty members in the areas mentioned above.

Students interested in these fields should take course work in mathematics and physics beyond that required for the biology major. To get a head start, it may be advisable to take Physics 191/191L and Phys 192/192L during the summer after the freshman year. Recommended courses beyond those required for the biology major are Math 233 (calculus 3), Math 309 (matrix algebra) and Math 3200 (elementary to intermediate statistics and data analysis). The preceding plus Math 318 (calculus of several variables) and one other upper-level elective course in math are sufficient for a math minor. Other courses of particular interest in math include Math 217 (differential equations) and Math 322 (biostatistics).

For students with an interest in biophysics, 17 units of physics are sufficient for a minor. Physics courses that should be considered are Phys 217 (introduction to quantum physics), Phys 318 (introduction to quantum physics II), Phys 350 (physics of the brain), Phys 351 (introduction to biomedical physics), Phys 352 (physics of biomolecules), Phys 354 (physics of living systems), Phys 355 (physics of vision), Biol/Phys 360 (biophysics laboratory), Phys 421, (electricity and magnetism), and Phys 422 (electricity and magnetism II). For details on the Biomedical Physics Minor, see p. 11. Students interested in biomechanics should consider BME 240 (biomechanics) and BME 240L (biomechanics laboratory).

In addition, summer research opportunities or Biol 200/Biol 500 experiences should be sought with faculty at the Institute for Biomedical Computing, in the Bioengineering program (see also Bioengineering in this brochure), the Department of Physics, and the Department of Biochemistry and Molecular Biophysics. Note that Hughes Fellowships are available on a competitive basis to support summer work in this area.

For additional information about biophysics, students may wish to contact the Biophysical Society (<http://www.biophysics.org> contains information about the Biophysical Society and has links to abstracts from the Biophysical Journal, as well as a listing of biophysics graduate programs with links to the home pages for these programs).

Developmental Biology

For those interested in developmental biology, the core sequence (Biol 2960/Biol 2970), Biol 334 (Cell Biology), Biol 4071 (Developmental Biology), Biol 4072 (Regenerative and Stem-Cell Biology), and Biol 451 or Biol 4810 (General Biochemistry) are highly recommended to provide sufficient background in the areas of biology upon which the student will need to draw. Also of interest is Biol 3041 (Plant Biology and Genetic Engineering). Biol 4182 (Macroevolution) covers topics at the interface of development and evolution. Biol 4310 (Biology of Aging) addresses aging and senescence.

For help in finding an appropriate graduate program, students can consult faculty members with interests in Developmental Biology (see faculty listings of the Division of Biology and Biomedical Science). If a student has an interest in a particular area of development, one effective method of finding appropriate programs is to determine the graduate program affiliations of the prominent researchers in the area, using research papers to identify their university affiliations and catalogs or Peterson's guide to identify programs available at that university. Other faculty participating in the program can be identified through Peterson's guide or by writing to the program for information. The range of interests of the faculty in the program is often the key factor in identifying which programs are the best match for the individual. Below, some programs that are noted for developmental biology research opportunities are listed. However, there are many other programs where students would find excellent research opportunities in this area. Many combined programs in cell and molecular biology have significant numbers of faculty with interests in developmental biology; in many cases, developmental biology is not listed in the program title.

University of California at San Francisco: Programs in Biological Sciences

University of California at Berkeley: Cell and Development Program

University of California at Irvine, School of Biological Sciences: Graduate Program in Molecular Biology, Genetics and Biochemistry

University of Colorado: Molecular, Cell and Developmental Biology Program

Harvard University: Biology and Biomedical Sciences

Indiana University: Department of Biology

Ecology and Evolution

Graduate study in this area combines population genetics, phylogenetics and ecological perspectives to study the origins and maintenance of biodiversity. It is a diverse and synthetic area that can combine field studies with molecular biology and mathematics to gain an understanding of evolutionary history and environmental biology. Population-genetic studies ask: "What kinds of genetic variation occur in natural populations? How do population-genetic processes lead to the evolution of new species and adaptation? How does population structure affect rates of speciation and adaptive evolution, and which breeding strategies are optimal for conserving genetic variation to enhance the survival of endangered species?" Studies of phylogeny ask "What are the evolutionary relationships of different plant and animal species? How do historically acquired developmental and functional constraints channel morphological and ecological evolution in different lineages, and what kinds of developmental processes underlie the evolutionary diversification of different plant and animal groups?" Ecological experiments provide crucial information on how organisms meet environmental challenges: "At which stages of the life cycle is mortality most severe and how do different species interact to establish ecological communities?"

Graduate study in evolutionary and population biology prepares students for careers in ecology, evolutionary biology, systematics, and in the biological aspects of environmental and conservation sciences, either in academic institutions, in governmental agencies such as U.S. Fish and Wildlife, or in private conservation agencies such as the Nature Conservancy or World Wildlife. Students interested in graduate study in this area should include some of the following courses, which offer excellent preparation for graduate-level study: Biol 3501 (Evolution), Biol 370 (Animal Behavior), Biol 381 (Introduction to Ecology), Biol 4138 (Global Environmental Change and Thermal Ecology), Biol 4181 (Population Genetics and Microevolution), Biol 4182 (Macroevolution), Biol 4183 (Molecular Evolution), Biol 419 (Community Ecology), Biol 4193 (Experimental Ecology Laboratory), Biol 4195 (Disease Ecology), Biol 472 (Behavioral Ecology), and Biol 4936 (Seminars in Ecology and Evolution). Students should take Math 2200 or 3200 (Elementary Probability and Statistics) and Math 322 (Biostatistics) for important background in statistics. Opportunities for research experience, either during the academic year or in the summer, should be sought. Information on summer field opportunities that come to the Biology Department is found in the Natural Sciences Learning Center.

Genetics

With the advent of gene cloning and the undertaking of the Human Genome Project, the field of genetics is changing rapidly. Geneticists are actively involved in studying patterns of development, mechanisms of inheritance, the basis of human genetic disease, and the nature of inherited behaviors. Geneticists work in medical centers, assist in forensic cases, teach and do research in universities, colleges, and institutes, and participate in the biotechnology industry. Genetic analysis, and potentially genetic therapy, are becoming increasingly important in health care, and are leading toward a paradigm shift in the way we think about the practice of medicine.

The biology major provides good preparation for work towards a Ph.D. in genetics. Depending on the particular area of interest, Biol 3041 (Plant Biology and Genetic Engineering), Biol 324 (Human Biology), Biol 334 (Cell Biology), Biol 3422 (Genes, Brains and Behavior), Biol 4071 (Developmental Biology), Biol 4181 (Population Genetics and Microevolution), Biol 4183 (Molecular Evolution), Biol 4342/Biol 434W (Research Explorations in Genomics) and Biol 4344 (Epigenetics) also should be considered. Advanced courses available on the Medical School Campus include Biol 5491, Advanced Genetics (requires permission of the instructor) and Biol 5011, Ethics and Research (a one-unit course open to undergraduates). A student interested in graduate school in this area should pursue research in a relevant lab using Biol 500.

Many universities offer strong graduate programs in genetics. Genome Centers of the Human Genome Project are located at Baylor College of Medicine, University of California at Berkeley (campus and Lawrence Berkeley Lab), Salk Institute, Stanford University, University of Iowa, University of Michigan, University of Texas Health Science Center at San Antonio, University of Utah, Washington University in St. Louis, and Whitehead Institute at MIT. Further information on careers in genetics can be obtained from The Genetics Society of America (<http://genetics-gsa.org>).

Neuroscience/Physiology

Neurosciences (NS) form a diverse and fascinating field including Behavioral NS, Cellular NS, Cognitive NS, Developmental NS, Molecular NS, and Systems NS. The annual meeting of the Society for Neurosciences (<http://www.sfn.org>) in the USA attracts more than 20,000 participants. An undergraduate Biology major is excellent background for graduate study in NS. In addition, a minor or major in Psychology is helpful for those interested in Behavioral NS or Cognitive NS. In the Biology Department, Dr. Yehuda Ben-Shahar studies molecular genetics and neurobiology of behavior in *Drosophila melanogaster*, Dr. Bruce Carlson studies electrosensory systems of freshwater fishes, Dr.

Keith Hengen studies the role of sleep and wake in chaperoning the interactions between distinct brain plasticity mechanisms, Dr. Erik Herzog studies the neural mechanisms responsible for circadian rhythms, and Dr. Paul Stein studies the neural mechanisms of the turtle's motor behavior.

Many courses in NS are offered by the Biology Department and by the Psychological and Brain Sciences Department. On the Medical Campus, the Neurosciences Program in the Division of Biology and Biological Sciences offers many graduate courses in NS. The Neuroscience Program at Washington University is among the top graduate programs for doctoral training (the Washington University NS program brochure is located at the website <http://neuroscience.wustl.edu>). The Department of Philosophy offers a doctoral program in Philosophy, Neuroscience, and Psychology (PNP).

(A) Courses offered in the Department of Biology.

The following courses for general background should be taken by all students with interests in NS:

Biol 2960	Fundamentals/Principles of Biology I
Biol 2970	Fundamentals/Principles of Biology II
Biol 3058	Physiological Control Systems

At least one, preferably two, of the following basic courses should be taken by students with interests in neuroscience.

Biol 3411	Principles of the Nervous System (same as Psych 344)
Biol 3421	Introduction to Neuroethology
Biol 3422	Genes, Brains and Behavior
Biol 3423	Behavioral Genetics Laboratory
Biol 4030	Biological Clocks
Biol 404	Laboratory of Neurophysiology
Phys 350	Physics of the Brain

At least two semesters of Independent Research (Biol 500) should be taken by any student interested in doctoral studies in NS. Students with strong interests in molecular, cellular, and/or developmental NS should also consider the following courses.

Biol 334	Introduction to Cell Biology
Biol 4071	Developmental Biology
Biol 4072	Regenerative and Stem-Cell Biology
Biol 451 or 4810	General Biochemistry

The following seminar-style courses encourage neuroscience students to form an interactive community of colleagues:

Biol 171	First-Year Opportunity: Neuroscience Futures 1: How do we learn about the brain?
Biol 4934	Neuroscience Futures 2

Students with strong interests in Systems NS also should consider Biol 328, Principles in Human Physiology. Students with special interests in the auditory system may consider this somewhat specialized course: Biol 5811 Neural Basis of Acoustic Communication. Biol 4310 Biology of Aging connects issues in neuroscience to human aging.

(B) Courses offered in the Department of Psychological and Brain Sciences.

Psychology courses of direct physiological relevance include Psych 330, Sensation and Perception; Psych 340, Biological Psychology; Psych 360, Cognitive Psychology; and Psych 3604, Cognitive Neuroscience. Students should consult the Department of Psychological and Brain Sciences for further details.

(C) Courses offered on the Medical School Campus.

Most courses offered by the Neuroscience Graduate Program are designed for graduate students, require considerable reading in the research literature, and meet at times that are not compatible with most undergraduate schedules. These courses are best taken in graduate school after the biology major is completed.

(D) Graduate schools with Neuroscience Programs.

Almost all universities have neuroscientists as members of their faculty; many universities have a neuroscience program, especially those with medical schools. Washington University has one of the strongest Neuroscience programs in the country and the world.

To find neuroscience training programs, see <https://www.sfn.org/careers/training-program-directory>. A student interested in the field of Neurosciences should first examine this website and then make an appointment with Professors Erik Herzog (herzog@wustl.edu) and Paul Stein (stein@wustl.edu)

to discuss his/her interest regarding a choice of graduate schools. Students also should examine for research opportunities the research-interest website for the Neuroscience Program at Washington University (<http://neuroscience.wustl.edu>). Undergraduates seeking opportunities in neuroscience research, outreach to the community, or clinical experience may want to consult Synapse, the WU student interest group in neuroscience (<http://synapse.wustl.edu>).

Plant Science

All life on earth depends on plants. Plant photosynthesis provides by far the dominant mechanism for capturing energy from outside the earth and converting it to the usable components of the biosphere. For this reason, plant biologists often say: "Plants are primary. Everything else is secondary and derivative." Studying plant biology allows the student and the professional biologist an opportunity to understand and to investigate fundamental general life processes as well as processes unique to plants. Experimental plant biology is informed by the insights of evolution, the mechanisms of chemistry and the techniques of biochemistry and molecular biology. The areas of the systematic relationships among plants, the dynamics of plant populations, diversity and plant ecology are other areas that command the detailed attention of biologists all over the world.

Students of plant biology take the same core science courses as all students completing a biology major. Additional chemistry, math and physics can open more areas of investigation to you. A student who likes chemistry might consider a second semester of organic lab, synthetic organic chemistry, and physical chemistry. Take as much statistics as you enjoy. If you have a background in electronics, build on that. In addition to courses that focus on plants (Biol 3041 Plant Biology and Genetic Engineering; Biol 4023 How Plants Work: Physiology, Growth, and Metabolism) no plant biologist should miss Cell Biology (Biol 334), Biochemistry (Biol 451 or 4810), or Epigenetics (Biol 4344). Biol 4522 (Laboratory in Protein Analysis, Proteomics, and Protein Structure) is directly relevant to plant biology. Finally Biol 349 Fundamentals of Microbiology will introduce you to microbiology. For a student whose interests are in natural history, plant systematics, ecology or population biology, courses to consider include Ecology (Biol 381 or Biol 419), Evolution (Biol 3501), Population Genetics and Microevolution (Biol 4181), and Molecular Evolution (Biol 4183).

Students interested in a career in plant biology should participate in research early, perhaps the first or second semester of sophomore year. Students are welcome in the research laboratories of the plant biology faculty on the main campus, the Missouri Botanical Garden, one of the premier plant systematics institutions in the world, and the Danforth Plant Science Center. Students interested in field biology should pay special attention to summer courses and research at biological field stations; announcements of such opportunities are kept in the Natural Sciences Learning Center.

BIOLOGY COURSES

Note: Listed here are recently offered courses and ones anticipated for the coming two years. Faculty responsibilities may change during this period. Courses are indicated as small (<20), medium (20-60), or large (>60) based on recent past enrollments. The semester in which a course is normally offered is indicated. If the year is specified, the course is being planned for the semester indicated, but subsequent offerings are uncertain. Otherwise, courses are offered every year or every other year as specified.

