

As a lifelong environmentalist and animal advocate, medicine and conservation have been clear choices for me when choosing a career and educational path. Although the University of Utah has strong classes in biology, research, and environmental studies, it lacks a specific program that deeply intertwines the combination of them for someone who would want to go into a career emphasizing the wildlife aspects of biology. A career that I believe would utilize these interests best would be wildlife veterinary medicine, as I could aide & research animals while looking at their environment as an imperative link to it all. My proposed degree would give me a lot of experience in applicable settings that would allow me the ability to continue down a more research driven and less medicinal career path should I find that more relevant to my interests and capabilities. My current hopes are to utilize knowledge of medicine and science while assessing the environmental factors that affect animals, then creating preventative or combative measures to protect both the individual specimen and the overall health of the ecosystem in which it exists.

Wildlife conservation is important to me because I have a great respect for the interconnectedness of it all and a desire to have a positive impact on it. I was raised around animals and have always had an appreciation for them that started with human companions and grew to untamed beasts. I spent many hours outdoors with my parents growing up and continue to spend my free time exploring it. My father, a biologist, made hikes more interesting as he pointed out animal tracks and scat, and cited fun facts about plants and fungi, implanting an excitement for living things in me. As a nurse my mother would come home with stories of helping people who couldn't help themselves and the sense of gratitude and happiness that gave her. Growing up, I swore I wouldn't go into any medical or science related field because I had heard so much about it at home; but as it became more and more important to me to work hard towards something I was passionate about I accepted my love for both.

I currently work as a veterinary technician/animal nurse at an emergency clinic, giving me the imperative hours in a clinic setting needed to apply to professional graduate school, and extremely valuable training I couldn't get anywhere but on the job. My new association with the Denise Dearing lab and future collaboration with the June Round lab allows me biology research experience in a lab setting. With these alongside biology and chemistry classes, I'm only lacking the application of these in a wildlife setting. This course outline will allow for just that with field classes in an outdoor setting conducting research under the instruction of experienced professors. Ultimately, I intend for the knowledge and experiences gained in both course and independent research over the next 2 years to produce a project for a senior thesis. This will include collecting data in the field, analyzing it in one or both of the labs I'll perpetually be affiliated with as an undergrad, and proposing conclusions, and if capable, solutions with the assistance of my advisor who is well experienced in exactly this type of research.

My theme reflects the kind of knowledge and experiences I find relevant to my career and prepares me to meet the standards of other college's students with a bachelor in Wildlife Biology. My Bachelor of University Studies outline is a better option as opposed to a regular Biology degree because it builds a strong foundation of knowledge in biology and then an immediate application of it, as well as time to gain experiences outside of school that are necessary to my career. It also meets the entry requirements of veterinary schools I'm interested in while giving me a respectful transcript that allows me to change gears to strictly biology. I picked my courses with these factors in mind.

Upper division biology courses such as Mammalogy and Parasites & Pathogens will apply biology directly to animals in the classroom, while field courses such as Tropical Field Biology, Desert Field Ecology, Natural History of the Colorado Plateau, and an Environmental Studies Field Seminar will

teach me how to identify issues and problems in the field, how to go about researching the information needed, how to propose a solution, and finally to be able to organize it all into a professional, scientific paper. Classes taken prior to these field classes such as Global Environmental Issues, Ocean Environments and Conservation Biology will open my eyes to current issues in the environment, how they've been addressed and attempted to be solved, information applicable to my future endeavours.

