FALL 2023
Division of Multidisciplinary Programs
19160 BAAS 3300.641
Professional Planning and Development Seminar
D2L Livestream: Tuesday 6:45pm-9:15pm

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Office Hours: Face-to-face on Tuesdays & Wednesdays from 9:30 AM-11:30 AM. Virtual Office hours Thursday from 10 AM – 2 PM. Personal appointments are also available throughout the week.

Catalog Description:

Assists students with formulating academic and career goals that bridge their area of specialization and professional development area. Students will learn about professional writing, academic and career planning, interdisciplinary studies, and the process of interdisciplinary research. Writing enhanced course.

Course Description:

AAS 3300 serves as an introductory course for those students majoring in either the BAAS program or the BSMS program. In either case, as both degrees are interdisciplinary in nature, the goal of this class is to embrace the broad nature of your degree and come to a greater understanding of what it means to be an interdisciplinarian. Specifically, we will spend the first 1/3 of the class exploring what it means to study within an academic silo, the potential detractions of such study, what it means to pursue an interdisciplinary education, and how all this new understanding helps us to understand our own degree and professional aspirations. Then, we will spend the next 2/3’s of the semester building the foundational documents for your academic portfolio. This is a portfolio that you will make use of throughout your educational ventures, will be integral to your participation in and completion of AAS 498, and, potentially, become a valuable artifact when performing your future job searches.

Course Objectives:

1) Develop an understanding of interdisciplinary study and research.
2) Identify and articulate academic and career goals that either connect the area of specialization and professional development area (BAAS) or the three areas of study (BSMS).
3) Articulate the role of interdisciplinary research in connecting the area of specialization and professional development area (BAAS) or the three areas of study (BSMS).
4) Demonstrate the ability to identify, appraise, and summarize multiple sources of knowledge.
5) Demonstrate an ability to professionally communicate in both a written and verbal format.
Required Text:

Thinking with Excellence. Paul R Shockley and Raul F. Prezas. Two Creeks Publishing Group. 2019. This work is also available as an e-version Kindle from Amazon. If you have Kindle Unlimited, the book is free. The book is also available at SFA Library in Reserves.

Curriculum Description(s):

BAAS Program: There are essentially three parts to the BAAS degree: Core Curriculum, Area of Specialization, and Professional Development Area. The Core Curriculum provides the academic foundation for all university students. The Area of Specialization is the equivalent of coursework in the major in a traditional degree program and is where the non-collegiate or non-transferrable credit is applied. It consists of 36-48 hours from a specific occupational area and is designated as one of the following: a) Allied Health Occupations, b) Business Occupations, c) Public Safety and Administration, d) Graphic Arts, or e) Applied Technology. The Professional Development Area takes the place of the minor in a traditional degree plan and is intended to broaden the student's academic foundation. It consists of 24 to 36 hours selected from an academic discipline in consultation with the BAAS advisor. The professional development area should provide an academic foundation for the area of specialization.

BSMS Program: Students pursuing the BSMS degree will work with faculty to design a degree plan consisting of three areas of study. Each area of study requires a total of 18 academic hours (12 of which must be upper level). The areas of study must be complimentary of one another, and students must be able to demonstrate how the areas can be logically, academically, and professionally integrated. In most cases, students choose the areas of study from any of the academic programs that currently offer minors.

Program Learning Outcomes (BAAS and BSMS)

1) Students will be able to apply approved technical and career learning to the BAAS degree (BAAS only).
2) Students will demonstrate the ability to translate interdisciplinary learning goals into cohesive degree plans (BSMS only).
3) Students will demonstrate an understanding of the importance of career and educational planning.
4) Students will demonstrate an understanding of interdisciplinary research and possession of basic research skills.
5) Students will develop the knowledge and skills necessary for ongoing educational and career success.