Elective Courses (Not for Biology-Major Credit)

These courses do not receive biology-major credit but may count as elective credit toward graduation unless restricted to students who will not take Biol 2960 or Biol 2970 (Bio 303A).

Biol 112 First-Year Seminar: Introduction to Problem-Based Learning in Biology (fall)
Same as FYP 112. In this course, students take responsibility for their own active, inquiry-based learning on biological problems. Instructors will guide small groups of 4-6 students in researching issues of biological importance using primary literature as their principal resource. Learning to read and interpret research articles from scientific literature is emphasized. Topics covered in this class have included: neurological disorders, infectious diseases, CRISPR, cancer, and stem cell therapy among others. Students should have a strong background in general biology. They will be challenged to use critical and creative thinking in both independent and group work. Enrollment limited. Intended for but not limited to prospective biology majors. Prerequisite: high school biology, preferably an Honors or AP class. **For first-year, non-transfer only.** Small groups. Credit 3 units. **J.K. Wang and staff**

Biol 1122 First-Year Seminar: Introduction to Critical Thinking in Biology (fall)

This course uses thought-provoking questions in biology to develop analytical skills, at the same time understanding what level of content is needed to address such questions. Each class will involve discussion of the questions as well as lecture material as background. It will thus provide an early exposure and springboard into the translation of biology content to problem-solving. The skills learned will be applicable to future challenges. The course focuses on molecular biology and processes central to all organisms on earth. The last component of the course will focus on microbiological research, gaining knowledge of the research enterprise to generate new knowledge and the primary literature (published manuscripts). Prerequisite: Freshman with an interest in biology career (e.g. graduate or health professions), who have had a biology course in high school. Limited to 10 students. Students must contact Prof Kranz with a resume and preliminary career goals statement (three sentences) before registration for Spring courses. **For first-year, non-transfer only.** Small class. Credit 3 units. **R. Kranz**

Biol 1260 First-Year Seminar: The Secret Lives of Plants (fall)

Same as FYP 1260. This course is designed to familiarize undergraduate students with the fascinating lives of plants, their evolution, their remarkable structural and morphological diversity, how they grow, and how they have been modified to feed the planet. Topics include: how plants can survive with just water, minerals and light, how they transport water astonishing distances, their unusual sex lives, why they make seeds, how they can grow nearly forever, how plants survive extreme environments without running to hide, why they synthesize caffeine, nicotine, THC and opiates, how they defend themselves from pathogens without an immune system, how they sense their environment without dedicated sensory organs, how plants have been modified by humans to provide food, fiber and fuel, and how genetically modified (GMO) crops are made and their implications to the environment and society. Overall goals are to enhance an understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and as a starting point for possible careers in plant biology. Class includes field trips to the Missouri Botanical Gardens and a local plant biotech company/institute. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for first-year students interested in majoring in biology, with a possible emphasis on plants. This course is also for those that want to know more about where their food comes from, how these amazing creatures survive and flourish, and how GMO crops are engineered. Upper-level students with an interest in food and sustainable agriculture but not necessarily focusing on plants will also be welcome. Course will be lecture/discussion/hands-on format for 2 of the 3 hours per week. Students will present 20-minute papers discussing topics relevant to their interests for the remaining 1 hour (two students per class). Prerequisites: Students must have taken both biology and chemistry in high school and at least one at the AP or IP levels; or have taken Biol 2960 or Chem 111A/112A. This course can be taken by both first-year and upper-level undergraduates with a preference given to first-year students. Small class. Credit 3 units. **R. Vierstra**

Biol 131 Biology in the News (spring)

Students explore a number of biology topics that are frequently discussed in the media. We begin with an investigation into how to evaluate scientific claims reported in written (e.g. news articles, blogs, social media posts), visual (e.g. YouTube videos, Instagram posts) and audio media (e.g. podcasts). We then explore the topics of genetic modification, GMOs, cloning, and direct- to- consumer home DNA testing kits. Finally, we investigate medical topics including cancer, vaccines and antibiotic resistance. We emphasize critical thinking and reasoning as it applies to acceptance or rejection of scientific claims presented in popular media formats. This course is intended for students not majoring in biology and who would like to learn more about scientific topics portrayed in the media as controversial and under debate. Small class. Credit 3 units. **H. Barton**

Biol 144 AMP: The Biology of Cancer Part I (fall)

Cancer is the second-leading cause of death worldwide. In spite of focused research efforts, cancer still poses a unique biomedical puzzle as it is now recognized that cancer is not a single disease, but rather a collection of many disorders with underlying mechanistic complexities that can affect most tissues in the human body. This interactive 1st-year course provides an introductory overview of the biology, diagnosis, and treatment of human cancers. We touch upon background topics in DNA structure and replication, gene regulation and transcription, mutations and DNA repair, but the primary focus is on the genetic and molecular changes that normal cells undergo during transformation into malignant cancer cells, emphasizing the dysfunction of essential biological processes like programmed cell death, cell proliferation, differentiation, and immune surveillance. Classical diagnosis and treatment methods are compared with newer strategies, such as targeted therapies. Finally, the growing role of “omics” technologies in tumor classification, patient prognosis, and therapy are discussed. The course is a mix of lectures, student-led discussions/presentations, guest seminars, and activities (ex: on-site visits to Siteman Cancer Center, a medical pathology lab, and the McDonnell Genome Institute). Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in

the news and primary literature familiarize students with current trends in cancer research/treatment as well as enhance reading and critical analytical skills. Students choose a specific type of cancer for further study and near the end of the semester prepare a presentation to the class on its molecular and cellular etiology, epidemiology, pathology, diagnosis, and current/future treatment options. Prerequisite: High school biology. **For first-year students only, recommended for those intending to pursue further studies in the biological sciences.** Limited to 20 students. Credit 3 units. **A. Smith**

Biol 1441 AMP: The Biology of Cancer Part II (spring)

Cancer is poised to overtake heart disease as the number one cause of death in the United States and represents a significant burden to the U.S. health system. As such, a deeper understanding of the underlying biology of human cancers and their treatment modalities will be important for those pursuing a future in the health sciences. In this interactive 2nd-semester course, we continue our exploration of the "hallmarks of cancer," emphasizing the dysfunction of essential biological processes like cell proliferation, programmed cell death, energy metabolism, and immune surveillance. Classical diagnosis and treatment methods are compared with newer strategies, such as targeted and immune therapies. Finally, the growing role of personalized medicine and "omics" technologies in tumor classification, patient prognosis, and therapy are discussed. The course is a mix of lectures, student-led discussions/presentations, and activities. Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research/treatment as well as enhance reading and critical analysis skills. Students choose a specific type of cancer for further study and near the end of the semester prepare a presentation to the class on its molecular and cellular etiology, epidemiology, pathology, diagnosis, and current/future treatment options. Midterm Exams, which attendance is required, will be administered on Wednesday, March 1, 6:30 - 8:30 pm & Wednesday, April 12, 6:30 - 8:30 pm. Prerequisite: Completion of "The Biology of Cancer, Part I" (BIOL 144); enrollment is limited to students in the "Hallmarks of Cancer & Patient Care" program. Limited to 20 students. Credit 3 units. **A. Smith**

Biol 1500 Molecular Biology of Genetic Disease (fall)

This course is for first-year, non-transfer students only. Students gain a fluency in biological language, methods, and reasoning as applied to human health. We study the molecular, cellular, and physiological perspectives for each health-related topic, and examine data and methods that support this knowledge. We emphasize problem-solving and reasoning as it applies to understanding biological processes. The content and problem-solving work are designed to help students prepare for Biology 2960, which is offered each spring semester. Intended for students without strong AP Biology preparation, which is helpful for success in Biology 2960. Small class. Credit 2 units. **M. Kundel**

Biol 171 First-Year Opportunity: Neuroscience Futures 1: How do we learn about the brain? (fall and spring)

Same as FYP 1710. In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by WUSTL neurobiologists, who visit the class to present their work. Discussion then focuses on the formulation of scientific questions, evaluation of evidence and interpreting data within the context of a broader field. Students meet neuroscience colleagues in two joint class periods with participants in a neurobiology seminar for 2nd, 3rd and 4th year students. **Course is for first-year, non-transfer students only.** May be repeated for credit; preference given to students who have not previously taken the course. Small class. Credit 1 unit. **M. Kundel, P. Stein**

Biol 1770 First-Year Opportunity: The Biology of Dog Breeds (spring)

Same as FYP 1770. This first-year seminar uses the topic of dog behavior and genetics to teach fundamental scientific tools and to engage students in contributing to the building of an online public resource that summarizes the scientific literature on breeds. Our first task is learning to read and dissect primary scientific literature. We parse out the difference between scientific questions, hypotheses, and predictions through a guided case-study exercise. We then apply the experience to outlining primary research articles, identifying the key components of the author's arguments and summarizing the results and implications. The second half of the semester is spent searching the scientific literature, sorting information into the new dog breed resource, and presenting results to peers around the seminar table. **Course is for first-year, non-transfer students only.** Small class. Credit 2 units. **S. Braude**

Biol 1771 Special Topics in Biology: Plant-Associated Microbes – Friends or Foes?

(fall) This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Enrollment in this course is by permission of instructor ONLY. Research Question. Microbial communities play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of the plant. These plant-associated

microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Natural microbial communities contain many potential pathogenic organisms that can potentially infect and cause disease on their hosts. This fact leads to the question: How can these organisms grow in proximity to, or even on their hosts, without causing disease? One hypothesis is that these organisms may have additional roles, when in the context of a larger microbial community, that can ultimately be of benefit to their host. We will investigate these questions by characterizing a collection of natural isolates of potential plant pathogenic bacterial strains from the genus *Pseudomonas*. Students will spend two hours per week in lab characterizing the new *Pseudomonas* isolates. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology including: microbiomes, beneficial and pathogenic plant-microbe interactions, bacterial cell biology and genetics, and key concepts in molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL. Pass/Fail. Credit 1.0 unit. **B. Kunkel**

Biol 1772 Special Topics in Biology: Plant-Associated Microbes – Friends or Foes? (spring) This is a new research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Enrollment in this course is by permission of instructor ONLY. Natural microbial communities contain many potential pathogenic organisms that can potentially infect and cause disease on their hosts. This fact leads to the question: How can these organisms grow in proximity to, or even on their hosts, without causing disease? One hypothesis is that these organisms may have additional roles, when in the context of a larger microbial community, that can ultimately be of benefit to their host. We will investigate these questions by characterizing a collection of natural isolates of potential plant pathogenic bacterial strains from the genus *Pseudomonas*. Students will spend two hours per week in lab characterizing the new *Pseudomonas* isolates. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology including: microbiomes, beneficial and pathogenic plant-microbe interactions, bacterial cell biology and genetics, and key concepts in molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL. Pass/Fail. Credit 1.0 unit. **B. Kunkel**

Biol 181 First-Year Opportunity: Introduction to Cutting-Edge Research in Biology (fall)
Same as FYP 181. A lecture course, intended for first-year students, that focuses on the practice and culture of biological research. Active researchers describe the biological context of their research, the specific questions they have formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession, what happens in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Must be taken Credit/No Credit. **Course is for first-year, non-transfer students only.** Medium-size class. Credit 1 unit. **P. Stein**

Biol 1811 First-Year Opportunity: Research and Conservation in Zoos and Botanical Gardens (fall)
Same as FYP 1811. An introduction to the world of zoos and botanical gardens. Students will learn of the diverse and cutting-edge ways in which scientists and conservationists study the world's biological diversity and work to conserve it. Taking advantage of two world-class institutions a short distance from the Danforth campus, the class will meet every week at an off-campus site (primarily the Saint Louis Zoo and Missouri Botanical Garden, but also several other institutions) to hear lectures from leading authorities at these institutions, as well touring facilities to see first-hand how research is conducted and how these institutions work to preserve endangered species. Students write three short papers; each paper is based upon a class lecture and its associated readings. Must be taken Credit/No Credit. **Course is for first-year, non-transfer students only.** Small Class. Credit 2.0 units. **J. Losos**

Biol 191 AMP: Phage Hunters (fall)
Same as FYP 1910. A research-based laboratory class for first-year students. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil outside Rebstock Hall. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. One WU phage is selected for genome sequencing over winter break. Prerequisites: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor. Limited to 36 students. One hour lecture, one hour discussion, and 3 hours laboratory per week. Small Class. Credit 3 units. **K. Hafer**

Bio 192 AMP: Phage Bioinformatics (spring)

Same as FYP 1920. A research-based laboratory class for first-year students. Students join a national experiment organized by HHMI, with the goal of genomic characterization of a local phage. Laboratory work focuses on learning computer-based tools for genome analysis followed by annotation and comparative analysis of the genome of the WU phage, which was isolated fall semester and sequenced over winter break. Prerequisites: High school courses in biology, chemistry, and physics, at least one at the AP or International Baccalaureate level; permission of the instructor. Limited to 40 students; preference given to those completing Biol 191, AMP: Phage Hunters. One hour lecture, one hour discussion, and 3 hours laboratory per week. Prerequisite: admission to the AMP program. Small Class. Credit 3 units. **K. Hafer, C. Shaffer**

Biol 200/N Introduction to Research (spring/fall)

An introduction to laboratory and field research in biology for first and second year students. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisite: less than 60 units completed, permission of mentor and the department. For on-line enrollment instructions see: <https://sites.wustl.edu/bio200500independentresearch>. Students are registered by the department after approval is granted. Registration may not appear in Webstac until mid-semester. Credit/No credit only. Course may not be taken for a letter grade. Biol 200N specifies research in neuroscience. Credit 3 units. **A. Smith**

Biol 200S Summer Introduction to Research (credit goes on fall schedule)

Summer research under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. The application deadline and registration information can be found on the Bio 200/500 course website: <https://sites.wustl.edu/bio200500independentresearch>. Credit/No Credit. Course may not be taken for a letter grade. 1-3 units **A. Smith**

Biol 2010 AMP: The Science of Biotechnology (fall)

