Weber State University
Bachelor of Integrated Studies Program
Five Year Program Review
Self-Study

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A. Mission Statement

The Bachelor of Integrated Studies (BIS) is an interdisciplinary degree program that reports directly to the office of Academic Affairs. The BIS office is located in the WSU Stewart Library.

The BIS program best suits the student who has developed a sense of his or her educational and life goals, and who is looking for ways to express those goals through a self-designed and self-directed university program. The BIS Program serves the needs of the student who wants to:
*   individualize or create a unique academic program
*   obtain a broad liberal education
*   prepare for specific career goals and/or graduate school

To accomplish these general outcomes, the BIS student completes course work in three different disciplines. As a culminating experience, the student then synthesizes the three disciplines into one capstone project.

Program Outcomes:
1. The student will demonstrate a solid base of knowledge in her/his three areas of emphasis.
2. The student will demonstrate the ability to synthesize her/his three areas of emphasis into an integrated capstone project.
3. The student will demonstrate analytical, assessment, and problem solving skills beyond the critical thinking skills expected in their coursework.
4. The student will demonstrate professional and life skills commensurate with baccalaureate education.
5. The student will verbalize a life plan beyond graduation, either in a particular career or graduate program.

B. Curriculum

Type of degree offered:
The BIS program offers a Bachelor of Integrated Studies (BIS) degree.

Courses offered:
BIS 3800: BIS capstone and Graduation Preparation (2 Credits)
Required course Offered online
**Appendix 1: BIS 3800 Syllabus

Teaching and course effectiveness related to BIS3800 is monitored each semester through course evaluations. Results from course evaluations spanning Summer 2008 to the present are summarized here (82.2% overall response rate):

Question	Strongly Agree	Agree	Neutral	Disagree
The instructor provided timely feedback.	N=92 79.3%	N=19 16.3%	N=3 2.5%	N=2 1.7%

The course lessons, assignments, and activities motivated me to learn the course material.	N=68 58.6%	N=36 31.0%	N=10 8.6%	N=2 1.7%
The syllabus clearly explained the course objectives.	N=76 65.5%	N=33 28.4%	N=7 6.0%	N=2 1.7%
The course was clearly organized and easy to navigate.	N=75 64.7%	N=33 28.4%	N=8 6.9%	N=0 0.0%
The lessons, assignments, and activities increased my understanding of the course material.	N=74 63.8%	N=44 37.9%	N=0 0.0%	N=0 0.0%
Overall, the instructor was:	Very Effective N=86 74.1%	Effective N=30 25.9%	Satisfactory N=0 0.0%	Ineffective N=0 0.0%
Overall, the course was:	Very Effective N=78 67.2%	Effective N=28 24.1%	Satisfactory N=9 7.7%	Ineffective N=1 0.9%
The instructor's feedback was helpful and meaningful.	N=89 76.7%	N=24 20.7%	N=3 2.6%	N=0 0.0%

BIS3850: BIS Internship (1 to 3 credits; graded)
Elective course, self-directed study.
A BIS student can earn up to three internship credits in a work situation that combines the three areas of emphasis.
**Appendix 2:   Packet of information about the BIS internship

BIS4800: The BIS Capstone (3 credits; graded)
Required course
This is not a class, but rather the capstone; a place to put a final grade for the student's project. In order to earn these credits, students will have held a prospectus meeting to gain faculty approval for their project, completed the project, and then presented their findings at an oral defense. The grade is awarded at the capstone meeting.
**Appendix 3: Description of the BIS Capstone Process

General education:
The BIS curriculum prepares students for the BIS portion of their degree only. BIS students are required to accumulate the same General Education requirements as any other bachelor's degree. The BIS director and secretary individually advise each BIS student in relation to General Education requirements to make sure that each student is on track to meet requirements for graduation.

BIS Curriculum Grid

	BIS Program Courses		
	BIS3800: BIS capstone and Graduation Preparation (2 Credits)*Required	**BIS4800: BIS Capstone (3 credits; graded) *Required**	**BIS3850: BIS Internship (1 to 3 credits; graded) *Optional**
BIS Program Outcomes Addressed in Each Course	**A solid base of knowledge in her/his three areas of emphasis.** Early knowledge is demonstrated through the completion of the Prospectus assignment required in this course.	**A solid base of knowledge in her/his three areas of emphasis.** Fully developed knowledge should be demonstrated through the completion of the Capstone Project.	
	The student will demonstrate the ability to synthesize her/his three areas of emphasis into an integrated capstone project. Early knowledge is demonstrated through the completion of the Prospectus assignment required in this course.	**The student will demonstrate the ability to synthesize her/his three areas of emphasis into an integrated capstone project.** Fully developed knowledge should be demonstrated through the completion of the Capstone Project.	
	The student will demonstrate analytical, assessment, and problem solving skills beyond the critical thinking skills expected in their coursework. Early knowledge is demonstrated through the completion of the Prospectus assignment required in this course.	**The student will demonstrate analytical, assessment, and problem solving skills beyond the critical thinking skills expected in their coursework.** Fully developed knowledge should be demonstrated through the completion of the Capstone Project.	**The student will demonstrate analytical, assessment, and problem solving skills beyond the critical thinking skills expected in their coursework.** This is facilitated through the utilization of individualized placements and learning goals created in collaboration with internship partners.

The student will demonstrate professional and life skills commensurate with baccalaureate education. This is facilitated through the completion of a professional resume or graduate school application assignment for this course.	**The student will demonstrate professional and life skills commensurate with baccalaureate education.** This is a facilitated through the process of working with a faculty committee and outside agencies during the Capstone completion process.	**The student will demonstrate professional and life skills commensurate with baccalaureate education.** This is facilitated through the process of interning with outside agencies.
The student will verbalize a life plan beyond graduation, either in a particular career or graduate program. This process is begun during the completion of required postings (specifically asking students to explore and discuss life plans beyond graduation) in the BIS3800 online weekly forums.	**The student will verbalize a life plan beyond graduation, either in a particular career or graduate program.** This is an explicit required component of the BIS Capstone defense meeting.	**The student will verbalize a life plan beyond graduation, either in a particular career or graduate program.** This course often provides students with opportunities to explore and solidify plans for employment or graduate school following graduation.

C. Student Learning Outcomes and Assessment

As a result of completing the course work and capstone thesis, a BIS student should demonstrate the following outcomes:

- A solid base of knowledge in her/his three areas of emphasis; this outcome is achieved through the three contracted areas of emphasis course work.
    - o Assessment related to coursework in the three areas of emphasis occurs within each respective department and is mainly tied to the earned grades for contracted courses. Students must maintain a GPA of 2.5 or above to graduate with a BIS degree, and they must earn a "C" or better in all of their contracted BIS courses (except chemistry, where they are allowed to earn a C-).
    - o Assessment of this dimension also occurs during the Capstone Project phase, when a faculty member from each of the three areas assesses breadth and depth of knowledge gained in each area as related to the Capstone project process and outcome.
- An ability to synthesize her/his three areas of emphasis into an integrated capstone project; the capstone demonstrates this goal. Assessment of this dimension is as follows:

- o At the prospectus phase, after the written prospectus is approved by the committee, but before the project is begun, the BIS director applies and documents a BIS Capstone Project Rubric (in process) to each prospectus plan to assess knowledge and preparation related to the undertaking of interdisciplinary work.
    - This rubric is tied directly to the BIS program outcomes and is based upon rubrics developed by the Association for American Colleges and Universities (AAC&U). *See below
- o When the Capstone Project is complete and the faculty committee has determined a grade, the BIS director will apply and document a BIS Capstone Project Rubric (See Appendix 8) to each finished project to assess knowledge and accomplishment related to the undertaking of interdisciplinary work. In the past, capstone projects were assessed only in relation to the final capstone grade that the faculty capstone committee assigned to the finished product during the Oral Defense. This was not entirely effective in assessing the degree to which each student met BIS program goals so this process has been changed. The BIS director is currently in the process of evaluating completed capstone projects from 2007-present with this rubric in order to create a foundation of assessment information for the current BIS program. The rubric will be applied to all projects in the future and a data base of results will be maintained.
    - This rubric is tied directly to the BIS program outcomes and is identical to the rubric applied to the prospectus (Capstone Project Plan) that was completed at the beginning of the Capstone Project phase. In assessing the same parameters at the beginning and end, the level of knowledge gained from going through the process of completing the Capstone Project can be assessed.
    - This rubric is based upon rubrics created by the Association of American Colleges and Universities (AAC&U) and consists of components from:
        - The Integrative Learning Value Rubric
        - The Critical Thinking Learning Value Rubric
        - Inquiry and Analysis Learning Value Rubric
        - The Written Communication Learning Value Rubric
- Analytical, assessment, and problem solving skills, which are demonstrated in course work and capstone; beyond the critical thinking skills expected in their course work (which is directly assessed in each student's three participating departments), students are also required to include analysis in their capstones.
    - o The rubric discussed above will also provide a means of assessing progress and accomplishment in this area.
- Professional and life skills; the capstone process teaches the students leadership skills, and they also create a professional resume or graduate school application as an assignment for BIS 3800.
    - o The Capstone process requires each student to form a committee that includes one faculty member from each of the three areas that make up her/his BIS course of study. Students must also coordinate and work within the schedules of 5 busy professionals as they arrange meetings and feedback sessions. This requires professionalism, self-motivation, leadership, and independence—all valuable skills for work and life.
    - o During the completion of the actual project, students must solicit feedback from faculty members and the BIS coordinator, and then incorporate feedback into the project in an iterative fashion. These skills are invaluable in the workplace and helpful for life in general.

- A life plan beyond graduation, either in a particular career or graduate program.
  - Students write a statement of purpose when they come into the program as a starting point for focusing on graduation and their professional lives thereafter. This statement of purpose and life plan after graduation is revisited each time the student comes in to the BIS office for advising.
  - This information is also revisited at the Capstone Defense Meeting, where faculty committee members have the opportunity to offer guidance and/or assistance in successfully navigating next steps after graduation.

D. **Academic Advising**

We advise roughly 8-15 students daily, in person, on the phone, or online, about General Education and the BIS program. This provides an advising service to the university overall while also helping students decide whether the BIS program is right for them. Of all the students who investigate the BIS program, it is estimated that 1 in 4 actually enter the program. In the course of helping students decide if the BIS program is right for them, we end up providing advisement, contact information, and arranging appointments for many other departments on campus. The BIS program is here as a service to the students and the university, and while we work to get the word out so that students are fully informed about the BIS program, we do not actively recruit students away from other departments. We are concerned about retaining students and helping with their progression at the university in general, including every department on campus, not just in the BIS program.

Admission Process:
1. The student attends an information session, either online or in-person.
2. The student then visits advisers for their three chosen disciplines to negotiate three contracts (course lists). He or she also writes a letter of intent explaining the rationale for doing a BIS degree.
3. After finalizing the three course lists with advisers and writing a letter of intent, the student schedules a one hour appointment with the coordinator to make a plan for graduation based on the course contracts signed by the three department advisers.
   a. A "BIS Student Handbook" is provided to each student that outlines program mission, goals, progression through the program, and key student resources (See Appendix 7).
4. An individualized letter of acceptance is mailed to every student who successfully completes the admission process.

In terms of advising within the BIS department, there are a few key times when intense advising with accompanying record-keeping occurs:
1. During a one-hour formal admission meeting between the student and the program coordinator.
2. During the time when the student is enrolled in BIS3800 and the instructor is intently working with each student one-on-one to clarify BIS Capstone Project plans and post-graduation professional plans.
3. Immediately following the Capstone Prospectus meeting to make sure that all went smoothly and that the appropriate paperwork has been completed (See Appendix 4).

4. Immediately following the Capstone Defense to debrief the defense, collect the necessary final paperwork (See Appendix 5), tie up any loose ends, and see if there is anything else the student needs from the coordinator.
5. Most matriculated BIS students require additional advising for various reasons relating to Capstone Project or General Education requirements. These advisement sessions are documented in individual student files for ease of determining individual student needs and progress.

E. Faculty

The BIS coordinator is the lone full time faculty member for the BIS program. See a brief description of her qualifications in Appendix 6.

- In addition to running the BIS program and teaching BIS3800, BIS3850, and BIS4800, the BIS coordinator currently teaches 4 credits per semester in the nursing master's program, 3 credits in the honor's program, chairs two MSN courses in the nursing program, and serves on various university, college, and program level committees in service to the university. She also serves on (or chairs) a minimum of 3 MSN projects each semester, and 2-5 dissertation committees each semester.
    - The coordinator participates in annual performance evaluations with the Associate Provost.
    - The coordinator participates in reappointment evaluations every three years.

We are in the process of hiring an adjunct faculty member to teach BIS3800 in order to relieve some of the coordinator's work load. This should be effect by Spring 2012.

Any faculty members who join the BIS department to assist with classes or students will be individually oriented to their appropriate role by the BIS coordinator. Any possible faculty members should have an earned Master's degree and experience working in the higher education setting.

F. Program Support

Support staff for the BIS program include the following:

- One 0.83 time secretary who is in the office each day from 0900 to 1600 Monday through Friday during Fall and Spring semesters and 0900 to 1600 Monday through Thursday during Summer semester.
    - This staff person receives annual PREP evaluations to evaluate and highlight performance.
- One 0.50 time student worker has recently been hired to help the secretary with multiple program needs.
    - This staff person will receive annual PREP evaluations to evaluate and highlight performance.
- One adjunct faculty member will be hired to start teaching BIS3800 in Spring 2012 to relieve some of the workload of the BIS coordinator.

- This staff person will receive annual PREP evaluations to evaluate and highlight performance.
- The BIS program benefits from dedicated and substantive support from the Office of Academic Affairs.
- The Associate Provost provides guidance and support in every way imaginable and is an integral part of the success of the BIS program.

With the recent addition of a student worker and adjunct professor, support staff will be adequate to meet the mission and objectives of the program.

WSU administrative support for the BIS program is strong, with assistance wherever needed in relation to budgeting, assessment, student issues, staff issues, programmatic growth and change, and the selection and development of support staff. In addition, all of the departments on campus who participate with the BIS program provide assistance and support at various times during collaborative efforts and projects.

The facilities and equipment provided to the BIS program are adequate to meet the needs of the program. Library resources are excellent, with staff librarians providing personalized academic support to BIS students during the completion of their upper division coursework and Capstone papers. Strong academic support is also provided to students within academic departments on campus.

G. Relationships with External Communities

The BIS program does not maintain any formal relationships with the external community. These relationships are maintained by the academic departments that work with students in the BIS program. Wherever needed, the BIS Program Coordinator supports all academic departments in relation to maintaining or initiating productive external relationships. (*This could be in the way of attending and contributing to planning meetings, providing program data, identifying and facilitating possible collaborative opportunities, helping BIS students to perform well in external settings etc.) At this institution, the BIS program is structured to be a service the university, to *coordinate and support* the interdisciplinary educational efforts of faculty and students. External partnerships that involve, for example internship placements, remain within the related disciplines/departments where faculty experts in those areas can provide guidance and facilitation, and where there is enough staff available to effectively manage these partnerships.

Because the BIS program serves a campus constituency, the BIS coordinator consults an ongoing advisory panel made up of all faculty members who serve on capstone committees in any given semester. During each Capstone Defense, the coordinator asks for faculty feedback related to student performance, coordinator and staff performance, and program effectiveness. Students are also separately asked for feedback. Applicable feedback (echoed by multiple respondents) is then assessed in terms of feasibility and then incorporated into ongoing program improvement or added to annual program goals. In this way, program improvements are iterative, ongoing, and meaningful to students and faculty.

