program is now college funded and provides up to half the cost of the course at a maximum of $800.00 per student. At Carroll we have roughly 125 students per January in the various NCEP programs. This college funding enables many more students to take part in the off campus programs than previously.

The Biology Department at Carroll has had as many as 3 NCEP programs in a given year. A course in Tropical Ecology and Marine Biology has been taught for 17 years, both before and after NCEP. A course in Rural Health Care in the Third World was taught yearly but as a result of personnel changes, is now offered in alternate years. And a Socio-Biology course with a domestic field component is offered in June with NCEP funding. The latter focuses on Appalachia and is jointly taught with the Geography Department.

Any professor is welcome to create an NCEP course. However, an NCEP committee chaired by the Provost must pass on the viability of any new proposal. The original 6 NCEP courses have run successfully with a full compliment of students since the beginning of the concept 10 years ago. Other NCEP courses have been tried and for a variety of reasons not been sustained.

The programmers duties vary from doing all of the logistical work to calling travel agents and having them put a package together. Planning of an NCEP program is an overload, in addition to regular classwork and the myriad of normal college duties. However, the rewards are well worth the effort. Besides, after the winter of 1982, the Caribbean is not a bad place to be in January.

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ARTICULATION BETWEEN COLLEGES: BIOLOGY COURSES AND PROGRAMS IN TWO AND FOUR YEAR SCHOOLS

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Articulation between two and four year colleges has been a major concern of faculty and administrators involved with transfer students. Articulation is the process of separate units "coming together." In an educational context, this may be articulation of individual courses, such as Biology or Zoology courses, or of entire programs of study, such as the pre-Nursing program that leads to a BSN degree from a four year college.

Local, regional and national studies have examined this concern in attempts to understand and improve upon relationships between involved colleges. The student is caught in the middle of any controversies surrounding articulation concerns, and many of these studies have focused on the student's problems of transferring from one school to another. The students attend community colleges for many reasons, and often have intentions of completing baccalaureate degrees at four year institutions. Those that feel they will lose credits or entire semesters of study often fail to transfer and complete their degree, which hurts both institutions as well as the students.

Several states have produced agreements between state universities and public community colleges to relieve some of these problems. Iowa is one of these states, and our agreement covers broad based general education requirements for students transferring into the universities as college juniors. Additional work is needed, however, to insure that the students receive credit for specific courses in the Biology curriculum at the universities. Most of the above agreements and studies involve only articulation between public schools. Many of our students transfer to private four year colleges, so agreements must also be made with these schools.

Articulation agreements that involve courses in the Biological Sciences must generally be made first between the faculty members of the proper departments of each school involved. These agreements must usually be initiated by the two year college from which the students will be transferring. Careful attention to the specific requirements of each course and professor will enhance the relationships necessary for good agreements. Counselors, registrars and administrators at the articulating schools must all be made aware of any agreements and all of the particulars involved. A smooth transition for the transferring student should be the ultimate goal of this type of activity.
Muscatoine Community College has been actively involved with articulation studies, agreements, and arrangements with several four year institutions. All of these activities involved personal communications and meetings between faculty and counseling staff at the two and four year colleges. This process has been successful for us, but we are continually searching for methods of improvement and innovation.


CAREER ADVISEMENT FOR BIOLOGY MAJORS

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Because of the condition of the economy and the high unemployment rate, many college students and their parents are more career conscious than ever before. This concern is becoming an increasingly important factor in choosing the major for the freshman year of college. Some students have made a premature commitment to an appealing career area and some have drifted into a career choice to please expectations of family and friends. Many students simply do not understand themselves or the world of work well enough to put the two together in a meaningful and realistic career decision. The purpose of this paper is to briefly describe the process of career planning and advising for our biology majors.

Although most students are very concerned about careers, they are not too likely to devote much time to the process of career planning on their own. Therefore, faculty need to provide guidelines, prompting, encouragement and direct assistance so that this activity will take place.

There needs to be a central point where career information can be examined by students. This may be in the campus career office, the library, the biology department or a combination of the above. Such a center should include graduate and professional school information, literature on the various health and science careers, governmental career publications, industrial career publications, publications from various professional organizations, books on career planning in general, listings of job openings in the local area or the job bulletin from a nearby state school.

An early step in the career planning process is for the students to get to know themselves better. There are specific tests, exercises and workshops designed to help students to become more aware of their interests, skills, values, goals, significant accomplishments, etc. Often these activities are handled by the career office on campus. Many of these exercises utilize principles contained in the excellent book, What Color Is Your Parachute?, by John Bolles. Students need to realize what is unique about themselves and to develop and accentuate these strengths. To achieve this result, some students need to be taught that it is important to be their own person and not just continue to blend in with the crowd.

The next step in career planning is for the students to match themselves with a particular career or, better yet, a cluster of related career options. There are two basic sources of career information -- written materials and talking with people in the field. Students need to be encouraged to interview people in their chosen area for career information. Students should have the professional describe a typical day, his likes and dislikes concerning his career, his training, his major responsibilities, and future opportunities for growth in the field. Exposure to the intended field by way of observation periods, part time work, volunteer work, or internships are extremely valuable. Faculty should see that students get this first hand experience early in their college careers if possible.

Within the department it is often most effective to have faculty specialize in advising the various career directions of the students. This way it is easier to keep current with the career literature, the changing educational requirements, the application procedures, and the local contacts with professionals in that particular field. Special career programs