Course Requirements:

Consistent Presence, Active Participation, and Class Presentation (25%):

Presence, Active Participation, and Class Presentations. It is mandatory you attend every class lecture we have; be on time. You will only be allowed two absences. There is too much at stake for you not to attend class and engage classmates. Moreover, you are required to actively participate in the class discussions as we work through every student's ongoing work in the development of a solid portfolio. Thus, not only do the cameras need to be on and engaging the class, but you must also not be distracted by other duties (e.g., running errands; shopping; ball games) or distracting others (e.g,
walking to the cafeteria). Failure to actively be present and participate with cameras on may be a loss of 25%. Iron sharpens iron and so everyone in the class needs to be able to help one another create the greatest portfolio possible.

You will be asked nearly every class time to discuss your portfolio. Failure to not be prepared to discuss your work or complete what is asked of you may cause you to receive a 25% complete loss of participation grade...

**Mid-term Project Proposal (25%):**

Your mid-term grade is exclusively based on clearly and succinctly stating your portfolio proposal (which is due by 10 October by 11:59 PM D2L Time to Dropbox). For the mid-term, no more than one page, but, if possible, try to do state your proposal in 25 words or less; that is all you are required to complete. My goal is that if someone were to ask you what your proposal is, you can state it very clearly, accurately, and simply. To be sure, your proposal will be evaluated in five different ways:

1. Is it multidisciplinary or interdisciplinary in scope?
2. Novel; original
3. Relevant or apropos to your degree and future
4. Worthwhile, meaningful, and valuable to your degree and future
5. Clear, succinct, and rightly related to your specific degree plans as being multidisciplinary or interdisciplinary.

**Rough Draft of Portfolio by 11:59 PM Dropbox: November 14th (25%):**

November 14 your final draft of your annotated bibliography, Introductory Materials, Career Goals, and Research Proposal Narrative are due (25%). 12 entries for annotated bibliography are required. Therefore, try to do three of them a week to budget your time and make substantive progress between mid-term and Due Date for Rough Draft Portfolio. Your introductory materials, career goals, and research proposal will be due too. You will upload them in this order by 14 November by 11:59 PM:

1. Introductory Materials (Cover Letter; Introductory Letter; Professional Letter; Resume)
2. Career Goals
3. 12 annotated entries
4. Research Proposal Narrative

The research proposal idea and annotated bibliography are the hardest parts of your portfolio because it demands you do research and use multidisciplinary/interdisciplinary methodologies. This research will then be used to build the content for your portfolio proposal. Poor annotated bibliography means poor research proposal.

Now...What is an annotated bibliography? Why is an annotated bibliography important? How do you do one? How do you do an annotated bibliography using APA format? See this video: An excellent guide to doing an annotated bibliography
Completed Final Draft Portfolio by 12 December by 11:59 PM Dropbox (25%) which will include:

Section 1: Introductory Materials (Cover Sheet; Introduction Letter; Professional Letter; Resume)

Section 2: Statement of Career Goals (four to six), and

Section 3: Project Proposal and Annotated Bibliography. 12 annotated entries are required. We will spread these assignments out throughout the semester, and you will be provided with specific descriptions and requirements for each section at the appropriate time. The annotated bibliographical entries will include 10 peer-review articles. Every source used must be reputable, worthwhile, and directly used to advance or contribute to your research proposal in a dynamic way. No sources like Wikipedia, encyclopedias, or personal blogs may be used. It is in your best interest to make sure at least one half of your peer review articles are within the past 5 years. See information about this cornerstone two semester project near end of syllabus.

Grades:

25%: Class Attendance & Participation (cameras off are considered as absences).
25%: Mid-Term Project Proposal
25%: Rough Draft of Portfolio: 12 annotated bibliographical entries; Cover Sheet; Introductory Materials; Letters; Resume; Research Proposal Narrative. Follow template example for correct order.
25%: Final Draft Portfolio Completed.