Same as FYP 2010. Biotechnology is truly interdisciplinary with a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech and teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students completing Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, effectively use a variety of resources to explore connections between science and biotech business, synthesize information from different fields, exhibit strong teamwork skills, and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four 3-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site-visits introduce students to the vibrant St. Louis biotech community. Limited to 16 students. Enrollment restricted to first-year students in the Biotech Explorers Program; interested sophomores can place themselves on the waitlist and may be registered on a space-available basis after BEP students have been enrolled. Credit 3 units. **J. Jez**

Biol 2020 AMP: Biotechnology Entrepreneurs Seminar (spring)

Same as FYP 2020. Although the biotech industry is science-based, the risks of product and technology development, legal issues, and market pressures make the landscape full of uncertainty. Lectures and textbooks fall short of delivering true insight about the process and challenges of bringing ideas to real-world products. This second semester first-year seminar course is designed to develop an appreciation of how biotech companies achieve their goals by engaging students through interactions with experienced executives and entrepreneurs, whose shared knowledge and stories add depth and context to the learning process. This 1 credit seminar course introduces students to the basics of innovation and entrepreneurship as a framework for marketable discoveries, builds an appreciation of how biotech companies start, obtain funding, and navigate intellectual property, provides an overview of career options in biotech, and insight on the hiring process. Pre-requisite: Students need to have completed Biol 2010: The Science of Biotechnology for enrollment in this course and be currently enrolled in Biol 2960: Principles of Biology I. Limited to 20 students. Credit 1 unit. **J. Jez**

Biol 212 uSTAR Seminar (spring)

This seminar course is designed for students in or associated with the MARC U-STAR Program at Washington University (<http://genetics.wustl.edu/skeathmarc/marc-u-star-application/>). This is a full year course. Students typically take the seminar their junior and senior year. This course seeks to train students to think critically and to write and speak effectively about science by providing a forum for them to present their research and related work. In addition to student presentations, the seminar features PhD and MD/PhD student panels on the admissions process of these programs as well as on what to expect and how to succeed in them. At least once per semester, the seminar hosts a panel to discuss topics related to race in science and the pressures under-represented students can face when transitioning from college to PhD and MD-PhD programs. Classes often touch on ethical issues researchers face during the course of their research, including manuscript and grant review, mentor-mentee relationships, how to ensure data reproducibility, and related topics. Credit 1 unit per semester. **J. Skeath** (Genetics, WUMS)

Biol 2121 Research Seminar for Vagelos Fellows (spring)

The course will orient Fellows to the specific research environment of their labs and provide them tools to succeed. It will feature short seminars from world-renowned DBBS faculty and DBBS alums. Speakers will emphasize both their science and their career route into academic research, including challenges. This will expose students to multiple paths into and academic careers associated with biosciences graduate training. Diverse speakers will emphasize the desirability and attainability of research training and careers. This course will also include information on the research enterprise, mentorship expectations, rigorous experimental design, quantitative thinking, techniques, rigorous analysis, posing a scientific question, and communication skills. Enrollment limited to Vagelos Fellows.

C. Vigueira (Division of Biology and Biomedical Sciences)

Biol 2431 AMP: A Sense of Place: Discovering Missouri's Natural Heritage (fall)

Same as FYP 2431. Missouri's Natural Heritage is for first-year students who want to get outdoors and learn about their home for the next four years. The first semester of the sequence will focus on Missouri geology, climate, archaeology, and native megafauna. This will provide a foundation on which to examine the ecology, restoration, and management of our diverse habitats (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals) in the second semester. We will also introduce basic concepts in biodiversity and resource management with case studies from here in Missouri. In addition to weekly lecture and discussion, students in this class will visit sites across the state during a number of Friday afternoon field trips and weekend camping trips. Camping gear, transportation and meals for all field trips are covered by the lab fee. Attendance on field trips is an essential component of the course and grade. Lab fee covers transportation and meals for all field trips. Small Class. Credit 3 units. **S. Braude**

Biol 244 AMP: The Oncology Healthcare Team (fall)

It's news no one wants to hear - "You have cancer." A cancer diagnosis can be overwhelming. The physical and emotional effects that come with this disease and its treatment can be significant. People often need the experience and skills of several different medical specialists to navigate and treat cancer. The various medical professionals involved in cancer care make up the oncology healthcare team. In this 3rd-semester course, we will partner with Siteman Cancer Center and its affiliates to explore the multitude of professions that constitute the oncology healthcare team. In bi-weekly rotations, students will be introduced to various aspects of cancer-patient care and treatment through members of the oncology healthcare team, including oncologists, pathologists, surgeons, clinical geneticists, nurses, psychologists, and public health professionals. The course is a mix of guest lectures, discussions, site-visits, activities, and shadowing healthcare professionals. Students will reflect on their experiences in weekly journal entries and must submit a final reflection paper that is due at the end of the semester, synthesizing semester experiences with core competencies for individuals desiring to enter a health profession. Prerequisite: Completion of The Biology of Cancer (BIOL 144) & Frontiers in Cancer Research & Treatment (BIOL 1441); enrollment is limited to students in the "Hallmarks of Cancer & Patient Care" program. Small Class. Credit 3 units. **A. Smith**

Biol 265 Experience in the Life Sciences (fall, spring)

Earn credit for non-classroom learning in the life sciences in a variety of activities arranged by the student: accompany a WU Faculty physician on rounds and prepare a paper on an organ system or disease, participate in a clinical or applied ecological study and report on it, participate in science outreach teaching, etc. Participants must meet regularly with a supervisor and commit at least 140 hours over two semesters. A work plan is approved prior to registration. A progress report is due after one semester and a final paper after two semesters. Does not count toward the major. Credit: 1.5 units per semester, contingent upon completion of two semesters. For more information on registration, please see: <https://sites.wustl.edu/bio265>. Students are registered by the department after approval is granted. Credit/No Credit only. **J. Downey** (Pediatrics, WUMS)

Biol 2651 Med Prep I: The Lecture Series (fall, spring, summer)

MedPrep I (Bio 2651) is a unique lecture series taught by a physician, former medical school course master and member of the Committee on Admissions for the School of Medicine. Through a weekly 2-hour lecture, this course gives students accurate, honest, and detailed information regarding every step of the application and admissions process to medical school, the entire educational process including medical school and residency training and pros and cons of life of a physician. MedPrep I is particularly useful for first-year students and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school and outlines the steps to take in each year of college to be a successful applicant when the time comes. There is no outside course work and no exams. Attendance at all classes is required. A \$10 course fee applies. For more information, please see the MedPrep website: <http://medprep.wustl.edu>. Biol 2651 is a pre-requisite for Biol 2654: MedPrep II – The Shadowing Experience: Emergency Medicine. It may not be taken concurrently with Biol 2654, except during the summer semester. Large Class. Credit 1 unit. **M. Levine** (WUMS), **G. Polites** (University of Illinois)

Biol 2652 Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences (fall, spring)

The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate pre-medical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students have the opportunity to work in the St. Louis Children's Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. A number of research projects are currently underway in various areas of pediatric emergency medicine. Research Associates are expected to work two 4-hour shifts per week in the St. Louis Children's Hospital Emergency Department and to attend a weekly 2-hour lecture on Tuesdays from 1:30-3:30pm in Conference Room 10A of the Northwest Tower Building (across from Children's Hospital). Lectures are given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the ED research team. In addition, the RA's experience in the ED may help him/her determine if medicine is truly the career path he/she wishes to choose. Prerequisite: Sophomore level or higher, and approval of Instructor. Registration is done through this website: <https://pages.wustl.edu/pemrap>. May not be taken concurrently with Bio 2654: MEDPREP II. Class size is limited. Grading by Credit/No Credit option only. Credit 3 units. **C. Gemignani, G. Hoganson and C. Gravatte** (WUMS)

Biol 2654 Med Prep II – The Shadowing Experience: Emergency Medicine (fall, spring, summer)

MedPrep II (Bio 2654) offers students a real world, behind-the-scenes experience of a life in medicine. For three hours every other week, students shadow physicians in the Charles F. Knight Emergency and Trauma Center of Barnes-Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. In addition to the shadowing, there is a required class session every other Wednesday from 5:30-6:30 pm. Because of the orientation material presented, excused absences will not be granted for the first two sessions for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. A \$25 course fee as well as HIPAA training and PPD testing are required. For more information and to register for this course, please see the MedPrep website at <http://medprep.wustl.edu>. Registration is done through the website, NOT through WebSTAC. Successful completion of Bio 2651, and sophomore standing or above are required to take Bio 2654. During the summer semester only students may take both Bio 2651 and Bio 2654 concurrently. Small Class. Credit 1 unit. **J. Li** (WUMS), **G. Polites** (University of Illinois)

Biol 2656 Introduction to Health Professions (spring)

This course provides students interested in Health Professions with an overview of Occupational Therapy, Physical Therapy, Audiology, Nursing, and Pharmacy. Students gain a better understanding of the scope of practice, markets, and skills required to succeed in these professions. Students learn about graduate and professional education options and how to build a competitive application for these programs. Finally, students participate in self-directed learning experiences (which may include observations, attending professional presentations, or sitting in on graduate-level classes) and culminate their study with an inter-professional education session illustrating the role of each of the professions within a case study format. Students finish the course with a better understanding of whether a career in health professions is right for them. Credit 1 unit. **K. Kniepmann, S. Bachelani** (WUMS)

Bio 2658 Pediatric Emergency Medicine Research Associates Program II (PEMRAP II) (fall, spring)

PEMRAP II is a continuation of Bio 2652, Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of ED patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the Emergency Department research team in the St. Louis Children's Hospital Emergency Department. Returning RAs assist in training and mentoring incoming PEMRAP students (BIO 2652) in ED protocol, work approximately one 4-hour shift per week in the ED, record shift activities and hours worked on a daily Shift Log form, and participate in the physician shadowing program (as offered). Returning RAs are responsible to meet hospital non-appointee requirements and stay current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by Pediatric Department faculty members introducing the basics of the clinical research process, specific studies, as well as pediatric illness. The RA position carries with it important responsibility requiring maturity, initiative, diligence and excellent interpersonal skills. There is no outside course work and no exams. Full participation is required. 45 shift hours = 1 credit Students may repeat this course for a maximum of 6 credits. Course may not be taken concurrently with Bio 2652, 2651, or 2654. Enrollment with permission of instructor. For registration information, see <http://pediatrics.wustl.edu/pemrap>. Prerequisite: Bio 2652 (PEMRAP I). Pass/Fail 1-2 units/semester. **C. Gemignani, G. Hoganson and C. Gravatte** (WUMS)

Biol 2950 Introduction to Environmental Biology (fall)

Introduction to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and the environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in ENST 215: Introduction to Environmental Humanities. Medium-size class. Credit 3 units. **E. Pardini** (*required course for the Environmental Biology Major*)

Biol 303A Human Biology (spring)

How did Elvis, Jimi Hendrix, John Lennon and Michael Jackson die? How have David Letterman and Dick Cheney survived? In this course we work towards understanding the biology behind human health, disease, and disaster. We examine cases from the news, literature and history and work like detectives to understand what happened. We also work at distinguishing honest science and medicine from junk science and scams. This course is designed for students who do not plan to major in science. Therefore, no prior science background is expected. Prereq: Sophomore standing or permission of instructor. A student may not receive credit for both Biol 303A and Biol 100A, 2960, 2970. Medium-size class. Credit 3 units. **S. Braude**

Biol 307A Human Variation (fall)

Same as Anthro 307A. A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology. Medium-size class. Credit 3 units. **E. Wroblewski** (Anthropology)

Biol 3160 Beyond the Evidence (spring)

Same as ENST 316. Why, when all evidence points to the growing threats of climate change, is it so difficult to create movement toward addressing it? Why, when we have so much evidence that vaccines reduce illness and death and are extremely safe, do individuals still choose not to vaccinate themselves or their children? What if I told you that the scientific evidence does not matter? Over the last few decades, not better education, nor guilt, nor fear has worked to produce change on important environmental and public health issues. In this class, we will explore different factors contributing to why scientific evidence doesn't matter for individual behaviors or policies we support. We will especially consider how values, beliefs, emotions, and identity shape how we receive and process information and make decisions. We will explore themes of moral worldview, cognitive linguistics and framing, cognitive dissonance, risk perception, empathy, habit changes, bungles in messaging, difficult dialoguing, collective action, and evidence-based policy through the examples of climate change and vaccination.

Course activities will consist of regular reading, some online research, reflective journaling at home, and engaging in conversation during class. There are no pre-requisites, but the class is designed to target upper level students in environmental majors and pre-health studies; the reading and journaling time and effort is aligned with the upper-level elective designation. Small Class. Credit 3 units. **E. Pardini**

Biol 3180 Domestication: The Evolution of our Multispecies Family (spring)

Same as Anthro 3180. This course explores the evolution of the plants, animals, and microbes in human-mediated ecosystems. We call these evolutionary relationships domestication and they are at the heart of humanity's successful adaptation to nearly every ecosystem on Earth. From our millennia-deep friendship with gregarious wolves, to corn's continental conquests, to 'the industrial microbiome,' this course will ask how other species have evolved in response to human societies, and how societies have been shaped by these relationships. We will primarily draw on concepts and data from anthropology and evolutionary biology to understand the process of domestication. Medium Size Class. Credit 3 units. **N. Mueller** (Anthropology)

Biol 343 Plants, People, and the Environment (fall)

Human life, health, and civilization depend on plants. This course introduces basic plant biology, the role of plants in natural ecosystems, and the various uses of plants in both traditional cultures and in developed countries. Topics include the medicinal uses of plants, domestication of plants for agriculture, biotechnology and plant conservation. Prerequisite: Junior standing or permission of instructor. Does not count toward upper-division credits required for the major. Credit 3 units. **B. Schaal**

Biol 363 The Neuroscience of Movement: You Think So You Can Dance? (spring)

Same as Dance 363, PNP 363. Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prereq: Introductory course in one of the fields of dance, biology, or neuroscience, or permission from the instructor. Credit 3 units. **E. Harrison** (Neurology, WUMS)

Biol 387, 388; 487, 488 Undergraduate Teaching (spring/fall)

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Students may elect to receive course credit. Normally 2 or 3 units are given a semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major or minor; application form in Department of Biology office. Prerequisite: permission of instructor. Credit/No Credit only. Credit 2 or 3 units.