H. Student, Faculty, Contract/Adjunct Faculty and Staff Statistical Summaries
*Data supplied by the Office of Institutional Research
Active BIS Students: Crystal reports showed the following:

BIS with Concentration   201220 - Fall 2011
Major: 1000   Bach Integrated Studies
From Crystal Reports - TOTAL STUDENTS (UNDUPLICATED): 195*
From a hand count of our files - Total Active Students: 223*
*Discrepancy likely due to students changing majors

*Please use Crystal Reports "BIS With Concentration" for numbers related to active BIS students.

I. Information on Review Team Members

Team review of the BIS program will take place in March 2012. The review team will consist of 2 members from the WSU campus and two members from other campuses who are not affiliated with WSU.

The two WSU review members will be:

Laine Berghout, PhD, Professor, Chemistry

Eric Swedin, PhD, Associate Professor, History

Please see summaries of their qualifications in Appendix 9.

The two external review members are TBA.

Please see summaries of their professional qualifications in Appendix 9.

J. Results from Previous Program Review

In October 2006, a seven-year program review was completed. The program review team provided the following feedback. Please note the current BIS program response in italics:

Strengths

The current BIS program continues to maintain and cultivate the strengths noted in the 2006 assessment. These strengths form the cornerstones of the BIS program.

1. Dedicated and effective staff coordinate the program.

Based on review of the extensive self-study materials, as well as interviews of current students, graduates, program staff and capstone faculty, the BIS Program Review Team concluded that one of the BIS program's primary strengths is its staff: Dr. Judy Elsley (Coordinator) and Pamela Jones (Student Specialist). With quick turnaround times, Dr. Elsley affords students personalized attention, including clear, meticulously organized information on expectations related to program content, expectations, and process. Interviewed students reported that Dr. Elsley keeps them on task toward degree completion by facilitating their preparation of capstone projects and navigation of the University system. Interviewed faculty reported great respect for Dr. Elsley, highlighting her effective management style, significant increases in the integrity of the program since she began coordinating it, her effective marshaling of and utilization of limited resources, her passionate advocacy on behalf of the program and individual students, her success in growing program enrollments, and her institution of the nominal faculty capstone incentive.

2. The flexible curriculum prepares students for their future endeavors.

In addition to a dedicated and talented staff, the BIS program features other primary strengths. Interviewed BIS students reported that the BIS program's flexible and still rigorous requirements and capstone meets their educational needs in ways that prepare them for new employment, professional advancement, and/or graduate school. Through the process of negotiating the program's three disciplinary emphases, students reported gaining self-sufficiency, confidence and leadership skills. The capstone is reportedly personally meaningful, career-building and pragmatic. One student who is a military veteran stated that if it were not for the flexible and personal nature of the BIS program, he may not be able to earn a college degree.

Interviewed alumni report having gained skills, knowledge and experience related to writing, presenting, researching and negotiating. Interviewed alumni also reported appreciation for receiving a well-rounded education, being able to build their own self-designed WSU major, forging an effective degree from accrued credits earned from pursuing other majors prior to admission to the BIS program, applying their studies immediately to the workplace, and completing a degree that intrigues prospective employers due to its customized quality. One alumna who is considering opening an innovative business with three foci is confident that potential lenders will view her three emphases and related capstone project as evidence of her potential as a successful business owner. Another alumna reported a promotion to management in her health-care position as a result of presentation skills learned through the capstone project. In general, the interviewed alumni were strong advocates for a degree program that had enabled them in personal and professional ways.

Challenges and Recommendations

Most of the challenges facing the BIS program appear to be a result of resource constraints (e.g., stretched faculty with competing priorities including their own majors, a stretched program coordinator and a stretched support staff). The BIS Department accomplishes an impressive amount of work considering it is staffed by two half-time personnel. Most of the areas of concern cited by interviewed BIS students were areas inherent to integrated studies programs in higher education (e.g., challenges related to scheduling multiple faculty to attend the same meeting and negotiating the relative prominence of each emphasis in or the evaluation criteria for the capstone project). *This continues to be an ongoing challenge for the BIS department. The impact of these concerns will be decreased due to additional support staff, i.e. the BIS secretary now works 0.83 time rather than half time, a student worker has been added, and an adjunct professor will relieve some of the teaching load of the BIS coordinator.*

Given these constraints and limitations, the peer review committee makes the following recommendations:

1. Revisit and expand the current assessment strategy.

Although the regularly collected self-reported data on the program are interesting and favorable, the BIS Department should consider conducting direct assessment (perhaps including pre-post-assessments and/or a rubric on student writing). Also, being that previous efforts to connect with alumni via mail have not been successful, the department should consider conducting phone surveys of alumni and pursuing receipt of more information from WSU'S Alumni Office. *The new BIS coordinator has added new layers of assessment to include:*

1. *Student evaluations in BIS 3800*
2. *Formative evaluation in BIS 3800*
3. *More detailed BIS Annual Reports to more fully characterize accomplishments and characteristics of BIS students*
4. *Rubric to be applied to every prospectus and Capstone project in order to assess students' abilities related to integration, critical thinking, writing, and information management.*
5. *Summative faculty surveys (completed at the Oral Defense) to gather information related to impressions of BIS student learning and program coordinator/staff performance.*

2. Provide more assistance to students in purposefully integrating their disciplines.

Although the program is constrained by the lack of a core curriculum, measures could be taken to assist students in more purposefully integrating their three disciplinary emphases. For example, the BIS capstone preparation course could be team-taught by two faculty members from different disciplines so that students would witness two different perspectives being synthesized. A new, developmental advising model could be instituted in which students meet with an advisor each semester (rather than on an as needed basis) with each successive meeting devoted to increasingly complex discussions of disciplinary integration. Early meetings could be focused on identifying common ground among the disciplines, mid-level meetings could address tensions or differences among them, and later meetings could center on specific techniques for integration (e.g., applying one disciplinary concept to another field, developing hybrid genres or combining disciplinary methods to pursue an inquiry). A third option might be to institute additional advising meetings between the student and the capstone faculty advisors throughout the inquiry and writing process to discuss the process of and strategies for integration. Or, a more radical approach might be to reduce the number of disciplinary emphases to two in order to enable students the time to enroll in additional BIS core courses. Core courses could be offered by faculty with interdisciplinary training. *The BIS 3800 course (which prepares students to integrate their three areas effectively and successfully complete the Capstone project) has been extensively revised to better-prepare students for the capstone experience:*

1. *The course content was increased to include information on interdisciplinary work, integration, committee work, and formation of professional goals. The course credit load was raised from 1 to 2 credits and became a graded rather than Pass/Fail course.*

2. *The course was placed online and offered all three semesters to increase student interaction engagement and success in passing the course and learning what they need to do to successfully complete the Capstone Project. Pass rates for the class increased from 50% to 88% after the class was placed online. I believe this is because students were given the opportunity to interact with the material, classmates, and instructor daily rather than one hour every Friday afternoon (most of them did not come to class when it was in person on Friday afternoon).*