**BAAS 3300 Calendar**

<table>
<thead>
<tr>
<th>August 29</th>
<th>Thinking with Excellence, Themes, &amp; Due Dates Chapters 3-4</th>
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<tbody>
<tr>
<td>Introduction Class</td>
<td>5 September Class Chapters 5-7 Research Proposal</td>
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<tr>
<td>12 September No class</td>
<td>19 September No class Research Proposal</td>
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4
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>26 September</td>
<td>Research Proposal</td>
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<tr>
<td>No class</td>
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<tr>
<td>3 October</td>
<td>Research Proposal: We will discuss your research proposal.</td>
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<td>Class</td>
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<tr>
<td>October 10</td>
<td>Research Proposal Due to Dropbox by 11:59 PM.</td>
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<tr>
<td>No class</td>
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<tr>
<td>October 17</td>
<td>Introduction to Annotated Bibliography</td>
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<tr>
<td>Class</td>
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<tr>
<td>October 24</td>
<td>Annotated Research &amp; More</td>
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<td>No class</td>
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<td>31 October</td>
<td>Annotated Research &amp; More</td>
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<tr>
<td>No class</td>
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<tr>
<td>7 November</td>
<td>First 6+ bibliographical entries need to be completed for class discussion.</td>
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<tr>
<td>Class</td>
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<tr>
<td>14 November</td>
<td>Completed Portfolio Rough Draft including 12 Annotated Bibliographical Entries, Cover Sheet, Career Goals, Resume; Research Proposal, and Introduction and Professional Letters are due. Rough Draft is due by 11:59 PM Dropbox on D2L</td>
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<tr>
<td>Portfolio Due</td>
<td>No Class</td>
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<tr>
<td>28 November</td>
<td>Class Discussion of Final Submission</td>
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<tr>
<td>Class</td>
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<tr>
<td>5 December</td>
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<tr>
<td>No Class</td>
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<tr>
<td>Fine-tune your Portfolio</td>
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<td>12 December</td>
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<td>Fina. Submission Due</td>
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<tr>
<td>Final Submission of Portfolio</td>
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<td>Due by 11:59 PM</td>
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**Course Policies:**

*Attendance and Late Work:*

While attendance may not be mandatory in all your classes, I do hold to a strict attendance policy. As much of your success will depend on deepening your understanding of interdisciplinarity and improving your critical thinking and writing skills, and we will work on these skills IN class, attendance is imperative. *You will be allowed two absences without receiving any penalty. However, if you miss three class periods (3 weeks of class), your final grade for the class will be no higher than an F.* While you will receive no direct penalty for missing those two class periods, you grade may be negatively impacted by the fact that you will not be allowed to make up any work that is done during each class period. Also, if you miss a class, it is your responsibility to ensure that any assignment due for that period is still turned in on time, that you get the notes for that period from a peer, and that you are prepared for the next class meeting.

As for late work, I do my best to return all work in a prompt manner. To do so, I must have all assignments turned in on time. *Therefore, any assignment turned in late will be dropped one full letter grade for each day that it is late.* Assignments will be turned according to Dropbox. As you will know of due dates well in advance, I will not accept such excuses as my printer broke, the library printer did not work, something happened to my computer, etc.

The only absences that will count as excused absences will be documented family emergencies, university sanctioned events (this only includes sport/team events and will only count if I have documentation from the “coach”), and extreme medical issues. An excused absence does not include absences due to doctor appointments, personal illness, work, etc.

**Cell Phones/Pagers/Electronic Devices/Zoom:** Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Lastly, cameras must be on and active presence and participation in class. Repeated interruptions, lack of presence and non-participation in class may result in grade level reduction of final grade.

**Research & Writing Intensive:** The course is research and writing intense. Since lectures, class discussions, and class-time opportunities are designed to promote research and writing, you are expected to be present for all class lectures. Take full advantage of class time given to research and writing. You do not want to jeopardize your graduation, your faithful attendance and participation matters.

**Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (7th ed.).
Failure to follow APA may result in grade level reduction per each assignment. Failure to follow APA with the final draft of portfolio may result in grade level reduction of final course grade.