Biol 3900 Science for Agriculture and Environmental Policy (fall)

Government policies at the local, state, and national level determine and regulate activities that range from local farmers markets to US membership in the Paris Climate Agreement. Science can and should play a critical role in developing policy. This class focuses on the biological science behind policies for climate change and agricultural practice, as well as the role of various organizations in providing science for policy. Now is a particularly interesting time for science-based policy with the election of a new US President and the elevation of the President's science advisor to Cabinet level. The class is divided into 3 parts. First we review how policy is developed and how various agencies and actors affect policy. The next section looks at biological topics that have policy implications. These case studies are presented by expert speakers who have had experience in various science-related roles in the federal government, foundations, professional associations, advisory organizations, and scientific publications. Finally, students conduct individual research projects on a science topic that affects current legislative efforts, either state or national. Students investigate the basic science of their chosen topic and how this could affect proposed legislation. As part of the research project, students give a class presentation, lead a class discussion and write a term paper on the foundational biological science. The goals of this class are: (1) to develop an understanding of how science is used to develop policy by examining case studies presented

by experts, and (2) to critique a proposed science-based policy either at the state or federal level. Credit 3 units. Small class. **B. Schaal**

Biol 4202 Evolutionary Genetics (spring, intermittent)

Same as Anthro 4202. This course will examine the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history, and disease. Mathematical models of quantitative inheritance and evolution will be discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology. Credit 3 units. Medium-size class. **E. Wroblewski** (Anthropology)

Biol 429 Cellular Transformations (fall, *not offered Fall 2023*)

Cellular Transformations is a course developed for students interested in using emerging technologies and cross-disciplinary approaches in design production and implementation. This course allows each student to develop abstract thinking and learn modern design and fabrication processes including digital media and 3D technologies. In this course, students learn the basic principles underlying biological architecture, with a particular emphasis on structures and processes responsible for complex architectures within cells. Students then use biological design principles as inspiration for their individual projects. Through digital modeling and scanning of biological structures, each student will develop a transformation process that analyzes the performative aspects of a new emerging design. These designs will be modeled through CAD/CAM (laser cutting) and Rapid Prototyping (3D Printing) for physical outputs. Prerequisites: Bio 2970 or Bio 334. Small class. Credit 3 units. **R. Dixit, S. H. Kim** (Architecture), **C. Topp** (Danforth Plant Science Center)

Biol 4582 The Physiology and Biophysics of Consciousness (spring)

Same as PNP 402. This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored: 1. Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? 2. Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? 3. How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? 4. How does the brain's ability to function as a computer relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action Potentials. Action potentials in neuronal networks function in an analogous way as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation? 5. Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Prerequisites: Biol 3411 or equivalent, college level physics, some knowledge of computers. Taught on the medical campus. Small class. Credit 2 units. **L. Salkoff** (WUMS)

Courses for Biology-Major Credit

Biol 2960 Principles of Biology I (spring, summer)

The course provides an introduction to cell biology, biochemistry, and molecular biology. An understanding of cellular structure and mechanisms, and the properties of biological macromolecules are integrated with a discussion of the flow of genetic information within cells. Examples of how these concepts can be applied to selected areas in modern biology will be discussed. Weekly labs reinforce material from lectures and explore common laboratory techniques and computer-based resources. Completion of Chem 111A and concurrent enrollment in Chem 112A are strongly recommended but not required. Three hours of lecture and 2 hours of lab per week. Large Class and small lab sections. Credit 4 units. **B. Kunkel, K. Hafer**

Biol 2970 Principles of Biology II (fall, summer)

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics, population genetics, mechanisms of evolution, and phylogenetics. Three lectures and one laboratory period per week. Does not count toward the laboratory requirement of the biology major. Students must sign up for a lab during preregistration. Prerequisite: Biol 2960, or permission of instructor. Large class and small lab sections. Credit 4 units. **D. Chalker, K. Hafer, H. Barton**

Biol 3010 Biotechnology Project (fall)

This second year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer evaluation applied at all steps of the process. Students completing Biol 3010 gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course focus on individual pre-proposal brainstorming, writing, and pitching, while the remainder of the course is dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Pre-requisites: Biol 2010: The Science of Biotechnology and Biol 2020: Biotech Entrepreneurs Seminar. Limited to 20 students. Writing Intensive. Credit 3 units. **J. Jez**

Biol 3041 Plant Biology and Genetic Engineering (spring, *not offered 2023*)

Can plant technology save the world? In this problem-based course, students and instructors will work together to understand how plant genetic engineering might help us solve some of the world's biggest problems. As a class, we will select three global challenges with potential plant-based solutions (such as climate change, feeding a growing population, or finding renewable sources of energy). Over the course of the semester, small teams of students will learn and teach each other key aspects of plant biology, the cutting-edge technology currently in use, and progress made to date by academic, non-profit, and industry initiatives. Friday discussion sections will focus on critical reading of the primary literature related to the material covered in class. Assessments will include regular oral presentations, participation in class and discussion sections, and three written reports. Students can expect to leave the course appreciating what plants do for our world, understanding what genetic engineering really is, and knowing how to identify valid sources of scientific information. Prereqs: Biol 2960 and Biol 2970. (Biology Major Area A). Small class. Credit 4 units. **E. Haswell**

Biol 3057 Physiological Control Systems (spring)

Systems physiology with emphasis on human physiology. Two hours of lectures per week. Prereqs: Biol 2960 and Chem 112A. Must be taken for a letter grade. (Biology Major Area B). Large class. Credit 3 units. **M. Kundel**

Biol 3100 R Workshop in Biology (fall)

Biologists in all areas increasingly find that they have the need and opportunity to work with large data sets. The goal of this 1-credit course is to provide students with an opportunity to gain skills in data analysis and presentation using R, a free software environment for statistical computing and graphics (<http://www.r-project.org>). Topics include an introduction to basic programming in R, data types and manipulation, graphics, hypothesis testing and statistics, and applications to various fields of biology ranging from ecology to genomics. The course consists of ten, two-hour workshops that include a brief introduction to key concepts in R and applications in biology, followed by interactive, hands-on tutorials. Prerequisites: concurrent or prior course in statistics (Math 2200 or Math 3200) or permission of instructor. Credit 1 unit. **J. Myers, C. Shaffer**

Biol 3110 Vertebrate Structure Laboratory (fall, *not offered Fall 2023*)

A lecture/laboratory course designed to provide an integrative framework for how vertebrate form and function evolved. Weekly lectures emphasize development and the relationship between the structural and functional design of organ systems, the importance of these relationships in maintaining homeostasis while providing opportunity for adaptation, and examples of how vertebrate organ systems communicate to accomplish functional and physiological integration. Laboratory involves hands-on study of vertebrates from simplest to most complex. Students examine changes in structure/function at the gross anatomy and microscopic levels. 1.5 hr lecture and 5 hrs lab each week. Prereq: Bio 2970. Medium-size lecture and small sections. Credit 4 units. **P. Osdoby, T. Keadle**

Biol 3151 Endocrinology (spring)

An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell, and tissue interactions as well as the cell and molecular events associated with hormone action are discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also included. Prerequisite: Biol 2970. (Biology Major Area B). Medium-size class. Credit 3 units. **P. Osdoby**

Biol 3183 A History of Genetics in the 20th century (spring)

After a brief survey of pre-twentieth-century theories of heredity, this course examines the work of Gregor Mendel and its rediscovery in 1900, and its expansion as an interfield theory in combination with the chromosome theory, pioneered beginning in 1910 by T.H. Morgan at Columbia and R.A. Emerson at Cornell, and led to the expansion of classical genetics up to World War II. The beginnings of biochemical and molecular genetics in the 1920s and 1930s developed rapidly after the war with the double-helix

theory of DNA and the rise of molecular genetics. The course ends with examination of the Human Genome Project (Initiative) and the ramifications of genetic biotechnology. Throughout, emphasis is placed not only on the technical and theoretical developments comprising genetics as an epistemic field, but also on the economic, social, political and philosophical interconnections between genetics and society. Agriculture, medicine and the ideology of social control (including such movements as eugenics and Nazi race hygiene) both influenced, and were influenced by genetics, and played an integral part in the construction of the science itself. Readings are drawn from the primary and secondary literature. There is a mid-term, final and periodic student reports. Prereq: Bio 2960 and Bio 2970.

Biol 3220 Woody Plants of Missouri (fall)

Washington University's Danforth Campus is home to more than 4000 trees and is now a registered arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, and aesthetic beauty. In this course you will study the biology of woody plants in the classroom and in our arboretum. Specifically, you will learn woody plant systematics, physiology, and ecology as well as applied, and hands-on, techniques. You will learn to collect forestry data, and to identify trees by leaf, bud, bark, fruit and crown. You will learn to plant, propagate, and care for trees and other woody plants. You will also contribute to the ongoing research in our arboretum and to the education of your peers and campus visitors by adding new trees to the arboretum collection and by monitoring the campus trees as you learn to collect data on growth and phenology. Students who successfully complete this course will be eligible to join the Danforth Arboretum "Loraxes" for the remainder of their time at Washington University. Loraxes will be arboretum ambassadors and will be called upon from time to time to lead tours of the arboretum for prospective students, science outreach, or members of the campus community.

Prerequisite: Biol 2960. (Biology Major Area C). Small class. Credit 3 units. **S. Braude**

Biol 3221 Research and Public Education in the Arboretum (spring)

Washington University's Danforth Campus is home to more than 4000 trees and is now a registered arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, and aesthetic beauty. The arboretum is also an institutional structure to support education, research and public service. This course combines theory and hands-on practice. In this course you will: learn about the history and philosophy of public natural history museums, botanical gardens, arboreta, and zoos; learn about arboreta and public gardens around the world; learn field techniques for monitoring the growth and assessing the health of trees, and apply those techniques by contributing to the bio-monitoring and tracking of the trees in the Danforth Campus Arboretum; learn about the pedagogy of public education in museums, zoos and arboreta; and apply the pedagogic practices to development of public education campaigns in the Danforth Campus Arboretum by serving as an outreach ambassador and leading tours through the Danforth Campus Arboretum. (Biology Major Area C) Prerequisite: Biol 3220. Small class. Credit 3 units. **S. Braude**

Biol 324 Human Genetics (fall)

Broad coverage of the role of genetics in medicine, with a focus on the application of genomic technologies to the understanding of human disease. Areas covered include genomics, the identification of human disease genes, genetic disease therapies, gene editing technologies, drug development, risk assessment and genetic counseling, biochemical genetics, imprinting, mitochondrial genetics, complex inheritance, assisted reproduction, prenatal diagnosis, immunity, cancer, clinical cytogenetics, and pharmacogenetics. The profound ethical and legal considerations raised by modern genetic technologies will also be discussed. Topics will be reinforced with weekly reading assignments from the primary literature. Prerequisite: Bio 2960 and Bio 2970, or permission of instructor. Biochemistry recommended. (Biology Major Area A). Class limit of 30. Credit 3 units. **I. Duncan**

Biol 328 Principles in Human Physiology (spring, not offered 2024)

This course is designed to provide students with an understanding of the function, regulation, and integration of the major organ systems of the body. Course content includes neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, immune and reproductive organ systems. Mechanisms of exercise physiology are integrated throughout the course. This course is limited to students of Junior or Senior status only. Prerequisites: It is highly recommended, but not required, that students have completed Bio 3058. Students must have completed Biology 2960 and 2970. (Biology Major Area B). Large class. Credit 4 units. **R. Clark** (Physical Therapy)

Biol 334 Cell Biology (spring)

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport, endocytosis and secretion, intracellular trafficking, hormones

and signal transduction, extracellular matrix and tissue formation, cytoskeleton and motility, cell cycle, apoptosis, and the cellular basis of disease. (Biology Major Area A). Prerequisite: Biol 2960. Large class. Credit 3 units. **R. Dixit**

Biol 3411 Principles of the Nervous System (fall)

Same as Psychology 344. This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience, and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential and information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at WashU. Prerequisite: Biol 2960, Biol 2970 recommended, Biol 3058 recommended or Psych 3401 and permission of instructor. (Biology Major Area B). Large class. Credit 3 units. **K. Hengen**

Biol 3421 Introduction to Neuroethology (spring, even years)

The neural mechanisms of animal behavior from an evolutionary and ecological perspective. Topics include: contributions of model systems to understanding fundamental properties of nervous system structure and function; electrical signals of sensory cells, neurons, and muscle; neural processing of sensory input; neural control of behavioral output; anatomy and physiology of sensory and motor systems; learning and memory; evolution of neural circuits. Prerequisite one of the following courses: Biol 3058, Biol 3411, Psych 3401. (Biology Major Area B). Medium-size class. Credit 3 units. **B. Carlson**

Biol 3422 Genes, Brains and Behavior (fall, even years)

Genetic studies of physiological systems underlying animal behavior, including the genetic basis for normal and abnormal behaviors in animals and humans. Topics include: history of behavioral genetics; the ongoing debate about "nature vs. nurture"; contributions of genetic model systems including the nematode *Caenorhabditis elegans*, the fruit fly *Drosophila melanogaster*, zebrafish, the mouse *Mus musculus*, and other animal models; molecular mechanisms underlying the evolution of behavioral phenotypes; the emerging role of epigenetics in regulating nervous-system functions and behavior; the use of genetic and genomic analyses in studies of human behavior and psychiatric disorders. Prereq: Biol 2970. (Biology Major Area B). Medium-size class. Credit 3 units. **Y. Ben-Shahar**

Biol 3423 Behavioral Genetics Laboratory (spring)