3. Create more opportunities for BIS students to interact.

Although challenges facing the creation of a BIS student community were raised by multiple constituencies, the Review Team suggests that further attempts to create opportunities for BIS students to interact, either inside or outside of class, be considered. There seems to be agreement in the current capstone class that, even though students' projects differ significantly, students find their shared BIS course to be a therapeutic experience through which they learned from others' dramatically different capstone work. BIS staff might consider the following opportunities: panels in which BIS alumni discuss the impact of the BIS program on their careers; pizza lunches in which seniors talk about the "do's and don'ts" of the capstone to sophomores and juniors; award ceremonies for outstanding capstones to which parents, family members and university officials are invited; a special graduation ceremony for BIS students; interdisciplinary symposia at least partially sponsored by BIS, drawing on work being done by colleagues across the University. *The BIS 3800 course was placed online and offered all three semesters to increase student interaction, engagement, and success in passing the course and learning what they need to do to successfully complete the Capstone Project. Pass rates for the class increased from 50% to 88% after the class was placed online. I believe this is because students were given the opportunity to interact with the material, classmates, and instructor daily rather than one hour every Friday afternoon (most of them did not come to class when it was offered in person on Friday afternoons).*

4. Collaborate with other offices on campus more formally.

The Department may also consider leveraging existing and potential collaborations. To add strength to the partnerships, the BIS Department may want to consider formalizing its collaborations with the Office of Undergraduate Research and the Community-Based and Experiential Learning office. New BIS Department collaborations could include a training initiative in collaboration with the faculty Teaching & Learning Forum, as well as the creation of a university-wide taskforce on integrated/interdisciplinary studies. In general, any collaboration with other departments and faculty involved in interdisciplinary work would raise levels of awareness within and without the program. *The current BIS coordinator works very closely with*

all of the departments listed above, and is on the advisory board of the Community Involvement Center, and on the DCHP Undergraduate Research Committee. She also serves on the Military Outreach (MOVE) Committee, the WSU Online Committee, and numerous search committees within departments across campus. All of these affiliations provide opportunities for campus-wide collaborations and formal work with the BIS department. In addition, a Fund for the Improvement of Post-Secondary Education (FIPSE) grant provided the opportunity for the BIS coordinator to formally fund and work closely with 14 academic departments (and 27 faculty members) on campus to create 5 new structured BIS degrees. After the FIPSE grant ended, (and the potential for new and meaningful collaboration became apparent across campus) several other new structured BIS degrees are currently in process with new academic departments.

5. Revitalize and utilize the BIS program Advisory Board.

The program may also consider revitalizing the Advisory Board, perhaps as a working committee with rotating members for the purpose of increasing the number of formal liaisons and informal ambassadors in the University community. A working board could significantly contribute to the workload, perhaps affording the Department the time to develop a strategic plan with one issue to be delegated to the Board for input per year. The Board could be weighted based on departments most involved with BIS or units that have a vested interest in the yearly strategic planning issue. *There is an ongoing advisory board consisting of faculty members who serve on BIS capstone committees.*

6. Increase recognition of the program's value and identification.

One broad area of student concern that the Review Team suggests be addressed relates to the program's need to continue to cultivate recognition of the program's value and identification, namely in terms of academic department training, University Commencement, and the Graduation Convocation.

Students suggested increased BIS program training of University personnel (e.g., namely academic department secretaries, participating faculty and University Commencement personnel). Students report sometimes feeling as if they had to train WSU personnel on program polices and procedures. The Review Committee acknowledges that there are always significant challenges related to training of personnel who do not report to your area, even if it just requires periodic review of written and e-mailed materials. Interviewed alumni reported feeling slighted by Commencement-related personnel's confusion about which colored garb and tassel they should receive, with which group they were scheduled to walk, and why.

Concerning Commencement, interviewed alumni voiced interest in allowing graduating BIS students to choose with which College they would walk. Concerning Convocation, alumni suggested that what feels as if it is an arbitrary assignment to the College of Arts & Humanities should be reconsidered. They reported interest in attending the Convocation of their choice,

based on one or more of their emphases. Although it is acknowledged that adding another University convocation would be financially prohibitive, the BIS Program Review Team suggests that BIS consider affording students choice concerning Commencement and Convocations and that an evening reception be funded for BIS students, perhaps one modeled after WSU's Master of Education reception or receptions offered to graduates of other institutions' integrated studies programs. *The new BIS coordinator presents an annual training to WSU advisors (for the last 4 years) and this has greatly improved awareness and appropriate pre-advising for BIS students. The BIS coordinator also sends information packets and letters to every faculty member who serves on a BIS committee and uses every opportunity to educate faculty and administration about the BIS program and the needs of its students. As of 2010-2011, the BIS program now has its own convocation ceremony.*

7. Increase resources to expand the program.

Interviewed BIS constituents voiced hope that the University's administration increases support of the program in ways that also encourage members of the University community to further embrace the program. It is agreed that this will require the support of the Provost's Office, namely the Associate Provost [position vacant] to whom Dr. Elsley reports.

Should Weber State University want to expand the BIS program, the Program Review Team suggests some feasible starting points. The Team suggests an increase in staff (or at least an increase to full-time status for personnel) and other resources. This could include an increase in the Student Specialist's hours from 20 to 40, moving the FYE Coordinator to a full-time position, and/or hiring an Assistant Director who could be responsible for such things as assessment, faculty development, and Advisory Board development.

In addition to increased staffing, additional marketing resources would need to be funded to afford the BIS program more exposure. The BIS website could be leveraged as a more powerful marketing tool if it included additional information, photos, descriptions, student/alumni profiles, testimonials and accomplishments. For possible examples of websites of similar programs, see Wayne State University's Interdisciplinary Studies Department website at http://www.clas.wayne.edu/IS/ or University of Maryland, Baltimore County's Interdisciplinary Studies Program website at http://www.umbc.edu/inds.

The Office of Academic Affairs has strongly supported the BIS program in a multitude of ways in the last four years, which is evident in the overall content of this self-study document.

BIS3800 Syllabus

COURSE DESCRIPTION:
This course provides BIS students with a foundation for the capstone project, as well as helping them to professionalize themselves in preparation for life after graduation. BIS 3800 is a required prerequisite of BIS 4800. Credit hour (2).

TEACHING STRATEGIES:
Focused online discussions
Audio/visual materials
Selected readings
Internet exploration

METHODS OF EVALUATION:
Includes any or all of the following:
Examinations/Quizzes
Written Work

COURSE OUTCOMES:
The purpose of this course is to prepare students to successfully complete the B.I.S. capstone thesis project and to become professionalized in terms of career and/or graduate school.

By the end of this course, the student will demonstrate the ability to organize and plan a scholarly interdisciplinary capstone project. The student will also demonstrate skills meant to support employment and/or further study after graduation.

REQUIRED TEXTBOOKS:
BIS 3800 Course Guidebook provided in PDF format on the BIS homepage and on the BIS 3800 Course Homepage

PROFESSIONAL CONDUCT:
Students are expected to abide by the WSU student code.

This syllabus is the governing document for this course. Your decision to take this course amounts to your tacit consent to the conditions of this syllabus. The professor, as well, is bound by the terms of this syllabus.

In order to receive credit for the course, ALL COURSE REQUIREMENTS MUST BE MET.

SERVICES FOR STUDENTS WITH DISABILITIES:
Physically challenged and learning disabled students must register with the WSU Disability Office (801-626-6413) prior to starting the course if special assistance is required.

"Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary."

Unit List:

UNIT 1
INTRODUCTION
UNIT 2
INTERDISCIPLINARITY AND THE IMPORTANCE OF INTEGRATION
UNIT 3
COMBINING VARIED AREAS OF STUDY INTO A
CAPSTONE/SENIOR PROJECT IDEA
UNIT 4
CAPSTONE/SENIOR PROJECT OVERVIEW
UNIT 5
CAPSTONE/SENIOR PROJECT OPTION: COMMUNITY INVOLVEMENT
UNIT 6
CAPSTONE/SENIOR PROJECT OPTION: MENTORED
UNDERGRADUATE RESEARCH
UNIT 7
CAPSTONE/SENIOR PROJECT OPTION: THESIS QUESTION
LITERATURE REVIEW
UNIT 8
CAPSTONE/SENIOR PROJECT OPTION: CREATIVE PORTFOLIO
UNIT 9
WRITING YOUR PROSPECTUS
UNIT 10
PUTTING THE PROJECT PLAN INTO ACTION: SUCCESS STRATEGIES
UNIT 11
COMMUNICATION AND MENTORI NG: KEYS TO
EFFECTIVE CAPSTONE COMPLETION
UNIT 12
WRITING YOUR CAPSTONE/SENIOR PROJECT PAPER
UNIT 13
PROFESSIONAL PREPARATION: THE RESUME
UNIT 14
PROFESSIONAL PREPARATION: THE INTERVIEW

BIS Internship Guidelines
BIS 3850

What is an internship?
An internship is a formal arrangement of one semester duration between the student (the intern), an employer, and the BIS Coordinator to work in a professional setting relevant to the student's three BIS areas of emphases. The beginning and ending dates of the internship are flexible.