“A little progress each day adds up to big results.”
~ Satya Nani

**Academic Integrity:**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by UT university policy for violations. It is student’s responsibility to understand every level or category of academic integrity violations (4 levels), possible sanctions imposed for each level, and university policy processes involved. If any violation occurs, I am obligated by university policy to file a report with the Dean of Students; there is no other option for professor.

[https://www.sfasu.edu/sco/about](https://www.sfasu.edu/sco/about)

“The key is to learn from failures, and then to keep going.”
~ Sir R. Fiennes

Academic integrity violations are categorized into four levels with appropriate sanction guidelines for each.

**Level One Violations**
- Reasonable to conclude that the student’s behavior was a result of inexperience with academic integrity principles and policies (for example, a first-semester student).
- Violation was minor or occurred on an assignment that was worth a small portion of the student's course grade.

View examples of Level One violations and sanctions.

**Level Two Violations**
- Actions are dishonest in character.
- Impact a more significant amount of the assignment or course grade.

View examples of Level Two violations and sanctions.

**Level Three Violations**
- Actions are more flagrantly dishonest in character.
- Impact a major or essential portion of the course work.
- Involves planning and deliberation.

View examples of Level Three violations and sanctions.

**Level Four Violations**
- Actions are flagrantly dishonest.
- Serious breaches of profession and personal integrity.

View examples of Level Four violations and sanctions.

**Free Speech and Class Conduct:**
To help improve our critical thinking and writing skills, we will regularly engage in class discussions. The purpose of these discussions will be to recognize that while many of the students in the class may be on the same level in terms of age or year, there are different abilities in the classroom and different ways to look at issues of academic learning. In other words, one can always learn from his/her peers. For this to happen, we must respect one another. Therefore, while I will encourage students to share different opinions and will not stop individuals from disagreeing with one another, I will not allow any student to engage in discriminatory behavior (e.g., age; body; gender; race; religion; sexuality). Also, I will not allow any student to simply try to roll over or silence his/her peers. You are in a “safe zone” with me where equality, inclusivity, and diversity are prized values.

**Acceptable Class Behavior:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. There is to be no arguing with me or fellow students; zero tolerance. Toxic behavior will not be allowed in my class. If so, it may result not only in expulsion from class presence but also receive a complete “00” in participation grade.

In the case of this course, disruptive behavior will include the following: consistent use of cell phones/texting during class, consistent participation inside discussions that are not part of classroom dialogue, referring to your teacher or peers in an inappropriate way, physically threatening your teacher or peers, and completing homework assignments for another class. Students participating in such activities can be asked to leave the class and will be counted as absent.

**Withheld Grades:**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.” For the complete policy, [http://www.sfasu.edu/policies/5.5_course-grades.pdf](http://www.sfasu.edu/policies/5.5_course-grades.pdf)

**Students with Disabilities:**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
**Mental Health and Wellness:**

SFA values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFA Counseling Services: [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

SFA Human Services Counseling Clinic [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services, Room 202 936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**Withheld Grades:**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average.
Professional Portfolio

A portfolio is a collection of information describing and documenting achievements and learning. Portfolios are used for many different purposes such as accreditation of prior experience, job searches, continuing professional development, and certification of competencies. The BAAS and BSMS programs utilize a professional portfolio to assist you in identifying your professional goals and strategies to achieve them. You will begin developing your portfolio in BAAS 3300 and complete it in BAAS 4398. Your portfolio should demonstrate strong undergraduate writing skills, including proper grammar, spelling, and punctuation. It should also demonstrate attention to detail in document design, intended audience, and professionalism. The portfolio will consist of the following sections:

**Cover Page**

The cover page is to include your name, mailing address, degree program, and course number. The cover page is to be included in the final version of the portfolio.