This course introduces students to fundamental concepts about how genes govern behavior by using the model system *Drosophila melanogaster*. Students learn modern and classic laboratory techniques including fly crossing, genetic screens, behavioral assays, microscopy, and electrophysiology. Specifically, we use the GAL4/UAS system to assess the role of microRNAs in a variety of fly behaviors. A primary goal of the course is to develop real-world research skills by having students design, propose, and execute a set of novel research questions. Statistical analysis and interpretation of student data are emphasized. To build a solid conceptual background, lectures are given once per week, and students read, analyze, and discuss primary research articles. Understanding is assessed through journal club reports and presentations, research reports, and a final presentation of experimental results. This course is designed for upper-level students who have taken Bio 2960 and Bio 2970. Small class. Credit 3 units. **Y. Ben-Shahar, M. Lambo**

Biol 3424 Great Discoveries in Neuroscience (spring)

A discussion-based course for advanced undergraduates in neuroscience that focuses on discoveries with major impacts on our understandings of how brains function. Readings include: Gordon Shepherd's book "Creating Modern Neuroscience: The Revolutionary 1950s"; papers in neuroscience of Nobel Laureates, Kavli Neuroscience Prize winners, and Brain Prize winners; and papers of great discoveries with the potential to inspire future revolutions in the field. Attendance at class meetings is required. Weekly written assignments include descriptions of course readings and summaries of discussions at class meetings. Prerequisite: Biology 3411. Class size limited to 12 students. Three units. Course must be taken for a letter grade. Spring Semester. Counts toward the Advanced Biology Elective requirement of the Biology: Neuroscience major. (Biology Major Area B). Small class. Credit 3 units. **P. Stein**

Biol 347 Darwin and Evolutionary Controversies (fall)

Focus is on controversies in evolutionary biology from Darwin's day to the present. Most of the controversies concern scientific issues such as Kelvin's estimate of age of the earth, Jenkin's argument against blending inheritance, neutral variations, effects of isolation on the role of selection, mass extinction and "nemesis," but some address social issues such as evolutionary ethics and "scientific

creationism." Emphasis in the readings is on primary sources, including Darwin's *Origin of Species*. Writing Intensive. (Biology Major Area C). Small class. Credit 3 units. **A. Larson**

Biol 3481 Parasitology (fall)

This course introduces students to the fundamentals of parasitism. Throughout the semester, students not only learn about parasite biology (examples: parasite life cycles, host immune responses, parasite evasion mechanisms), but also how parasites make a broader impact (examples: co-evolution of hosts and parasites, parasites as indicators of environmental health, the challenge of parasite control). Topics include, but are not limited to, parasite diversity and classification, life cycles, host evasion mechanisms, pathology, disease, control, types of hosts and their immune responses, and the impact that parasites have on ecology and conservation biology. Prerequisites: Principles of Biology I (Biol 2960) and II (Biol 2970). (Biology Major Area A). Small class. Credit 3 units. **M. Schlarman**

Biol 349 Fundamentals of Microbiology (spring)

This four-credit lecture course focuses on the molecular biology of bacteria, archaea, and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials stress analysis of the primary literature with an emphasis on current research related to material covered in lecture. Prereqs: Biol 2960, and Biol 2970, or permission of instructor. (Biology Major Area A). Medium-size class. Credit 4 units. **P. Levin, L. Mallott**

Biol 3491 Microbiology Laboratory (fall, spring, summer session 1)

After introducing students to the basics of bacterial growth and maintenance, this laboratory class employs genetics, cell biology, and genomics to explore various aspects of bacterial physiology, identification, gene structure and mutational analysis of physiological pathways. One hour lecture and five hours of laboratory per week. Fulfills the upper-level laboratory requirement for the Biology major. Prereq: Biol 2970, Biol 349 recommended. Small Class. 3 units. **M. Schlarman**

Biol 3492 Laboratory Experiments with Eukaryotic Microbes (spring, odd years)

This research-intensive course provides an introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Each semester, one cellular process is studied in detail and original research is carried out. Prerequisites: Bio 2960 and 2970 and permission of instructor-- contact early to ensure enrollment. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the Biology major. Enrollment limited to 16. Credit 3 units. **D. Chalker**

Biol 3493 Bacterial Bioprospecting and Biotechnology (spring, *not offered 2023*)

Many bacteria are essential in food industry (fermentation of meats, cheeses, and beverages), agriculture (crop protection against weeds, pathogenic bacteria, and fungi), biotechnology (producing fine chemicals, cofactors, amino acids, and industrial enzymes) and the pharmaceutical industry (producing clinical antibiotics, anticancer, antiviral, veterinary, and immunomodulatory drugs). This laboratory course examines how basic biological understanding can lead to discovery of bacterial products, enzymes and activities useful to humankind. We combine core concepts from biochemistry, bacterial genetics, bioinformatics, chemistry and enzymology to study bacteria from the genus *Streptomyces* and close relatives. Lines of inquiry include environmental isolations, molecular toolbox and host development, plus bioinformatic and laboratory-based analyses of secreted proteins and antibiotics. Prerequisites: Biol 2960, Biol 2970. Biol 349 is strongly recommended but NOT required. Permission of Dr. Joshua Blodgett is required. One hour of lecture and six hours of laboratory per week. This course fulfills the laboratory requirement for the Biology major. Enrollment limited to 14. Credit 3 units. **J. Blodgett**

Biol 3501 Evolution (fall)

A general survey of organic evolution covering both micro and macroevolution. Topics include natural selection, genetic drift, gene flow, sexual selection, kin selection, pathogen evolution, speciation, phylogenetics, molecular evolution and evolutionary-developmental biology. Weekly discussion sections focus on analysis of recent studies related to lecture topics. Prerequisite: Biol 2970. (Biology Major Area C). Medium-size class. Credit 4 units. **K. Olsen**

Biol 354 Physics of Living Systems (fall, even years)

Same as Physics 354. One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include

modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and biotechnology. Graduate students will explore the subject in more depth. Prerequisites: Phys 191-192 or Phys 193-194 or Math 217 or Math 309, or permission of instructor. Credit 3 units. **S. Mukherji** (Physics)

Biol 360 Biophysics Laboratory (fall)

Same as Phys 360. This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements. Prior completion of Phys 191/191L-192/192L (or Phys 193/193L-194/194L) or permission of instructor. Small class. Credit 3 units. **S. Mukherji** (Physics)

Biol 370 Animal Behavior (fall)

This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include foraging behavior, mating systems, sexual selection, predator-prey relationships, cooperation and altruism, competition and parental care. A student may not receive credit for more than one of the courses Biol 370 and Biol 472. Prerequisite: Bio 2970 or permission of instructor. (Biology Major Area C). Large class. Credit 3 units. **J. Parks**

Biol 381 Introduction to Ecology (fall, spring)

This course explores the science of ecology, including factors that control the distribution and population dynamics of organisms and the structure and function of biological communities. It regularly touches on applications of these principles such as ecological responses to global climate change, consequences of habitat fragmentation, and disease ecology/conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology and are emphasized throughout the course. The class meetings have an active learning format includes lecture and regular student interaction during small group activities, discussions, and computer simulation labs. Assignments include regular homework reading and occasional problem sets and computer pre- and post-lab activities. Prerequisite: Bio 2970 or Bio 2950 or permission of instructor. (Biology Major Area C). Same as L82 EnSt 381. Large class. Credit 3 units. **M. Manteuffel**

Biol 4023 How Plants Work: Physiology, Growth and Metabolism (fall, odd years)

This course introduces students to the fundamentals of how plants grow, metabolize and respond to their environment. Topics to be covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation, nitrogen assimilation, water and mineral uptake and transport, source-sink relationships and long-distance transport of carbon and nitrogen, cell growth and expansion, hormone physiology and physiological responses to a changing environment. Prerequisite: Bio 2970, or permission of instructors. (Biology Major Area B). Small class. Credit 3 units. **B. Kunkel**

Biol 4030 Biological Clocks (spring, odd years)

Biological clocks are the endogenous oscillators that coordinate physiological and behavioral rhythms in nearly all organisms. This course examines how these rhythms are generated and regulated. The material includes molecular, cellular and systems physiology and the relevance of biological timing to ecology and health in everything from protozoans to plants to people. Prerequisites: Biol 2970. (Biology Major Area B). Large class. Credit 3 units. **E. Herzog**

Biol 404 Laboratory of Neurophysiology (fall)

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours and must be in class from 9:00-10:00 and 5:00-6:00. Prereq: Bio 3411 or Psych 344 AND PERMISSION of Student Coordinator, Erin Gerrity. Bio 3411 may be taken concurrently. Enrollment limited to 18 students per section. Writing Intensive. Credit 3 units. **E. Herzog, B. Carlson, M. Kundel, M. Lambo**

Biol 4071 Developmental Biology (spring)

An introduction to the molecular and cell biology of animal development. The course is divided into three broad sections, which cover 1) an introduction to the major cell-cell signaling systems used during development and their study in model organisms, 2) molecular studies of early vertebrate development, and 3) the biology of stem cells. The focus is on molecular approaches applied to important model systems, but framed in classical concepts. Prereqs.: Principles of Biology II (Biol 2970); Cell Biology (Biol 334) and/or a course in biochemistry recommended. (Biology Major Area B). Small Class. Credit 3 units. **I. Duncan, S. Imai** (WUMS), **S. K. Kornfeld** (WUMS), **C. Micchelli** (WUMS), **J. Mills** (WUMS), **D. Ornitz** (WUMS), **A. Yoo** (WUMS)

Biol 4072 Regenerative and Stem Cell Biology (fall)

Regeneration is a very complex, post-embryonic developmental phenomenon, where organisms replace lost body parts and organs upon injury. However, we still know very little about why some animals are so successful at regenerating whole bodies and organs, while other animals (like humans) have limited or no capacity to do so. This course covers regeneration and stem cell biology across different levels of biological organization (e.g. cell, organ, limb regeneration.) and across the animal phylogeny. Students learn about mechanisms of regeneration at the cellular and molecular level, and how these mechanisms vary among organisms. In addition to the general principles of stem cells and regenerative biology, the course will be a good introduction to animal diversity and evolutionary developmental biology (evo-devo). Students will read and discuss primary literature, and write up their own experimental design to test hypotheses. Prerequisites: Bio 2970 (Principles of Biology 2 - Genetics). (Biology Major Area B). Small Class. Credit 3 units. **D. Özpolat**

Biol 4181 Population Genetics and Microevolution (spring)

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Biol 2970. (Biology Major Area C). Medium-size class. Credit 3 units. **D. Queller**

Biol 4182 Macroevolution (spring, even years)

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: Biol 2970 or permission of instructor. (Biology Major Area C). Medium-size class. Credit 3 units. **A. Larson**

Biol 4183 Molecular Evolution (spring, odd years)

A rigorous introduction to the study of evolution at the molecular level, focusing on intraspecific molecular evolution, including the origin, amount, distribution, and significance of genetic variation at the molecular level, and interspecific molecular evolution, including the use of molecular data in systematics, and in testing macroevolutionary hypotheses. Prerequisite: permission of instructor. (Biology Major Area C). Medium-size class. Credit 3 units. **A. Larson**

Biol 419 Community Ecology (fall)

Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, or permission of instructor. (Biology Major Area C). Small-size class. Credit 3 units. **J. Myers**

Biol 4193 Experimental Ecology Laboratory (fall)

The goal of this course is to provide skills in the design, interpretation, and written presentation of results of ecological experiments, with emphasis on hypothesis testing, sampling methodology, and data analysis. Students have opportunities to address a variety of ecological questions using field, greenhouse, or laboratory (microcosm) studies. The course is divided into a 5-hour lab period (generally held at the Tyson Research Station) and a 1.5-hour lecture/discussion period held on campus. Occasional Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study might be scheduled. This is a writing intensive course and grades are based on written assignments, including final projects, and in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major. Prereq: Permission of instructor and at least one of the following: Biol 3501, Biol 370, Biol 381, Biol 419, Biol 472. Small Class. Credit 4 units. **M. Manteuffel**

Biol 4195 Disease Ecology (spring)

Disease ecology is an interdisciplinary field that bridges concepts from fields including population ecology, community ecology, landscape ecology, and evolutionary biology. This course provides an introduction to the study of infectious diseases with an emphasis on theoretical, experimental, and quantitative approaches. The course will integrate studies of infectious diseases from across disciplines including human epidemiology, veterinary medicine, wildlife epidemiology, plant pathology, parasitology, and ecology. Principles of Biology II (Bio 2970) required, Introduction to Ecology (Bio 381) recommended, or permission of instructor. (Biology Major Area C). Credit 4 units. Small-size class. **R. Penczykowski**

Biol 4220 Practical Bioinformatics (fall, *not offered 2023*)

From medicine to genomics to ecology, all fields of biology are now generating large and complex datasets that can only be analyzed using computational approaches. This course introduces computational techniques and perspectives to biologists that are new to computational thinking. Students will learn how to design research workflows, decompose complex problems into simpler solvable units, and apply scientific computing principles to research. In addition, students will practice foundational computing skills, such as how to use the UNIX operating system on research clusters, write custom analysis programs with shell scripts and with Python, and summarize and visualize analysis output. The laboratory exercises build on one another, culminating in the construction of a bioinformatics pipeline that can process and analyze molecular data. Students will apply their newly learned computational skills and use their pipeline to analyze virus sequence evolution and explore evolutionary models. Prereq: Bio 2970, Math 132 (Calculus II), Math 223 (Calculus III) or 2200 (Elementary Probability), and permission of the instructor. Recommended course: CSE 131 (Computer Science I). Credit 4 units. Enrollment is limited to 10 students. **M. Landis**

Biol 424 Immunology (spring)

Basic molecular and cellular aspects of the vertebrate Immune System with emphasis upon the interrelationships of non-specific and specific host defense against disease, the nature of immunological specificity and its underlying molecular biology. Includes complement systems, immunochemistry and immunoassay, the nature of cellular activation and effector generation, immunodeficiency, tolerance, tissue transplantation, hypersensitivity, immune regulation and specific diseases illustrative of the successes and failures of the Immune System. Prerequisites: Bio 2970 and Chem 262. Interested Juniors in their second semester are particularly encouraged to register for this course. Juniors wishing to take the course but who find themselves waitlisted should contact the instructor. (Biology Major Area A). Credit 4 units. Small-size class. **C. Westfall**