Please note: An internship for academic credit must be a new, enriching learning experience. A student's present employment often does not meet this criterion. Hence, students attempting to gain academic credit for a semester for their continuing employment may be turned down.

What are the goals of an internship?
An internship provides a student with the opportunity to:
- Put into practice the theory learned in academic classes
- Understand how to behave appropriately in a professional setting
- Strengthen a resume in preparation for the job search
- Develop professional contacts

How does the academic credit work?
Students can earn between 1 and 3 upper division internship credits (credit/no credit) in Education 3850. The BIS Coordinator will determine the number of credits based on the student's proposal.

Will I be paid?
The student and the employer will determine issues of pay. In most cases, a student will earn an hourly wage or fixed stipend.

What are the internship requirements?
- For 3 credits, at least 150 hours of on-site work during the course of the internship period.
- Weekly written account composed of the following elements:
    - An account of specific job tasks for the week
    - Insights into the relationship between classroom learning and the job situation
    - Lessons learned on the job
    - Self-assessment
    - Weekly journal should be 2 or 3 double-spaced pages long and typed.

- Meeting with the BIS Coordinator at the end of the internship to assess the project. The student is responsible for scheduling that meeting, and should bring the completed journal with him or her at that time. The student should also bring to that meeting:
    - A completed internship report (attached)

   o A completed employer evaluation with at least satisfactory performance (attached)

Who is eligible for an internship?

BIS students in their senior year with a gpa of 3.00 or above who are currently registered as WSU students, and who have completed at least 6 credits in each of their areas of emphasis.

How do I find internship opportunities?

- WSU's Office of Career Services regularly posts internship opportunities.
- Students may seek and arrange their own opportunities, subject to the BIS Coordinator's approval.

What are the steps I need to take if I want to do the internship?

1. Find an internship opportunity through Career Services (801-626-6393) or through other means.
2. Complete the Internship Application and Approval Form (attached) and visit with the BIS Coordinator. Make an appointment by calling 626-7713 to schedule an appointment. At that time, the BIS Coordinator will decide how many credits (up to 3) to award.
3. If your internship is approved by the BIS Coordinator, submit your application to the employer, along with Guidelines for Employers Participating in Internships (attached).
4. Let the BIS Coordinator know when you're hired, and register for Education 3850.
5. Do the work you've contracted with your employer.
6. At the conclusion of your internship, visit with the BIS Coordinator. At that time, bring:
   a. Your completed weekly account
   b. Your completed internship report
   c. The employer's completed Evaluation of the Intern Performance form

Bachelor of Integrated Studies Program

Internship Application and Approval Form

Name_____ Date_____

Phone Number(s)_____

E-mail address (please print)_____

Three areas of emphases 1)_____ 2)_____ 3)_____

Internship you are seeking:

Employer_____

Supervisor's name_____ Phone number_____

Supervisor's position title_____

E-mail address (please print)_____

Internship job title_____

Contemplated starting and ending dates_____ to_____

Provide a complete description of the project or job duties:

BIS Internship Contract

Major learning activities/objectives as agreed to by you and the supervisor:

1._____

2._____

3._____

4._____

5._____

I have read and understand "BIS Internship Guidelines". If this internship is approved, I agree to provide a copy of "Guidelines for Employers Participating in Internships" to the employer as part of my employment application process.

Student Signature:_____

Approval:_____ Date_____
              (applicable facilitator)

Internship course semester:_____

Note: Approval of this application allows you to register for the appropriate Educ 3850 course only AFTER you have been hired by the employer.

Guidelines for Employers Participating in Internships

with
The Bachelor of Integrated Studies Program
Weber State University
Ogden, Utah
(801) 626-7713

The Purpose of the Internship

An internship is intended to integrate practical experience with formal academic education. Internships are generally focused on projects and/or on specific learning activities and objectives, which are consistent with the college-level academic credit and which combine the BIS student's three areas of emphases. A successful internship gives the intern important insights and professional experience relating to his or her future career area.

Structure of the Internship Program

Internships for academic credit are granted for 1 semester only (15 weeks). Starting and ending dates are flexible.
Students are usually paid an hourly wage for a project stipend.
The program involves the student (intern), the facilitator (faculty member supervising the internship program), and the employer.
Students receive up to three hours of academic credit and a letter grade upon successful completion of the internship.

Requirements for Employers/Internship Sites

1. Internship opportunities are approved on the basis of the supervised learning experience they offer to the student. The project or the stated learning activities and objectives must offer promise of enhancing the student's understanding of his or her academic area and help the student integrate theory and practice. The intern's supervisor must be qualified to facilitate the experience and be willing to provide competent supervision.

2. A total of 150 hours of on-site work is considered the minimum amount of time for a student to achieve desired objectives and to earn 3 academic credit hours.

3. The employer must submit a formal evaluation of the intern's progress and achievements upon completion of the formal internship. (The intern will provide the appropriate form.)

4. The University asks that the work-site supervisor contact the facilitator regarding any problems during the course of the internship.

5. Compensation to the intern is between the employer and the intern.

Evaluation of Intern Performance Form

The Bachelor of Integrated Studies Program
Weber State University
Ogden, Utah
(801) 626-7713

This form is to be completed by the employer upon completion of the formal internship.

Student_____

Job of project title for student_____

Period of internship employment:_____ to _____

Company or organization_____

Supervisor's name_____

Phone number or e-mail:_____

Intern's Performance (please check one):

More than satisfactory_____ Satisfactory_____ Less than Satisfactory_____

Please include any evaluation comments on the student's learning experience or performance that might be helpful in assigning a letter or grade for the internship course:

BIS Internship Report

Use this guide to organize the report you submit at the end of your internship experience.

INTRODUCTION

- o Name of organization
- o Description

NATURE OF THE BUSINESS/SERVICE

- o Describe the dominant product, service or market concentration area.
- o Describe the fundamental mission and/or process of the organization.

INTEGRATION OF COURSE WORK AND YOUR CONTRIBUTIONS
(Developing this section in detail is critically important.)

- o What courses taken prior to your internship experience were the most helpful to you in your position and why?

- o Was there a course (or courses) that could have better prepared you for your internship? Discuss.

- o What specific contributions did this experience make to your skills and capabilities?

- o What skills or knowledge do you want to acquire before your next professional work experience?

- o What specific contributions did you make to this organization during the internship period?

YOUR SUGGESTIONS

Use this section if you have other creative ideas or suggestions for this company in general and/or your division or section in particular.

SUMMARY

Summarize the value of the internship experience to you and address the issue of how this experience possibly contributed to your career exploration or plans.

Suggestions for Writing the Report

1.   Before writing the report, review your journal entries for facts and themes to be incorporated in your report.

2.   Clearly define and consistently maintain the focus of the report (limit your writing to the guidelines above, avoiding major digressions.)

3.   Follow a logical plan of organization (following the content guidelines will assist you in doing this).

4.   Use supporting evidence and relevant details to develop the subject matter (major conclusions and observations should be substantiated).