Perhaps less recognizably relevant classes are included, but are nonetheless important to me and my career. Veterinarians are often put in a position where they have to explain and illustrate issues and probable solutions to people with less of a science background than them. Science Communication for the Next Generation will incorporate an entire semester of teaching biology to K-12 students, allowing me practice in helping others gain an understanding of a less-familiar subject. People working in veterinary medicine have the single highest depression and suicide rate of any profession in the United States. This is almost entirely due to animal lovers having to witness, or perform themselves, the death of the animals they care so much about. I have yet to work a shift where I have not witnessed the unintentional passing or euthanasia of an animal. Although you step up to the plate in terms of handling your emotions in these situations, it is often through repression of disappointment and despair that you get by. In taking Death & Dying I hope to learn a more genuine and fulfilling approach to the grieving and acceptance of such a heavy subject. As a wildlife biologist or veterinarian, proper documentation is imperative to your work. Nature Photography teaches just that, while incorporating Leave No Trace ethics that are important in maintaining the integrity of the environment and leaving its organisms as undisturbed as possible. Primates: Studying Our Closest Relatives will allow for more of a behavioral aspect of studying animals, specifically with a species I'm very interested in working with. I've looked closely at the structures of these classes and made a timeline of when I'm to take them, allowing space for alternatives should conflict of availability or scheduling appear.

All of this will be applicable to my future endeavours even prior to further education as I independently submerge myself in wildlife. An internship at Utah's Hogle Zoo will be a 240 hour research project on the behaviors of the wild animals inhabiting the facility. This will require close documentation and analysis of the animals, and a final presentation on my findings. Following graduation I'll fully pursue my interests on a 7-week expedition to the safaris of South Africa through a volunteer program. The first 3 weeks will be spent on a rehabilitation center aiding in the care of injured and orphaned animals, and the last 4 on a reserve outside of Krugar National Park observing populations and other aspects of the wild animals. This will compound my experiences and equally test my knowledge and capabilities in animal care and research before potentially beginning a rigorous 4 years of studies in veterinary medicine and another 1-2 in wildlife conservation and research.

This major outline has been carefully constructed to build and maintain capabilities of both a wildlife biologist and pre-veterinary, and it would fill requirements needed for continued education. My intent is to balance the importance of mental and physical ability in the aspects of my field of choice. I hope that the repercussions of applying to this program is a fulfilling education and a passionate career.

Department	Course	Class	Credits	Status
BIOL	2010	Evolution & Diversity of Life	3	IP
BIOL	2015	Evolution & Diversity of Life Lab	2	IP
BIOL	2020	Principles of Cell Biology	3	
BIOL	2030	Genetics	3	
BIOL	2420	Human Physiology	4	
BIOL	3310	Comparative Morphology	3	
BIOL	3315	Comparative Morphology Lab	1	
BIOL	3470	Conservation Biology	3	
BIOL	3510	Biological Chemistry I	3	
BIOL	3670	Science Comm. for the Next Generation	3	
BIOL	4955	Independent Research (Hogle Zoo Internship)	3	
BIOL	4956	Senior Thesis	3	
BIOL	5325	Tropical Field Biology	5	
BIOL	5345	Natural History of the CO Plateau	3	
BIOL	5370	Mammalogy	3	
BIOL	5455	Desert Field Ecology	3	
BIOL	5555	Evolution of Parasites & Pathogens	3	
CHEM	1210	General Chemistry I	1	IP
CHEM	1215	General Chemistry I Lab	1	IP
CHEM	1220	General Chemistry II	4	
CHEM	1225	General Chemistry II Lab	4	
CHEM	2310	Organic Chemistry I	4	
CHEM	2315	Organic Chemistry I Lab	5	
PHYS	2015	General Physics I Lab	1	
PHYS	2210	Physics for Scientists & Engineers I	4	
ANTH	2281	Primates: Studying Our Closest Relative	3	
ENVST	3360	Ocean Environments	3	
ENVST	3460	Global Environmental Issues	3	
ENVST	5810	Field Seminar	4	
H EDU	3190	Death & Dying	3	
PRTL	1150	Nature Photography	2	

Total Courses: 93

Total 4000+ Courses: 27

General Education Courses

Degree Requirements

Category	Requirement	Included in Proposal
Credits to be Completed		89
3000+ Credits	56	64
Total Credit Hours	122	138