Biol 4242 Virology (fall)

Viruses are all around us and play key roles in health, evolution, ecology, agriculture, and can even completely disrupt societies. In this course, we explore the wide array of viruses, the basics of their structure, the infection cycle, their role in human health, and how we can adapt viruses for uses in research, agriculture, and biotechnology. Emphasis is on animal viruses, specifically medically relevant viruses, including HIV and SARS-CoV-2, and recent advances in virology. While primarily a lecture-based course, students present on a relevant virus and read primary literature. Prerequisite(s): Either BIOL349 (Fundamentals of Microbiology) or BIOL334 (Cell Biology). Credit 3 units. Small-size class. (Biology Major Area A) **C. Westfall**

Biol 4270 Problem-Based Learning in the Biomedical Sciences (spring)

Groups of 5-8 students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their team. Prerequisite: Bio 2970; some experience in molecular biology. A biology or science background is required. Same content as discontinued course Bio 427, but not Writing Intensive. Not available to students who have credit for Bio 427. Small discussion groups. Credit 3 units. **J.K. Wang and staff**

Biol 4271 The Science of Cats (spring)

This is a capstone-style course for upper-level biology majors. This course will provide biology majors nearing graduation the opportunity to apply what they've learned in topics as diverse as speciation, molecular evolution, community ecology and animal behavior to investigate and analyze questions concerning the biology of a species near and dear to the hearts of many, *Felis catus*, the domestic cat. Over the last several decades, scientists have studied cats in the same way they have studied lizards, birds, flies and many other species. This cat research allows questions of broad scientific interest to be addressed using cutting-edge methods, including (but not limited to): what is a species? How do new species arise? How do we determine when, where and from what species the cat evolved? How do we determine if a trait (e.g., response to catnip) evolved as an adaptation driven by natural selection? How do we determine the impact of an invasive species on local ecosystems? How does domestication occur and is the cat actually domesticated? Is the behavior of domestic cats a legacy of their evolutionary past or does it represent adaptation to living with humans? What role, if any, can genetic engineering play in decreasing feral cat populations and developing new breeds of cats with desirable traits. Prerequisite: At least one of the following or permission of instructor: Biol 347, Biol 3501, Biol 370, Biol 381, Biol 4181, Biol 4182, Biol 4183, Biol 419, Biol 4195, Biol 472. Students interested in taking this course should email Professor Losos, indicating why they are interested in taking this course AND which of the prerequisite, or other relevant, courses they have taken. Enrollment preference will be given to senior level biology majors. Credit 3 units. Small-size class. **J. Losos**

Biol 4310 Biology of Aging (fall)

This course provides concepts and examples of the biology of aging. We discuss current literature with emphasis on theoretical causes of aging and the practical implications of these theories. Major topics include biochemical processes of aging, cell cycle senescence, age-related organ dysfunction, interventions to alter the aging process, and medical illnesses associated with aging, such as Alzheimer's disease and the dementias. We also study animal and human models for extending longevity, and current approaches for dealing with the aging process are included. Prerequisites: Biol 2960 and Biol 2970 or equivalent, recommended Chem 105 and Chem 106 or equivalent. Credit 3 units. Small-size class. **N. Ghoshal** (Neurology, WUMS)

Biol 4342 Research Explorations in Genomics (spring)

A collaborative laboratory investigation of a problem in comparative genomics, utilizing a variety of bioinformatics tools to manage and investigate large data sets (currently including genomic sequences, gene predictions, sequence conservation, gene expression). In spring '21 the research problem involves examination of genome assemblies from several *Drosophila* species, and working with one of these sequences to examine patterns of genome organization, gene structure and gene regulation. Prerequisites: Bio 2970, Chemistry 111/112, 151/152. Permission of Dr. Chris Shaffer is required. Fulfills the upper-level laboratory requirement for the Biology major. Combined enrollment in Biol 4342 and Biol 434W limited to 12 students. Credit 4 units. **C. Shaffer, J. Buhler** (Computer Science and Engineering)

Biol 434W Research Explorations in Genomics (Writing Intensive) (spring)

Content equivalent to Bio 4342. Students electing the writing intensive option are required to revise two short papers and two long papers (on their sequence improvement project and their annotation project) in response to critiques from a peer and the instructors. Papers are revised at least once, but twice if needed. Permission of the instructor, Dr. Chris Shaffer, is required. Combined enrollment in Biol 4342 and Biol 434W limited to 12 students. Credit 4 units. **C. Shaffer, J. Buhler** (Computer Science and Engineering)

Biol 4344 Epigenetics (fall)

Introductory course in epigenetics - the layer of chemical information that sits on top of the genome - that switch genes 'on' or 'off'. Will introduce how the epigenome, in collaboration with the genome, controls versatile biological processes and cell fates. Will also cover the latest advances of how humans can control their own epigenetic destiny by lifestyle, diet, and other environmental factors. Learning Objectives: Recognize and summarize the difference between genetics and epigenetics, Apply the basic knowledge of epigenetic mechanism and illustrate how their misregulations cause abnormal development and diseases, Critically review and discuss epigenetic literature, Design epigenetic experiments and interpret the results of those experiments, Graduate student specific: Demonstrate the ability to clearly communicate epigenetic research in both oral and written formats. Prerequisite: Biology 2960 and Biology 2970 (or consent of instructor). (Biology Major Area A). Small Class. Credit 4 units. **X. Zhong**

Biol 4381 Cell-Based Tissue Engineering and Regenerative Medicine (fall)

This course focuses on how new directions in cellular, molecular and developmental biology are interfacing with advances in biomaterials tissue engineering, innovative devices, and advanced technologies (such as 3D printing and CRISPR) to replace, restore, and/or correct genetic, acquired, or damaged tissues and organs. Coverage includes the rapidly expanding use of types of stem cells and their preparation alone or in concert with biomaterial scaffolds, nanomaterials, and growth factors. Tissue engineered therapies for cancer, diabetes, autoimmune disorders and other conditions are reviewed. Examples of tissue engineering approaches for regeneration of nerves, cardiovascular, kidney, cartilage, bone, ligament, tendons, and skin are discussed in some detail. Regulatory issues, ethical guidelines, and commercial perspectives will be woven into our discussions. Prerequisites: Biol 2970, Biol 3058, Biol 334. (Biology Major Area B). Credit 3 units. Max 30 Students. **P. Osdoby**

Biol 4492 Infectious Diseases: History, Pathology, and Prevention (fall)

Leveraging the primary research literature, this course examines the history and pathology of infectious disease, the development of antibiotics and vaccines, the rise of antibiotic resistance, and the emergence and reemergence of diseases including Zika virus, Malaria, and Tuberculosis. In addition to gaining insights into the underlying causes and treatment of infectious disease, students will hone their ability to identify important biological questions, develop testable hypotheses, design experiments tailored to particular questions, and evaluate results. Through a series of written and oral assignments, students develop the skills to communicate about science effectively to both the research community and the general public. Prerequisites: One semester of Biology 500: Independent Research AND permission of instructor. Preference will be given to students who have completed Biology 349: Foundations of Microbiology. (Biology Major Area A). Writing Intensive. Small Class. Credit 3 units. **P. Levin**

Biol 451 General Biochemistry (fall, summer)

A study of structure-function relationships as applied to carbohydrates, proteins, and lipids; intermediary metabolism of principal cellular components; and general aspects of regulation. Prereqs: Biol 2970 and Chem 262 OR permission of department. Recommended for students who have achieved grades of B or better in the prerequisites. Students may not receive credit for both Biol 4810 and Biol 451. Not available to students who have credit for Bio 4810 or Bio 4820. (Biology Major Area A). Large class. Credit 4 units. **H. Zaher** (fall), **C. Smith** (summer)

Biol 4522 Laboratory in Protein Analysis, Proteomics, and Protein Structure (spring)

This laboratory class is structured around a biochemical question of relevance to the research community. Students will design and generate mutants of an enzyme to test hypotheses about its mechanism and kinetics. The course consists of three sections: molecular biology, protein biochemistry, and structural biology. In the first section, students learn the principles of DNA manipulation, cloning, mutagenesis, and DNA sequencing and apply them to design and generate mutant constructs of the protein of interest. In the second section, students learn the principles of heterologous expression of proteins in bacteria, protein purification, SDS-PAGE, protein quantification, and kinetic analysis of enzyme activity. These methods are applied to test the students' hypotheses by assaying the activity of their mutant enzymes. The final section of the course introduces students to concepts of structural biology including protein crystallization, x-ray diffraction, and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: Chem 262 and either Bio 451 or Bio 4810/Chem 481. Suggested to be taken concurrently with Bio4820/Chem482. Small class. Credit 3 units. **W. Cruz, J. Jez**

Biol 4523 Molecular Methods in Enzyme Analysis (fall)

Understanding enzyme structure and function is essential in many important drug design projects. This course focuses on common methods used to investigate enzyme active sites to elucidate binding interactions between small molecules and enzymes. Students use 3D protein viewing software to design and model modifications to an enzyme active site, then perform those modifications using recombinant DNA technology and site-directed mutagenesis. This course also introduces other commonly used methods to assay active-site metals, characterize inhibitors, over-express and purify proteins, and use UV spectroscopy to analyze enzyme activity. This is an investigative course in which students perform collaborative research projects in small groups. Fulfills the upper-level laboratory requirement for the generic biology major and the biochemistry track; intended for students who have no other courses that fulfill these requirements. Prerequisites: Bio2970; Limit 12. Credit 4 units. **A. Bednarski**

Biol 4525 Structural Bioinformatics of Proteins (fall)

In this investigative laboratory course, students will be given high-quality, experimentally determined, three-dimensional structural coordinates and will use cutting-edge bioinformatics tools and methods to evaluate and analyze these datasets. Some topics include: structural validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein-protein and protein-ligand interactions, protein and structure-based sequence alignments, inferring protein function from structure, electrostatic interactions, and threading and homology modeling. Upon completing their analyses, students will be responsible for writing a manuscript that will be submitted to a scientific journal for publication. Prerequisites: Bio 2960 and Chem 262. Fulfills upper-level laboratory requirement for the biology major. Limit 12. Writing Intensive. Credit 4 units. **C. Smith**

Biol 4540 Physics of Living Systems (fall, even years)

Same as Physics 454. Contents are the same as Phys 354. Graduate students will explore the subject in more depth. Pre-requisites: Physics 191-192, 193-194 or Math 217 or Math 309, or permission of instructor. Credit 3 units. **S. Mukherji** (Physics)

Biol 4580 Principles of Human Anatomy and Development (fall, *not offered 2023*)

Same as Anthro 4581. This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences. Prerequisites: Undergraduate or graduate students in the anthropological, biological, and/or pre-medical sciences who have had at least one course in physical anthropology and/or biology, or consent of instructor. (Biology Major Area B). Credit 3 units. **D. Strait** (Anthropology)

Biol 4715 Basic Cancer Biology (fall)

Over two-thirds of all people know someone who has cancer. This course provides students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss the history of cancer research, the many different types of human cancers, and basic chemotherapeutics. The topics

will be presented in a basic scientific nature with an emphasis on gaining a broad understanding of the subjects. Prerequisite: Bio 2960 or equivalent. Not available to students who have credit for Biol 144 or 1440. Medium-size class. Credit 3 units. **J. Weber** (Medical Oncology, WUMS)

Biol 4716 Advanced Cancer Biology (spring)

This advanced course provides students with a more in-depth understanding of the molecular mechanisms of cancer. We will discuss tumor suppressors, oncogenes, signaling pathways, animal models in cancer, and novel targeted cancer therapies being developed by biotechnology and pharmaceutical companies. Prerequisite: Biol 144, Biol 1440 or Biol 4715. Medium-size class. Credit 3 units. **J. Weber** (Medical Oncology, WUMS)

Biol 472 Behavioral Ecology (spring)

How do animals survive and reproduce in natural environments? What behavioral acts have evolved to benefit their bearers to acquire the best food, to find and keep sexual partners, cooperate with relatives or strangers, and raise their young? We cover animals from fish to lizards to mammals and birds and more. The strong active learning component includes teaching high school students and writing for Wikipedia. A student may not receive credit for more than one of the courses Biol 370 and Biol 472. Prerequisite: Bio 2970 or permission of instructor. (Biology Major Area C). Medium-size class. Credit 4 units. **J. Strassmann**

Biol 4810 General Biochemistry I (fall)

Same as Chem 481. The first part of a two-semester survey of biochemistry. This course covers biological structures, enzymes, membranes, energy production and an introduction to metabolism. Prereqs: Biol 2960 and Chem 262. (Biology Major Area A). Large class. Credit 3 units. **M. Jackrel, H. Pakrasi**

Biol 4820 General Biochemistry II (spring)

Same as Chem 482. Topics include carbohydrate, lipid and amino acid metabolism, signal transduction, transport across membranes, DNA replication and repair, transcription and translation, molecular motors, mechanisms of drug action, and the biosynthesis of natural products, biofuels, and biomaterials. Prereq: Biol 2960 and Chem 262. (Biology Major Area A). Large class. Credit 3 units. **T. Wenciewicz, H. Pakrasi**

Biol 4833 Protein Biochemistry (fall, even years)

Same as Chem 483. The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Pre-requisites: Chem 481 or instructor's permission. Small Class. Credit 3 units. **M. Jackrel** (Chemistry)

Biol 493 Seminar in Advanced Biology (spring/fall)

In special cases credit may be given for individual study. Topics and credit must be arranged with a faculty sponsor and approved by the department. Credit 1-3 units.

Biol 4933 Molecular Biology on the Cutting Edge (spring)

Recent biomedical discoveries have been greatly advanced through the development of innovative, state-of-the-art techniques. For example, Nuclear Magnetic Resonance (NMR) has proved to be an invaluable tool in both efforts to determine the atomic structure of proteins and small molecules as well as in clinical settings. This course introduces students to a variety of cutting-edge laboratory techniques and discusses the impact of these techniques on biology and medicine. Students have the unique opportunity to learn from graduate students employing these approaches in their doctoral studies. Topics include: human brain neuroimaging, next-generation DNA sequencing, CRISPR-Cas gene editing and many more. Weekly classes consist of a 30-45-minute presentation on a particular technique, followed by 60-minute discussion of the assigned readings. Students will be evaluated on class participation, answers to weekly research based questions and two longer written assignments. Prerequisites: Biology 2960 and 2970 and at least one semester of BIO500 or equivalent research experience approved by the course master. Credit 2 units. **P. Levin and graduate students**

Biol 4934 Neuroscience Futures 2 (fall/spring)

Students in this course engage with the neuroscience community both at WUSTL and beyond by attending, summarizing, and discussing neuroscience seminars on campus throughout the semester.