5.   Establish coherence between and within paragraphs, particularly through clear order and transition.

6.   Strive for sentence clarity and variety.

7.   Be exact in sentence structure, paragraphing, grammar, and spelling.

8.   Document any source of information used (use of such sources as books, magazines, interviews, etc. should be consistently identified in some way – footnotes, endnotes, etc.)

9.   The physical appearance of your report as well as its content should reflect professionalism. Take pride in your submission.

WEBER STATE UNIVERSITY
Bachelor of Integrated Studies (B.I.S.) Program

Capstone Project: The Culminating Experience

1. What is the B.I.S. Capstone Project?

The capstone provides you with the opportunity to integrate your three disciplines in a single extended project in order to give focus to your B.I.S. degree, and to act as the culminating experience of the B.I.S. Program.

2. What's the purpose of the capstone?

The capstone is designed as a way for you to:
- Integrate your three areas to give focus to your B.I.S. degree.
- Take a significant step towards your educational and/or career goals. So choose a topic that relates to your goals, and will look great on your resume.
- Research and work on a topic you care deeply about.
- Showcase your research skills and academic interests in anticipation of graduate school or the job market.
- Learn and hone leadership and organizational skills as you work through the capstone process.

B. What are the essential ingredients of every capstone?

Every capstone must include:
- A considerable amount of writing.
- Evidence of research in all three areas.
- Substantial analysis, which can be quantitative and/or qualitative.
- A synthesis of the three areas of emphasis into a single, focused project.

B. How can I prepare myself for a smooth transition from course work into the capstone?

As you put your three areas of emphasis together, include classes from your three disciplines that will prepare you for the capstone. For example, you may need skills from a research methods class, or a course in statistics, or a writing class in order to complete your project.

B. What's the purpose of the BIS 3800 class?

The purpose of this class is twofold:
- To prepare you to successfully complete the B.I.S. capstone thesis project.
- To professionalize yourself in terms of your career and/or graduate school.

BIS 3800 is a required prerequisite for BIS 4800. This online course is taught Fall, Spring, and Summer semesters. You will earn one upper-division credit for your full participation and completion of required assignments.

B. How do I earn credit for the capstone project?

BIS 4800 doesn't exist as a class; it's a way to award you elective credit for the capstone project. The BIS office will give you a permission slip that allows you to register for BIS 4800 when you take BIS 3800. You only register *once* for BIS 4800, regardless of how many semesters you take to complete your project. At the end of each semester after you've registered for BIS 4800 but before you've completed your project, you will receive a "T" grade. Your committee will award a grade at your oral defense, and the BIS office will post that grade within a few days of your completion.

B. How do I choose a topic?

Choose a topic that:
- •Integrates your three areas of emphasis equally in a single project.
- •Focuses on a topic about which you feel passionate and committed.
- •Demonstrates appropriate-to-the-subject research skills and methodologies.
- •Results in a final project that will contribute to knowledge on the topic.
- •Becomes a substantial final product, worthy of the 3-upper division credits you'll earn.
- •Includes a finished written component that will be placed in the library.
- •Acts as a stepping stone towards your career or graduate school goals.

B. What will my capstone look like when it's done?

Whatever form your project takes, your final product should be a bound, hard-copy that will be permanently housed in the Stewart Library. Whether you write a research paper or do a hands-on Service Learning Project, your final bound copy should include a reformatted version of the "Library Cover Page" so the librarians have all the information they need to catalog your work. Along with the bound copy for the library, you'll also make three hard-copies, one for each member of your committee, which you'll give them at least a week before your oral defense. Spend a little time making the committee members' packets and the bound copy for the library as professional as possible: make a good impression.

Your prospectus should explain clearly what final product you plan to generate. Will it be a research paper? Perhaps it will be a web-site and support paper. Or you may put a portfolio together. Before you start your project, articulate in your prospectus what final product your committee can expect.

B. How long should my capstone be?

This is the question students ask me most often, hoping I'll say a particular number of pages. I suggest you think about the project in terms of "value for credit." What do I mean by that? You're earning 3 credits at the 4000 level for this project, so the quality and quantity of your final product should show that you earned those credits. There are a number of ways to do that:
- •If you're doing a research project, I'd expect about 25 to 30 double-spaced pages to earn 3 upper division credits. There's nothing magical about those numbers, and most committee members don't count pages or words. However, if you hand in a 10 page final paper, it will

look as though you haven't done much work.

•If you're doing a hands-on project, you'll want to keep a log and document all the work you did as your committee won't see that. By the time you've included lesson plans and/or documentation of your time and work and/or assessment of your project, you'll probably produce about the same number of pages, 25 to 30.

B. What basic form does the capstone take?

Capstones vary considerably, depending on the topic, but most of them follow this basic form:

•An introduction explaining what you're doing and why.

•The body, meat or substance of your project.

•A conclusion that acts as analysis or assessment of what you did. If you're doing a research project, you'll answer your thesis question in your conclusion. For example, if you are finding out how art therapy can help autistic children, you will end your paper by giving your conclusions and explaining how you reached that opinion. If you're doing a hands-on project, you'll try to answer questions like: What worked? What didn't? How can you tell?

B. What kind of capstone can I do?

You can write a classic research paper, but don't feel limited by that version of a capstone project. Here are some choices:

Primary Research

You start with a focused research question, and then create the primary data that you analyze. Depending on your discipline, you could do a scientific experiment, or a survey, or a series of interviews. If you choose this route, keep these considerations in mind:

•Carefully design the instrument by which you gather your primary data.

•Complete IRB forms if you're using human subjects.

•Gather your data in a thorough and systematic way.

•Analyze your data to answer your research question.

The format below sets out the usual way such research is presented, especially in the natural and social sciences:

Title Page: The title page also includes the author's name and institutional affiliation.

Abstract: Summarize the main idea simply and clearly in about 150 words.

Table of Contents: All chapters and sections of the report are identified here.

Introduction: The introduction accomplishes three things:
1) *What*: it introduces the problem being studied with the project.
2) *How:* it develops the theoretical background (which should draw upon and integrate the three emphasis areas).
3) *Why:* it states the purpose and rationale for the project.

Method: Describes in detail *how* the project was completed. This information allows the reader to evaluate the appropriateness of the methods used.

Results: Describes what has been learned from the project. The Results section may have multiple subdivisions that clearly organize and present the material.

Conclusions:	An evaluation or interpretation of the results, in light of the original problem statement and supporting theory, guided by these questions:
	* What contributions to your topic have been made by this project?
	* How has this project helped to resolve the original problem?
	*What conclusions and theoretical implications can be drawn?
Bibliography:	All resources used to complete the project are listed here using correct format (APA, MLA, or Chicago style sheet, depending on your disciplines).

Secondary Research:

The knowledge you gather is not original, but you do something with it that hasn't been done before. For example:

A resource guide for single mothers in N. Utah	(ChFam; Comm; WS)
A plan to decrease waste in a factory's cookie production	(MFET; SST; Math)
A workshop on good nutrition for kidney dialysis patients	(Nutri; Psych; Chem)

If you choose this option, consider the following questions:

•What problem or issue are you addressing?

•Why are you addressing this problem?

•How will you go about your project?

•How will you measure your success? For example, a pre and post test could assess whether the workshop you design has had any effect.

•Who is your audience? You may well have two audiences. For example, the single moms in N. Utah want accessible and useful information from a resource guide; your capstone committee wants to know where your information came from, how you gathered it, and why you organized your guide the way you did. If you have two audiences, plan on producing a two part capstone: the resource guide/workshop/program for your target audience, and a supporting document for your academic audience. You will give both completed parts to your capstone committee for your final product.

•What is your final product? For example, if you're writing a resource guide, you'll also need to provide a support paper, appropriate to your disciplines, and include a complete bibliography citing your sources. Your bibliography must use correct format (APA, MLA, or Chicago style sheet, depending on your disciplines).