**Section 1: Introductory Materials (completed in BAAS 3300)**

This section was drafted and revised in BAAS 3300. You will need to address all feedback provided in BAAS 3300 before submitting it with the final portfolio. The contents of this section include:

The first item in this section is a Professional Letter. The professional letter serves as an introduction for the portfolio by providing background on the contents. Since you will not be able to explain the contents of the portfolio in person, the letter should serve this function. Specifically, you should use it to explain the content and its importance to your portfolio. If the portfolio documents a group or community project, you should describe your contribution to the overall project. If any proprietary documents are included in the portfolio, the letter should state that you have permission to use the document or documents. You

The second item in this section is a current Resume. The resume should clearly and concisely convey the knowledge, skills and experience you have obtained thus far. An introductory letter will be included.

**Section 2: Statement of Career Goals**

This section is drafted and revised in BAAS 3300. You will need to address all feedback provided in BAAS 3300 before submitting it with the final portfolio. The contents of this section are outlined below.

The Statement of Career Goals consists of two parts. The first part consists of four to six career goals that are stated in clear and concise terms. The goals should integrate your area of
specialization and professional development area (BAAS) or your three fields of study (BSMS).

Section 3: Project Proposal and Annotated Bibliography

The Project Proposal is drafted and revised in BAAS 3300. In this course, you will modify your proposal as appropriate to address any changes in your approach or topic. Whereas you may change the topic of your project, doing so will require a new proposal and annotated bibliography. To change your topic, you must have prior approval from your instructor.

The project proposal should identify your topic and clearly support the topic’s relevance to your area of specialization and professional development area (BAAS) or your three areas of study (BSMS). It should also describe the topic’s importance to your educational and career goals. The proposal should be 2-4 pages in length and clearly demonstrate multidisciplinary/interdisciplinary methodologies.

The criterion for your project proposal is fivefold:

1. Is it multidisciplinary or interdisciplinary in scope?
2. Novel; original.
3. Relevant or apropos to your degree and future
4. Worthwhile, important; valuable to your degree and future
5. Clear, succinct, and rightly related to your specific degree plans as being multidisciplinary or interdisciplinary.

While your professors can’t create the proposal for you since their specializations are most likely different from yours, you are to take what you have learned in those specialized areas of study and discover a proposal that meets this four-fold criterion. Thus, as senior students, it demands a personal willingness to do your own research, review what you have studied, and find something that will bring out the best of who you are with the skills reflective of a multidisciplinary or interdisciplinary graduate of SFA.

While the problem you are addressing or attempting to solve may not be original (e.g., toxic employees), the solution will be using a multidisciplinary/interdisciplinary methodology.

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” ~ John Quincy Adams

The Annotated Bibliography is first drafted and revised in BAAS 3300 whereby you are asked to write 12 annotate entries with 10 of them being peer-review articles. In the second course you will expand and revise the annotated bibliography to address changes in your focus, as well as changes in the literature. The annotated bibliography in second semester will focus on current peer review literature (5 peer reviewed journal articles within the last 5 years) and include relevant key historical works. Thus, your final annotated bibliography will consist of 10 articles from peer reviewed journals, 5 of them being within the last five years, and 7 others (minimally) from sources like historical texts, research reports and trustworthy websites, all from reputable resources that offer the very best in scholarship. In most cases .gov, .org, and .edu are considered trustworthy internet resources. Out of the stack of work you are collecting, turn to the best articles and books that will contribute to your work. Do not use predatory or untrustworthy sites. In other words, don’t choose less than substantive work to put into your annotated bibliography. Use the best journals, most recognized sources, and websites that are peer-reviewed by the very best. Do not use
blogs, *Wikipedia*, and sources like *Encyclopedia Britannica*, or any other sources that are not peer-reviewed. What you are trying to do here is avoid arbitrary conjecture, hearsay, or poorly studied issues. Show those who look at your portfolio you can do the very best research possible. Remember, research conclusions are not merely about what you are arguing for but also what methods you used to get there. The methodology and sources used by you say a lot about you and how you work. Remember, you are a senior-level student at a university.

*“Promise me you’ll always remember you’re braver than you believe, stronger than you seem, and smarter than you think.”* ~ Winnie-the-Pooh

Make sure they are entries you are using in some way to qualitatively contribute to your project. In other words, the entries themselves are not the goal. Rather, they are the byproducts of doing diligent, qualitative research on your project proposal. Showcase your very best research skills.