Specifically, students are expected to attend three neuroscience seminars over the course of the semester, and submit summaries of each seminar. Students meet twice during the semester, in week 5 and week 11, for guided discussion of the science in the seminars they attended. Additionally, students in this seminar attend two combined classes with Neuroscience Futures 1 during the first and last weeks of the semester. In both meetings, students have an opportunity to give brief presentations on their own research. The last class combines short student presentations with a keynote address from an invited speaker from within or outside the WUSTL neuroscience community. Must be taken Credit/No Credit. Credit 1 unit. **M. Kundel, K. Hengen**

Biol 4935 Research Perspectives (fall/spring)

The purpose of this course is for students to acquire a broad perspective on their hands-on research. What are your big questions? How will you communicate your discoveries? How do your results fit with what has gone before? Each semester will have a focus, which might be science communication, statistics, or critical reading, for example. Required activities may include weekly writing, participation in a poster session, research, presentations, and attendance. Enrollment is by permission only from Joan Strassmann. This course is required for undergraduates conducting research in the Queller/Strassmann laboratories and is open to other students, graduate and undergraduate involved in research. Small Class. Credit 1 - 3 units. **M. Steele**

Biol 4936 Seminars in Ecology and Evolution (fall/spring)

What: At least once a week there are seminars from researchers in ecology or evolution. These seminars are given by local people and by visitors. This semester there are also a number of presentations by job candidates. The point of these seminars is to learn about exciting research. What questions are they asking? What are they discovering? What new scientific stories can we hear about ecology or evolution? What makes up these fields anyway? The seminars are often followed by receptions which are a chance to get to know each other better and to ask questions. This course invites undergraduates to listen to these presentations and write about them. After all, this is a major part of the ideas climate at Wash U. It would be a great idea to get in the habit of going to seminars, with this course, or without. In addition to attending seminars, we will meet three times during the semester, early on and a couple of times later. When: Most seminars are 4:00 on Thursdays, though some are on other days. The three meetings will be arranged at a time that works for the students in the course. Small class. Pre-requisites: Bio 2960 and Bio 2970. No final. Credit 1.0 units. **D. Queller**

Biol 500/500A Independent Research (spring/fall)

Research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. Because this course has a large number of sections, some sections are listed and enrolled as Biol 500A. If work is to be submitted for Latin honors, see p. 3 of this handbook. Arrangements for registration should be completed during the preregistration period through the Biol 500 course website: <https://sites.wustl.edu/bio200500independentresearch>. Course may not be taken for a letter grade. Credit 2-3 units per semester. **A. Smith**

Biol 500N Independent Research in Neuroscience (spring/fall)

Research in neuroscience under the supervision of a faculty sponsor. Prerequisites: junior or senior standing and permission of sponsor and the department. Credit/No Credit or Audit grade options; credit to be determined in each case, usually 3 units/semester and not to exceed 3 units/semester; may be repeated for credit. If work is to be submitted for Latin honors, see p. 3 of this handbook. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website: <https://sites.wustl.edu/bio200500independentresearch>. Course may not be taken for a letter grade. Credit 2-3 units per semester. **M. Lambo**

Biol 500S/500T Independent Research (summer)

Summer research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Because this course has a large number of sections, some sections are listed and enrolled as Biol 500T. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of this handbook. Arrangements for registration should be completed no later than the end of Summer Session I through the Bio 500 website: <https://sites.wustl.edu/bio200500independentresearch>. Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. Credit usually 3 units per summer. **P. Stein**

Biol 500U Summer Independent Research in Neuroscience (summer)

Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case,

usually 3 units/summer; may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of this handbook. Arrangements for registration should be completed no later than the end of Summer Session I through <https://sites.wustl.edu/bio200500independentresearch>. Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. Credit 1-3 units. **M. Lambo**

SUMMER SCHOOL AT WASHINGTON UNIVERSITY

Most first-year science courses (Biol 2960-2970, Chem 111A-112A, Chem 151-152, Phys 191/191L-192/192L) are offered during the summer at WU, as are organic chemistry (Chem 261-262) and calculus (Math 131, 132, and 233). A student who has withdrawn from or had a difficult time in freshman chemistry or calculus should consider retaking that course during the summer. Students interested in biophysics/biochemistry also should consider taking Phys 191/191L-192/192L in the summer after the freshman year, as should students interested in studying overseas during junior year. Upper-level courses that are usually (but not always) given in the summer include Microbiology Laboratory (Biol 3491) and General Biochemistry (Biol 451). Biol 3491 is given in an all-day lab format during the three-week May-June session (Summer Session 1). This course can be a very useful prelude to summer research. Consult the Summer School catalogue (which usually is available in March) or consult the relevant faculty to determine whether an upper-level course of interest will be available in a particular summer.

HELP IN BIOLOGY

The first rule for doing well in a biology course is to keep up with the lectures and assignments. Lectures almost always cover material not in the text; regular attendance is important. If you miss a lecture or wish to review a lecture, video recordings of lectures from Biol 2960, 2970 and some of the other large courses are available at course websites. Completing your reading and problem sets in a timely fashion will make lecture and lab much more meaningful.

If you have difficulty with a course, your first resources are your friends who are also enrolled in the course and the TA. Be sure to attend all discussion and review sessions with the TA, and be prepared to ask questions about aspects you do not understand. Working in small groups is an effective way to tackle problem sets, but only if every group member participates. Tutorial help for individuals and small groups is available from the Department for Biol 2960 and Biol 2970; contact Kathy Hafer (x5-4424; hafer@biology.wustl.edu) for more information. Tutorial rooms are available in the Natural Sciences Learning Center (schedule with Stella Rusel, x5-6881; rusel@biology2.wustl.edu). Note that all TA's hold office hours and they will be happy to work with you. In more advanced classes, problems should be discussed with the TA and then with the instructor. Tutorial assistance is available on a needs-based fee schedule through the Student Education Service (x5-5970).

Hints in Taking Exams

In university science courses you will be asked not simply to remember information, but to use new information and new experimental tools to solve problems. Some students have difficulty on exams that require problem solving. The following techniques may eliminate sources of error:

1. Scan the test at the start. Do the easy questions first.
2. Write down something for every question, even if just to indicate the line of reasoning one would pursue. Most math/science graders give partial credit.
3. Read the question carefully. After you have completed your answer, go back and read the question again to be sure that you have covered all components requested.
4. Show your work. Even if you can work the problem in your head, write down the general principle or relationship you are using. Then indicate how the input numbers get your numerical answer. This information usually will get some points even if you make an arithmetic error.
5. Check your answer in the following ways: does it make sense in the real world? (i.e., the number of DNA copies of a gene can never be less than one); is a numerical answer in the right ballpark - right order of magnitude? Does it have the correct physical units?
6. Do not leave a test early until you have done all of the above and have carefully reread the questions and your answers.

Biology Student Affairs Office

Erin Gerrity and Stella Rusel operate the Biology Student Affairs Office in Jeanette Goldfarb 105. Erin Gerrity is the person to see to declare a major program in biology and to obtain a Biology advisor. She also edits BIORhythms (<https://biology.wustl.edu/biorhythms>), the undergraduate biology newsletter, which includes items submitted by students. Stella Rusel checks students' records for completion of graduation requirements for the biology major and minor and determines eligibility for Latin honors. To register for a class that requires "permission of the department," you must see Ms. Rusel. Lab courses are limited by the size of our teaching labs, and some upper-level courses are limited in size to encourage discussion.

Natural Sciences Learning Center

The Natural Sciences Learning Center (NSLC) is a study center located close to the teaching laboratories and classrooms. The center is a home base for our first-year and sophomore students taking Bio 2960 (Principles of Biology I), and Bio 2970 (Principles of Biology II). The center has a student lounge, computer classroom, conference room and 8 multipurpose rooms for TA office hours and study groups. Location: Life Sciences Building, Rooms 104-117; Hours: Monday – Thursday: 7:00 M – 10:00 PM; Friday: 7:00 AM – 6:00 PM; Saturday: 9:00 AM – 5:00 PM; Sunday: 11:00 AM – 10:00 PM. For more information, visit our homepage at <https://biology.wustl.edu/undergraduate-program#secondary>.

Biology Library

Most of our library materials, including access to most journals, are available electronically at Olin Library's Life Sciences web page: <https://library.wustl.edu/category/biology-news>. For help in using these resources, contact biology librarian Melissa Vetter at Olin Library: 935-5079, e-mail mvetter@wustl.edu.

BIOLOGY CLUB

The activity level of the undergraduate Biology Club at Washington University varies from year to year, depending on the interests and energy of the students. Past activities have included career seminars, local field trips, and volunteer science demonstrations in local schools. Students interested in the Biology Club should contact Dr. Wilhelm Cruz (x5-5436 or cruzws@wustl.edu). For information on science-outreach activities, contact Vicki May (x5-6846; vmay@wustl.edu).

FACULTY AND STAFF

Biology Department Faculty

For more information, see <https://biology.wustl.edu/people/all/all> and select “Current Faculty.”

Heather D. Barton, Senior Lecturer, Ph.D., Kansas State University, 2010. Disease ecology. Office: Life Sciences 308; x5-7529; e-mail: hdbarton@wustl.edu

Roger N. Beachy, Professor, Ph.D., Michigan State University, 1973. Gene expression and genetic transformation in plants. Office: Busch Laboratory 254; x5-8529; e-mail: RBeachy@wustl.edu

April E. Bednarski, Senior Lecturer, Ph.D., University of Michigan, 2001. Enzyme mechanisms. Office: Life Sciences 305; x5-9117; e-mail: aprilb@wustl.edu

Yehuda Ben-Shahar, Professor, Ph.D., University of Illinois, 2002. Behavioral genetics of *Drosophila melanogaster*. Office: Bayer 411; x5-3484; e-mail: benshahary@wustl.edu

Joshua A. V. D. Blodgett, Associate Professor, Ph.D., University of Illinois, 2007. Microbiology. Office: Rebstock 220; x5-6233; e-mail: jblodgett@wustl.edu

Arpita Bose, Associate Professor, Ph.D., University of Illinois, 2008. Microbiology. Office: Rebstock 313; x5-6236; e-mail: abose@wustl.edu

Stanton Braude, Teaching Professor, Ph.D., University of Michigan, 1991. Behavioral ecology. Office: McDonnell 306; x5-7352; e-mail: braude@wustl.edu

Bruce Carlson, Professor, Ph.D., Cornell University, 2003. Electrophysiology and neuroanatomy of electrosensory systems in fish. Office: Bayer 415; x5-3486; e-mail: carlson.bruce@gmail.com

Douglas L. Chalker, Professor, Ph.D., University of California at Irvine, 1992. Developmentally regulated genomic rearrangements in ciliated protozoa. Office: McDonnell 232; x5-8838; e-mail: dchalker@wustl.edu

Ruth Clark, Professor of Physical Therapy, Ph.D., Saint Louis University, 1988. Physical therapy and neurology. Office: Life Sciences 102; 286-1431; e-mail: clarckru@wustl.edu

Wilhelm S. Cruz, Teaching Professor, Ph.D., Saint Louis University, 1999. Biochemistry and molecular biology. Office: Rebstock 130; x5-5436; e-mail: cruzws@wustl.edu

Ram Dixit, Professor, Ph.D., Cornell University, 1999. Cytoskeletal control of plant cell form and function. Office: McDonnell 216; x5-8823; e-mail: ramdixit@wustl.edu

Ian Duncan, Professor, Ph.D., University of Washington, 1978. Genetics: genes controlling segmentation in *Drosophila*. Office: McDonnell 122; x5-6719; e-mail: duncan@wustl.edu

Kathleen Hafer, Teaching Professor, Ph.D., Washington University, 1990. Microbial genetics. Office: Life Sciences 301; x5-4424; e-mail: hafer@wustl.edu

Kathleen Hanes, Lecturer, Ph.D., University of Florida, 2003. Marine ecology. Office: Life Sciences 303; x5-4586; e-mail: khanes@wustl.edu

Keith Hengen, Assistant Professor, Ph.D., University of Wisconsin, 2010. Self-organization of intact neural networks that support sensation, perception, and cognition. Office: Bayer 211; x5-4711; e-mail: khengen@wustl.edu

Erik D. Herzog, Professor, Ph.D., Syracuse University, 1994. Neural basis of visually guided and circadian behaviors. Office: Bayer 204; x5-8635; e-mail: herzog@wustl.edu

Feng Sheng Hu, Dean of Arts & Sciences, Ph.D., University of Washington, 1994. Molecular genetics and paleoecology. Office: South Brookings Hall 205; x5-6820; e-mail: deanhu@wustl.edu

Joseph Jez, Professor and Chairperson, Ph.D., University of Pennsylvania, 1998. Plant biochemistry. Office: Bayer 507; x5-3376; e-mail: jjez@wustl.edu

Tammie Keadle, Lecturer, D.V.M., Louisiana State University, 1982. Ph.D. 1992. Veterinary medicine. Office: Psychology 133; x5-6875; e-mail: keadle@wustl.edu

Robert G. Kranz, Professor, Ph.D., University of Illinois, 1984. Gene regulation; biogenesis of extracellular cytochromes. Office: Bayer 306A; x5-4278; e-mail: kranz@wustl.edu

Mitchell A. Kundel, Lecturer, Ph.D., Yale University, 2008. Molecular regulation of neuron growth and development. Office: Rebstock 110A; x5-6059; e-mail: mkundel@wustl.edu

Barbara Kunkel, Professor, Ph.D., Harvard University, 1990. Molecular genetic analysis of plant-microbe interactions. Office: Bayer 319; x5-7284; e-mail: kunkel@wustl.edu