You can also choose to put together a **Literature Review** with Synthesis of Knowledge. This means you answer your capstone question by reading, summarizing, and synthesizing other people's research materials. For example, you could ask: "What is the best treatment for Parkinson's Disease?" (Chem; Zool; Psych). Begin by writing an introduction that explains what question you're asking, why it's an important question to address, and why a **Literature Review** is an appropriate approach.

- Plan to read approximately 10 scholarly articles per emphasis area, two or three recently published texts, and no more than three creditable websites. (At your

prospectus meeting, reach an agreement with your committee on exactly how much reading you'll be required to do).

- As you write your final paper, demonstrate what you learned from each article, text, and website by discussing similarities and differences in findings. Does there seem to be a consensus regarding your topic or question? Are there conflicting opinions or research results? Explain the significance of what you have learned from the readings in terms of clarifying your topic or question.
- Draw conclusions based on what you have learned. Discuss what you think is the best answer to your capstone question based on what you learned from your readings.
- You will be expected to produce a 20 to 30 page paper with properly formatted citations and reference list, using APA, MLA, or Chicago style sheet.

Service-Learning Project

This option blends academic study and community service. Through service-learning, you make the connection between classroom instruction and real-life situations in a reflective way. You will do a volunteer project for a non-profit agency or educational institution, (but not a church), approved by your capstone committee, and then demonstrate what you've learned by writing a reflective journal and a short research paper.

If you do a service-learning project, you will be expected to:

•Create and complete a particular project for your agency. It's not enough just to put in volunteer hours.

•Write a clearly focused goal and plan for your service project as part of your prospectus.

•Sign a contract with the agency, clearly outlining expectations on both sides.

•Work out a contract of hours per week with the agency, sufficient to satisfy the agency and your capstone committee.

•Write one single-spaced reflexive journal page for every hour you spend doing volunteer work, showing what you actually did and how you responded to these experiences.

•Write a short (10 pages) research paper in your three areas of emphasis. The purpose of your paper is to show how you've used the theory you've learned in your three areas of emphasis in this practical situation. Your paper will be formatted appropriately to your disciplines, and including a complete bibliography citing your sources (APA, MLA, or Chicago style sheet, depending on your disciplines).

Before embarking on this project, please ask for the paper work that accompanies the project.

Creative Project

You can choose to do a creative capstone project that brings something new into the world. For example, you may:

- Design a website.
- Write and perform a musical composition.
- Mount an exhibition of your own art work.

If you choose this option:

- Be sure your topic involves all three emphasis areas.
- Actually produce your creative capstone. In other words, put the website out on the internet; give a concert showcasing your musical composition; do a performance of your original dance.
- Ensure that your capstone committee attends or sees your creative project when you produce it.
- Produce a copy of your work for the library: for example, a cd, video, or tape.
- Write a supporting document that explains *what* you're doing, *why* you're doing it, and *what research* you did to bring it into being. Your paper should show how you've used the knowledge and skills you've learned in your three areas of emphasis, and should be formatted appropriately to your disciplines, including a complete bibliography citing your sources. (APA, MLA, or Chicago style sheet, depending on your disciplines).

12.   What will I learn by doing the capstone?

You will develop academic skills through the content of your of capstone, and leadership skills through the capstone process. Both sets of skills are important components of your capstone experience, and will strengthen you in terms of employment and further study:

*You will learn the following academic skills***:**
- •Application and synthesis of knowledge in your three areas.
- •Ability to research, evaluate, write, and speak about your knowledge and conclusions.

*You will learn the following leadership skills***:**
- •Proactive and professional behavior.
- •Organization of time, materials, and people.

13.   What steps do I need to take to successfully complete the capstone?

For a more detailed answer to this question, take a look at *BIS Guide* and *Success Strategies for the B.I.S. Capstone.* Here's a summary of what you'll find in that document:
- •Take BIS 3800 two semesters before you plan to graduate.
- •Register for BIS 4800.
- •Put together your Capstone Committee.
- •Write a prospectus.
- •Hold a prospectus meeting.
- •Work on your capstone project: send your committee drafts on a regular basis so they have the time and opportunity to give you feedback.
- •Call an oral defense meeting, making sure each member of your committee has at least two weeks to read the final draft of your project before holding the oral defense.

14.   How will my capstone be graded?

You will be awarded a final grade at your oral defense. It's therefore very important that you give your committee a final version of your capstone at least a week before your oral defense. Your committee can't give you a grade if they haven't had an opportunity to read your work. You pass if you earn a "C" or above. Credit/no credit or audit are not options. Your committee will award your grade based on these guidelines:

*Your hard copy, final product: 70%

*Your professional and leadership skills through the process: 20%
*Your presentation and responses at the oral defense   10%

The grade for your final, written capstone will be based on the following criteria:
A/A-   *no or few suggestions for improvement*; overall, you show an excellent ability to: discuss the project problem; demonstrate an understanding of the theoretical support for the project; use a sound and well-developed methodology for the project; provide relevant results/data; draw conclusions that are data-based and supported by theory; demonstrate strong writing and speaking skills; and write a correctly formatted paper with appropriate bibliographic documentation.

B+/B/B- *more than a few suggestions for improvement*; overall, you show above average ability, with some exceptions, to: discuss the project problem; demonstrate an understanding of the theoretical support for the project; use a sound and well-developed methodology for the project; provide relevant results/data; draw conclusions which are data-based and supported by theory; demonstrate above average writing and speaking skills; and write a mostly correctly formatted paper with appropriate bibliographic documentation.

C+/C/C- *multiple suggestions for improvement*; overall, you show an average ability to: discuss the project problem; demonstrate an understanding of the theoretical support for the project; use a sound and well-developed methodology for the project; provide relevant results/data; draw conclusions that are data-based and supported by theory; demonstrate average writing and speaking skills; and write a reasonably correctly formatted paper with appropriate bibliographic documentation.

15.   What else do I need to know and do to make the capstone process work smoothly?

•Stay in close touch with your committee members. Send them drafts on a regular basis, e-mail or visit during office hours to update your faculty on the progress you're making.
•Make sure your committee members have at least two weeks to read your final capstone paper, and approve it, before they come to your oral defense.
•Begin the oral defense scheduling process early: a month ahead of the time you want to hold the meeting. Make sure your committee has at least a week to read your work before the oral defense meeting.
•Keep a working binder that documents each step of the Capstone process, committee comments, reference articles, draft copies, and ultimately, the final Capstone product.
•Take a look at the completed B.I.S. capstone theses in the Special Collections section of the Stewart library. Your capstone will be catalogued in the Stewart Library Archives when you're done, so present your work in a professional way.

•Read *Success Strategies for the B.I.S. Capstone* for detailed information, step by step, through the capstone process.

BIS CAPSTONE PROSPECTUS MEETING

Student's name:

SS# or Student ID:

Address:

Phone number: **E-mail:**

Capstone title or brief description:

Date of Meeting:

Capstone Committee Members present:

1.   Print name:_____   Sign name:_____

2.   Print name:_____   Sign name:_____

3.   Print name:_____   Sign name:_____

Comments on prospectus:

The student must return this completed form to the BIS office after the prospectus meeting where it will be placed in the permanent student file.

Rev. 2011

B.I.S. Capstone Contract

Instructions: The B.I.S. student and the capstone committee faculty member work through and sign this form as an agreement on expectations and responsibilities for the B.I.S. capstone thesis.

Faculty name:_____ **Department:**_____

Phone number:_____ **E-mail address:** _____

Faculty:

I understand that this student's capstone thesis will:

•follow the requirements of a capstone project, as described in "The Culminating Project."

•entail sufficient work to warrant three credits at the 4000 level.

•use the research methods and bibliographic style sheet appropriate to the discipline.

