COURSE SYLLABUS

I. COURSE DESCRIPTION:

Three semester hours. Assists students with integrating knowledge and skills obtained through the professional development area with their area of specialization. Students will evaluate their academic and professional goals and complete their professional portfolio. Students will continue to develop skills related to professional writing, academic and career planning, interdisciplinary research, and critical thinking. Writing Enhanced Course.

II. RECOMMENDED TEXTS:


Shockley, Paul R. & Raul F. Prezas (2019). *Thinking with Excellence.* Two Creeks Publishing Group. This work is also available in Kindle from Amazon. If you have Kindle Unlimited, the book is free.
III. PROGRAM LEARNING OUTCOMES (BAAS and BSMS):

1. Students will be able to apply approved prior technical and career learning to the BAAS degree appropriately (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.

IV. CURRICULUM DESCRIPTION:

BAAS Program. There are essentially three parts to the BAAS degree: Core Curriculum, Area of Specialization, and Professional Development Area. The Core Curriculum provides an academic foundation for all university students and is outlined in the Undergraduate General Bulletin. The Area of Specialization is the equivalent of coursework in the major in a traditional degree program and is where non-collegiate credit is applied. It consists of 36 to 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 program 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 a BAAS advisor. The professional development area should provide an intellectual foundation for the area of specialization.

BSMS Program. Unlike a traditional degree offered by the university, students pursuing the BSMS degree 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 division coursework). The three 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.

“Research is to see what everybody else has seen, and to think what nobody else has thought.”
~ Albert Szent-Gyorgyi.
V. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

1. Demonstrate an understanding of how the knowledge and skills gained via either the area of specialization and professional development area (BAAS) or the three areas of study (BSMS) are related to and support the student’s intended career path.
2. Demonstrate an ability to connect the knowledge and skills gained from either the professional development area with those from the area of specialization (BAAS) or the three areas of study (BSMS).
3. Demonstrate an ability to engage in interdisciplinary research that either connects the area of specialization and professional development area (BAAS) or the three areas of study (BSMS).
4. Demonstrate an ability to communicate professionally in a written and verbal format.
5. Demonstrate the ability to identify, appraise, summarize and integrate multiple sources of knowledge.
6. Demonstrate the ability to use supervision and consultation to strengthen the ability to apply knowledge and skills.
7. Demonstrate personal reflection and self-correction as they relate to ongoing professional development and learning.

“Research is formalized curiosity. It is poking and prying with a purpose.”
~ Zora Neale Hurston

VI. INSTRUCTIONAL METHODS:

The course is taught as a seminar/independent study, which places a substantial amount of the responsibility for learning on you. Specifically, I will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies such as lecture, extensive class discussion, group exercises, online activities, and assigned readings. You are expected to actively participate in activities, ask questions, and contribute comments for discussion. You are also expected to be an active learner and to ask for clarification when you have questions. To be successful in the class, it is important that you attend all class lectures, read any assigned material, complete requirements, and actively participate for successful completion of your portfolio. The goal of this approach is to develop a safe learning environment that promotes authentic scholarship, critical thinking, substantive research, and career advancement/goals.

VII. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology):

This course will utilize Desire2Learn (D2L) to support the delivery of course content (for help with D2L go to [http://www.oit.sfasu.edu/webct/index.html](http://www.oit.sfasu.edu/webct/index.html)). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to [http://sfaonline.sfasu.edu/gettingstarted.html](http://sfaonline.sfasu.edu/gettingstarted.html)). Computers are available to you through a number of labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for
details).

“Research is creating new knowledge.” ~ Neil Armstrong

VIII. COURSE SCHEDULE (subject to change at instructor discretion):

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>First Class Lecture: Introduction/Course Overview/ Revision and Expansion of Portfolio Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23</td>
<td>Add 5 top peer-review articles within past 5 years that will enhance your research in a very strategic way. 17 total entries minimum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2:</th>
<th>Revision &amp; Expansion of Portfolio Research Project &amp; Annotated Bibliographical Research. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3:</th>
<th>Revision and Expansion of Portfolio Research Project &amp; Annotated Bibliographical Research Continues. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4:</th>
<th>Revision and Expansion of Portfolio Research Project &amp; Annotated Bibliographical Research Continues. No Class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5:</th>
<th>Revised and Expanded Portfolio Research Project &amp; Annotated Bibliographical Research Due. This will count as your mid-term grade. Remember, you must make a C or above on final grade to pass this course. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6:</th>
<th>Second Class Lecture: Literary Review &amp; Integrative Essay Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 27</td>
<td>Analyzing the Literature Issues and Conclusions Ambiguity Assumptions Thinking Fallacies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7:</th>
<th>Literary Review Research and Writing &amp; Integrative Essay. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8:</th>
<th>Literary Review Research and Writing &amp; Integrative Essay. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9:</th>
<th>Literary Review Research and Writing. &amp; Integrative Essay. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10:</th>
<th>Literary Review Research and Writing &amp; Integrative Essay. No class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11:</th>
<th>Literary Review &amp; Integrative Essay with Portfolio Due into Dropbox. Rough Draft Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12:</th>
<th>3rd lecture: Prepare Final Submission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 16</td>
<td></td>
</tr>
</tbody>
</table>
A. **Class Attendance and Participation**: Class Lecture Attendance is required. More than 2 absences will lower your grade to an automatic F. It is in your best interest to attend every assigned lecture (see course calendar).

B. **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.

C. **Research & Writing Intensive**: The course is research and writing intense. Since lectures and class discussions 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. No late work will be accepted and may result in in F in course, jeopardizing your graduation.

D. **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 final draft of portfolio may result in grade level reduction of final course grade.

“*If I have seen further it is by standing on the shoulders of Giants.***”

~ Isaac Newton
XI. GRADERS:

A. Expanded Portfolio with Additional Annotated Bibliographical Entries: 33.3%
B. Rough Draft Portfolio with addition of Literary Review and Integrative Essay: 33.3%
C. Final Draft of total Final Portfolio: 33.3%

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

X. COURSE EXPECTATIONS AND PROCEDURES:

Attendance and Late Work:

While attendance may not be mandatory in all your classes, I do hold to a strict attendance record. 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 N class, attendance is imperative. You will be allowed two absences without receiving any penalty. However, more than two absences will result in automatic F for final grade. 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. Your camera must be on and not off each time we have class, or you will not be counted as present in course.

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 final draft of portfolio may result in grade level reduction of final course grade. No plagiarism, cheating, or use of AI technology whatsoever.

“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

“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
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
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

SFA Human Services Counseling Clinic 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
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.

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.

**Section 2: Statement of Career Goals**

This section was drafted and revised in BAAS 3300. You will need to address any and 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** was 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. In order 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.

The criterion for your project proposal is fivefold:

1. Novel; 2. Worthwhile; 3. Meaningful; 4. Demands a multidisciplinary or interdisciplinary approach integrating your specialized degrees/background with a focus towards your future goals that is all 5. clear and succinct. 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.

   “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** was first drafted and revised in BAAS 3300. In this 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 this semester will focus on current peer review literature (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 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.

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 Brittanica*, 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 this final semester your annotated bibliography must include at least minimum of 17 entries, 10 of which must be from peer reviewed journals. 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.

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.

“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. 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 final portfolio, 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, 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