Mary E. Lambo, Lecturer, Ph.D., Brandeis University, 2012. Neuroscience. Office: Rebstock 110B; x5-6841; e-mail: mlambo@wustl.edu

Michael J. Landis, Assistant Professor, Ph.D., University of California at Berkeley, 2015. Modeling evolutionary history. Office: Rebstock 210; x5-6850; e-mail: michael.landis@wustl.edu

Allan Larson, Professor and Director of Undergraduate Studies, Ph.D., University of California at Berkeley, 1982. Molecular phylogenetics and evolution. Office: Bayer 413; x5-4656; e-mail: larson@wustl.edu

Petra A. Levin, Professor, Ph.D. Harvard University, 1996. Molecular analysis of bacterial cell division. Office: Rebstock 301; x5-7888; e-mail: plevin@wustl.edu

Haijun Liu, Senior Research Scientist, Ph.D. Louisiana State University, 2009. Protein structure and function in photosynthesis. Office: Bayer 304; x5-7486; e-mail: liuhaijun@wustl.edu

Jonathan B. Losos, Professor, Ph.D. University of California at Berkeley, 1989. Behavioral and evolutionary ecology of lizards. Office: McDonnell 404; x5-3460; e-mail: losos@wustl.edu

Liz Mallott, Assistant Professor, Ph.D. University of Illinois, 2016. Primate gut microbiomes. Office: McDonnell 334; x5-2058; e-mail: mallott@wustl.edu

Mark S. Manteuffel, Adjunct Instructor, Ph.D. University of Miami, 2001. Ecology and evolutionary biology. Office: TBA; x5-6700; e-mail: mmanteuf@wustl.edu

Jonathan A. Myers, Associate Professor, Ph.D., Louisiana State University, 2010. Community ecology, biogeography and biodiversity of plants. Office: McDonnell 409; x5-8443; e-mail: jamyers@wustl.edu

Kenneth M. Olsen, Professor, Ph.D., Washington University, 2000. Molecular population genetics and plant biology. Office: McDonnell 303; x5-7013; e-mail: kolsen@wustl.edu

Philip A. Osdoby, Professor, Ph.D., Case Western Reserve University, 1978. Biochemical and physiological events regulating bone remodeling, specifically osteoclast development and activity. Office: McDonnell 045; x5-4044; e-mail: osdoby@wustl.edu

B. Duygu Özpolat, Assistant Professor, Ph.D. Tulane University, 2010. Germline and Stem-Cell Regeneration. Office: McDonnell 215; 5-5741; e-mail: bdozpolat@wustl.edu

Himadri B. Pakrasi, Professor, Ph.D., University of Missouri, Columbia, 1984. Photosynthesis; biochemistry and genetics of membrane protein complexes. Office: McDonnell 044; x5-6853; e-mail: pakrasi@wustl.edu

Eleanor Pardini, Lecturer, Ph.D., University of Georgia, 2006. Ecology of invasive plants. Office: McDonnell 403; x5-4884; e-mail: epardini@wustl.edu

John W. Parks, Lecturer, Ph.D., Washington University, 2000. Behavioral ecology. Office: McDonnell 435; x5-6050; e-mail: jwparks3@wustl.edu

Rachel Penczykowski, Assistant Professor, Ph.D., Georgia Institute of Technology, 2013. Ecology and evolution of host-parasite interactions. Office: McDonnell 407; x5-8282; e-mail: rpenczykowski@wustl.edu

David Queller, Professor, Ph.D. University of Michigan 1982. Evolutionary biology of cooperative behavior and sociality. Office: Wilson 308; x5-3528; e-mail queller@wustl.edu

Barbara A. Schaal, Professor, Ph.D., Yale University, 1974. Evolutionary genetics; molecular evolution of plants. Office: North Brookings Hall; x5-6820; e-mail: schaal@wustl.edu

Maggie S. Schlarman, Lecturer, Ph.D., University of Missouri, Columbia, 2011. Microbiology. Office: Rebstock 131; x5-4782; e-mail: mschlarman@wustl.edu

Christopher D. Shaffer, Lecturer, Ph.D., Cornell University, 1991. Genetics, genomics and chromatin structure. Office: McDonnell 150; x5-5078; e-mail: shaffer@wustl.edu

Anthony J. Smith, Lecturer, Ph.D., University of Miami, 2006. Immunology and microbiology. Office: Cupples II 100; x5-4940; e-mail: anthony.j.smith@wustl.edu

Craig L. Smith, Senior Lecturer, Ph.D., University of Michigan, 2001. Biochemistry of protein structure and function. Office: Life Sciences 307; x5-5896; e-mail: csmith22@wustl.edu

Paul S. G. Stein, Professor, Ph.D., Stanford University, 1970. Neural control of limb movement: scratch reflex in the turtle. Office: Bayer 216; x5-6824; e-mail: stein@wustl.edu

Margaret Steele, Research Associate, Ph.D., University of Texas, 2020. Interactions between eukaryotes and bacteria in predator/prey and host/pathogen relationships. Office: Wilson 301; x5-8899; e-mail: msteele@wustl.edu

Joan Strassmann, Professor. Ph.D. University of Texas at Austin, 1979. Evolutionary biology of cooperative behavior and sociality. Office: Wilson 310; x5-3527; e-mail strassmann@wustl.edu

Richard D. Vierstra, Professor, Ph.D., Michigan State University, 1980. Biochemistry of plants. Office: McDonnell 305; x5-5058; e-mail: rdvierstra@wustl.edu

Elise M. Walck-Shannon, Lecturer. Ph.D., University of Wisconsin, 2016. Genetics and education. Office: Life Sciences 306; x5-5767; e-mail: ewalck-shannon@wustl.edu

Jennifer Wang, Assistant Professor. Ph.D., Johns Hopkins University, 2014. Centrosomes, cilia and subcellular organization. Office: McDonnell 131; x5-4421; e-mail: wjennifer@wustl.edu

Julia K. Wang, Lecturer, Ph.D. Boston University, 1997. Immunology and pathology. E-mail: jkwang@wustl.edu

Corey S. Westfall, Lecturer. Ph.D., Washington University, 2013. Role of central carbon metabolism in the regulation of bacterial growth and morphology. Office: Rebstock 303; x5-5250; e-mail: cswestfa@wustl.edu

Peter S. Wyse Jackson, Englemann Professor of Botany, Ph.D., Trinity College Dublin, 1984. Evolution and systematics of plants. Office: Missouri Botanical Garden; 577-9582; e-mail: peter.wysejackson@wustl.edu

Hani Zaher, Professor, Ph.D. Simon Fraser University, 2007. Molecular biology and biochemistry. Office: Bayer 508A; x5-7662; e-mail: hzaher@wustl.edu

Xuehua Zhong, Professor, Ph.D. The Ohio State University, 2007. Epigenetic regulation of gene expression and development in plants. Office: McDonnell 116; x5-6084; e-mail: xuehuazhong@wustl.edu

Biology Departmental Staff

For more information, see <https://biology.wustl.edu/people/all/all> and select “Administrative Staff.”

Biology Departmental Office, Wilson 314

Lohr, Shelly Administrative Assistant, x5-6860; lohr@wustl.edu

Biology Administrative Office, Rebstock 321

Hurt, Linda Manager of Financial Operations, x5-6682; lhurt@wustl.edu

Mullin, Jamie Administrative Assistant, x5-6850; j.mullin@wustl.edu

Wegorzewska, Marta Science Writer and Faculty Support, x5-6871; wegorzewskam@wustl.edu

Biology Accounting Office I, Rebstock 312

Mullin, Pamela Contract and Grant Coordinator, x5-5194; mullin@wustl.edu

Zinke, Amanda Contract and Grant Coordinator, x5-6242; amandazinke@wustl.edu

Biology Accounting Office II (Payroll), Rebstock 315

Evers, Melissa Supervisor Accounting, x 5-3633; mevers@wustl.edu

Kusmanoff, Jennifer Grants Specialist, x5-4047; kusmanoff@wustl.edu

Biology Accounting Office II, Rebstock 318

Ames, Mark Payroll/Accounting Assistant, x5-4445; mames@wustl.edu

Spruiel, Stacey HR and Payroll Supervisor, x5-9313; sds1@wustl.edu

Biology Student Affairs Office, Jeanette Goldfarb Plant Growth 105

Gerrity, Erin Student Coordinator, x 5-5064; gerrity@wustl.edu

Rusel, Stella Student Academic Program Coordinator, x5-6881; rusel@wustl.edu

Computer Facility, Monsanto 101

Malolepszy, Michael Computer Specialist, x5-4262; klaus@wustl.edu

Thuet, Frances Computer Systems Manager, x5-6705; LS 104; thuet@wustl.edu

Division of Biology and Biomedical Sciences, 301 Bayer

Dukes, Shonda Graduate Program Administrator; x5-4201; cunninghams@wustl.edu

ENDURE Program, Busch 256

Corzine, Lori Turner Program Assistant, x5-5137; corzine@wustl.edu

Facilities, Life Sciences Basement

Hippe, Bob Lab Mechanic, 5-8508; hippe@wustl.edu

Greenhouse, Jeanette Goldfarb Plant Growth 108

Dyer, Mike Greenhouse Supervisor, x5-6807; LS 101; dyer@wustl.edu

Hayek, Thomas Greenhouse Assistant, 747-0251; hayek.t@wustl.edu

Sorkin, Hammy Greenhouse Assistant, x5-8139; hammysorkin@wustl.edu

Stephan, Michael Greenhouse Assistant, x5-6807; stephanmichaelh@wustl.edu

Imaging Facility, McDonnell 045

Duncan, Dianne Research Associate, 5-6890; duncan_d@wustl.edu

Institute for School Partnership

Adams, Jeff Warehouse Assistant, 935-9856, Resource Center; jfadams@wustl.edu
 Ashman, Lauren Instructional Specialist, 578-4264, Resource Center; lashman@wustl.edu
 Basa, Elizabeth Curriculum Writer; basa@wustlisp.org
 Brockhouse, Alison Research & Evaluation Associate, 743-3883; ISP 100; abrockhouse@wustl.edu
 Cella, Chris Distribution/Warehouse Manager, 575-4657, Resource Center; cella@wustl.edu
 Condit, Stuart Warehouse Assistant, x5-9856, Resource Center; sjcondit@wustl.edu
 Doughty, Nikki Associate Director, 760-7801, ISP-100; doughty.n@wustl.edu
 Elkana, Maia Evaluation Director, 337-9553, ISP-100; mjelkana@wustl.edu
 Gerber, Alex Instructional Specialist, 899-7522, Resource Center; gerbera@wustl.edu
 Hathaway, Margo Grant Specialist x- 5-8974, Life Sciences 202C; hathaway@wustl.edu
 Heinrich, Anne Senior Marketing Manager, x5-6846, ISP-100; a.heinrich@wustl.edu
 Hertzog, Beth Senior Director University Advancement, x5-3417; bethhertzog@wustl.edu
 Hunter, Joshua Warehouse Assistant, x5-9856, Resource Center; hjoshua@wustl.edu
 Jadali, Farhad Research and Evaluation Specialist, 384-6699, Life Sciences 200; farhad@wustl.edu
 LaRose, Wendy Math Instructional Specialist, 437-6912, ISP-100; wlarose@wustl.edu
 Loehr, Abbey Research Director, 285-8130, ISP-100; abbey.loehr@wustl.edu
 Mallet, Kimber Marketing & Branding Specialist, x5-6846, Life Sciences 200; kmallett@wustl.edu
 Mansion, Marquetta Program Manager, 337-6018, Life Sciences 200; mansion@wustl.edu
 May, Keith Operations/Materials Manager, 954-8137, Resource Center; kmay@wustl.edu
 May, Victoria Executive Director, 413-1856, Life Sciences 202E; vmay@wustl.edu
 Milo, Heather Instructional Specialist, (404) 538-8310, Life Sciences 100; hmilo@wustl.edu
 Mohr, Chris Program Coordinator, 309-8824, Life Sciences 200; mohr@wustl.edu
 Morris, Henry Warehouse Assistant, x5-9826, ISP-100; henry.n.morris@wustl.edu
 Obermeyer, Sam Warehouse Assistant, x5-9856, Resource Center; sjobermeyer@wustl.edu
 Oberski, Amanda Curriculum Writer; oberski@wustlisp.org
 Peltz, James Warehouse Assistant, 349-5545, Resource Center; jpeltz@wustl.edu
 Pilla, Diane Resource Center Coordinator, 406-3212, Resource Center; dpilla@wustl.edu
 Qiu, Jing Instructional Specialist, 456-2545, Life Sciences 202; q.jing@wustl.edu
 Richardson, Joslyn Instructional Specialist, 437-6623, ISP-100; joslyn@wustl.edu
 Ruggirello, Rachel Associate Director, 919-7574, Resource Center; ruggirello@wustl.edu
 Sanderson, Christi Science Program Manager, 827-1398, Resource Center; christi@wustl.edu
 Stayton, Carmen Instructional Specialist, 827-1399, Life Sciences 202; carmens@wustl.edu
 Uhlemeyer, Eric Lead Warehouse Assistant, x5-9856, Resource Center; e.uhlemeyer@wustl.edu
Laboratory Services, Rebstock 123
 Abts, Ben Laboratory Preparation Specialist, x5-7368; bjabts@wustl.edu
 Corzine, Logan Laboratory Dishwasher, x5-7368; logan.c@wustl.edu
Living Earth Collaborative
 Weatherspoon, Angela Administrative Assistant, x5-5161; McDonnell 435 aweatherspoon@wustl.edu
Stockroom, Rebstock 133
 Grossenheider, Blake Purchasing/Receiving Assistant, x5-7368; blake.g@wustl.edu
 McDermott, Janice Contract and Grant Coordinator, x5-6858; mcdermot@wustl.edu
 Watts, Dennis Manager/Lab Safety Officer, x5-6863; dennismwatts@wustl.edu
 Williams, Force Purchasing/Accounting Assistant, x5-8123; forcewilliamsjr@wustl.edu