Once again, avoid doing minimal research. It will reflect poorly on you in any portfolio you submit to someone. The whole point of this capstone course is to help prepare you for the next step. If you do a poor job, then you won’t be able to use this portfolio in a dynamic way.

For the final semester course your annotated bibliography must include at least **minimum** of 17 entries, 10 of which must be from peer reviewed journals with 5 of peer reviewed journals being past five years. The annotated bibliography should include sources that are relevant to your area of specialization and professional development area (BAAS) or three areas of study (BSMS), strategically advancing your research. If you are in the first semester course, think and plan.

In terms of the final portfolio, you will need to address all feedback provided by the instructor before submitting the final portfolio. Your annotated bibliography is critical to the success of your literary review and integrative essay which will take place in the second semester.

*“Success today requires the agility and drive to constantly rethink, reinvigorate, react, and reinvent.”* ~ Bill Gates

**Section 4: Literature Review:**

Using the material from the annotated bibliography, you will develop a paper that reviews the literature relevant to your chosen topic in the second semester. The relevance of the topic to your area of specialization and professional development area (BAAS) or three areas of study (BSMS) should be clear throughout the paper. The literature review is to be based on a minimum of 17 references, 10 of which must be from peer reviewed journals. The paper will include the following:

**Introduction**- This section should introduce the topic and tell the audience what the paper will cover. This should include a clear research statement/question that obviously connects the area of specialization and professional development area (BAAS) or the three areas of study (BSMS).

**Literature Review**- This section should provide an overview of the literature for the chosen topic, including various aspects of the topic, points of view, and related topics/issues/problems. This section should be organized in a logical manner with clear transitions between topics. You are encouraged to use headings to organize the material.

**Implications**- This section should discuss the implications of the literature review for your technical and professional fields. The section should also identify items/topics that are missing from the
literature and the implications of their absence.

**Conclusion** - This section should reiterate the main points of your literature review. This is your chance to make sure your audience understands the literature review's importance!

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines, 7th edition. The literature review should be at least 10 double spaced pages.

In terms of the very final portfolio (second semester), you will need to address all feedback provided by the instructor before submitting the final portfolio.

“No one undertakes research in physics with the intention of winning a prize. It is the joy of discovering something no one knew before.” ~ Stephen Hawking

Section 5: Integrative Essay:

The first item in this section is an Integrative Essay that summarizes the knowledge and skills obtained via your area of specialization and professional development area (BAAS program) or three fields of studies (BSMS program), including your internship or research experiences. The essay should include your observations, impressions, reactions, and conclusions about your time in the BAAS or BSMS program (courses and internships). It should also include a discussion of how the skills and knowledge you have acquired in the BAAS or BSMS program have prepared you for future academic and/or professional endeavors. The essay should be at least 6 double spaced pages.

The last items in this section are Examples of your activities, research, or experiences. The examples serve to showcase selected activities that you referred to in your integrative essay, which adds to the understanding and completeness of the portfolio. This section should include at least two examples of your activities, research, or activities. The examples portion of this section is due with final portfolio.

BAAS students who completed an internship (BAAS 495 or 496) must include a Summary of Internship Activities. The purpose of this item is to provide an overview of your previous internship(s) and related activities, or individual research experience for those of you who did not do internship. This should include a description of the organization(s) in which you interned, your role(s) in the internship(s), and the specific knowledge and skills obtained via the internship(s). The summary will count as one of the two required examples of your activities.

In terms of the final rough draft portfolio of second semester capstone course, you will need to address all feedback provided by the instructor before submitting the final portfolio.

Final Portfolio:

The final portfolio consists of all revised versions of all previous sections. The revisions should be based upon instructor feedback on your drafts.

“No research is ever quite complete. It is the glory of a good bit of work that it opens the way for
something still better, and this repeatedly leads to its own eclipse.”
~ Mervin Gordon