I agree to:

•**Attend a prospectus meeting**, which the student will arrange, in order to approve the student's research project and offer feedback and guidance.

•**Read the student's drafts (minimum of 3 drafts) in a timely way** and then provide feedback related to improvements. The student is responsible for submitting drafts to the faculty member.

•**Attend the student's oral defense** at the end of the process, to approve the finished project and give the student a final grade.

•**Please be sure to read the B.I.S. Faculty Guide sheet,** provided by the student and sent by the B.I.S office

_____

Student name:_____ **Student I.D. number:**_____

Phone number:_____ **E-mail address:**_____

Student:

I understand that my capstone thesis will:

•Follow the requirements of a capstone project, as described in "The Culminating Project."

•Entail sufficient work to warrant three credits at the 4000 level.

•Use the research methods and bibliographic style sheet appropriate to the discipline.

I agree to:

•**Call two meetings** (prospectus, and oral defense) for my faculty advisory committee. I understand that I will take the initiative to contact and arrange these two meetings, setting up the meetings in a timely way, and ensuring my committee can attend.
•**Give my committee a minimum of three drafts of my thesis during a reasonable time frame** so they have time to read them and give me feedback that will help me improve my work.
•Ensure that my committee members have **a copy of my final draft at least two weeks before my oral defense** so they have time to read it and give me feedback.

Signed: (Faculty)_____   Date:_____

Signed: (Student)_____   Date:_____
*Please ensure that the B.I.S. office is given the original and the faculty member and student have copies of this contract.

Capstone Cover Page

Instructions to B.I.S. students:

Your final project will be catalogued and placed in the library. In order to help the librarians and future BIS students who want to read your work, please reformat and include this cover page at the front of your folder.

Weber State University Bachelor of Integrated Studies Program

Name: _____

Date: _____

Project Title: _____

Brief summary of project: _____

Area of Emphasis 1: _____

Committee Member from that discipline: _____

Area of Emphasis 2: _____

Committee Member from that discipline: _____

Area of Emphasis 3: _____

Committee Member from that discipline: _____

Rev. 2011 KS

Final Reading/Grading Oral Defense Form

Instructions to B.I.S. students:

•   Reformat this page, using the wording below as a template. Replace the parts in *italics* with your information.

•   Bring <u>one</u> copy of your personalized Oral Defense Form to your oral defense for your committee members to sign and write in a grade. Do <u>not</u> include it in your finished capstone as this completed form will be filed in our office rather than being sent to the library with your capstone.

Weber State University Bachelor of Integrated Studies Program

Final Reading Approval of a B.I.S. Capstone Thesis

Your Title
Your Name

This Capstone Thesis has been read by the following Capstone Committee members for a final

grade of: _____

Comments:

_____   _____

Your Committee Member's Name   *Date*

_____   _____

Your Committee Member's Name   *Date*

_____   _____

Your Committee Member's Name   *Date*

_____   _____

Dr. Kathleen Sitzman, B.I.S. Coordinator   *Date*

(Rev. May 2011)

B. OVERVIEW

Kathleen L. Sitzman

Professional File Summary

*Please see detailed dates and information in supporting documentation

A. Credentials

- PhD in Nursing.
- Current professional Licensure within the state of Utah.
- Tenured at Weber State University 2008
- Associate Professor of Nursing
- Director, Bachelor of Integrated Studies Program at Weber State University

B. Teaching

- 2011-2012 Named WSU Honors Eccles Fellow to collaboratively teach a University wide Honors course entitled: "Medicine and Literature" with Sally Shigley from the English Department.
- Received the George and Beth Lowe Innovative Teaching Award at Weber State University in 2006.
- Since beginning teaching at Weber State University, student evaluations for my overall teaching effectiveness in the WSU nursing program average **4.5** (maximum of 5) with a departmental average estimated at 3.8.
- Course syllabi and materials are updated and revised annually.
- Course manager for MSN 6100, MSN 6500, MSN 6520 & MSN 6600.
- Designed and implemented a new honors nursing course (N4840). This course was approved by Faculty Senate in Fall 2003 and is currently being successfully taught online.
- Redesigned and implemented N4900, Nursing Senior Seminar, a blended course.
- 2008-2009 created MSN 6100, MSN 6500, MSN 6520, MSN 6540, and MSN 6600 courses for the new WSU MSN program. These are all blended courses.
- I regularly consult with and advise other DCHP faculty regarding effective teaching and assessment methods for health professions students, particularly related to effective online teaching practices.
- Co-authored a baccalaureate level nursing theory text that utilizes art to teach nursing theory, published in 2003. The second edition is in print at the current time: *Sitzman, K. & Eichelberger, L. (2011). *Understanding the Work of Nurse Theorists: A Creative Beginning (2nd Edition).* Sudbury, MA: Jones and Bartlett Publishing.

- Co-authored an innovative baccalaureate level nursing history textbook. *Judd, D., Sitzman, K. & Davis, M. (2010). *Nursing history: trends and eras.* Sudbury, MA: Jones and Bartlett Publishing. *In 2010 this textbook was awarded The American Journal of Nursing "Book of the Year" award.
- Designed in 2007 and currently teach BIS3800 online, Capstone Preparation for the Bachelor of Integrated Studies Program.

C. Scholarship (Please see attached detailed list of publications).

- **Principle Investigator** for a qualitative study entitled "Effective Ergonomic Interventions for Positive Client Outcomes" completed in 2001.
- **Principle Investigator** for a national survey entitled "An Exploratory Study of Nurse Bag Use by Home Visiting Nurses completed in 2001.
- **Principle Investigator** for a national survey entitled "Motor Vehicle Use by Home Visiting Nurses completed in 2002.
- **Co-investigator** for 3-year National Institute of Health study regarding blood borne pathogen exposure in home visiting nurses 2004-2007.
- **Principle Investigator** for a qualitative study exploring baccalaureate level nursing student perceptions of caring online 2006.
- **Principle Investigator** for a qualitative study exploring graduate level nursing student perceptions of caring online 2006.
- **Co-investigator** for an exploratory study addressing concerns related to nursing preceptors for nursing students in university settings 2005-2006.
- **Principle Investigator** for a multi-site study to further-explore caring online in baccalaureate level nursing classrooms 2006-2007.
- **Principle Investigator** for an exploratory retrospective study related to why WSU undergraduate students enter the Bachelor of Integrated Studies Program 2008-2009.
- **Co-authored** two nursing textbooks.
- As of January, 2005, **over 100** articles published in national peer-reviewed journals.
  - 17 major articles
  - 1 monthly column for American Association of Occupational Health Nurses Journal, a national peer-reviewed journal from 1999-2006.
  - 3 past regularly appearing columns in Home Healthcare Nurse Journal.
  - I have been published in a wide array of national peer-reviewed journals and publications including:
    - American Journal of Industrial Medicine
    - Home Healthcare Nurse Journal
    - American Association of Occupational Health Nurses Journal
    - Nursing Education Perspectives
    - The Journal of Transcultural Nursing
    - Jones and Bartlett Publishing, Nursing Textbook Division.
- American Journal of Nursing
- 3 International, 3 national, 5 regional, 3 state, and 3 local professional presentations.
- I have been a nurse since 1983 in hospitals and home healthcare agencies throughout Utah and the Wasatch Front area, providing care in a variety of

settings. I have used my extensive experience as a nurse to produce scholarly work that contributes to the nursing profession and body of knowledge on international, national, state, community, and local levels.

D. Professionally Related Service

- **Awards** (based on both scholarship and service)**:**
  - **WSU Honors Eccles Fellow** 2011-2012
  - American Journal of Nursing **Book of the Year Award** 2010
  - Grant to attend the **HERS Bryn Mawr Summer Institute for Women in Higher Education Administration**, June-July 2009.
  - **WSU Honorary Coach** for exemplary academic support of WSU Athletes, November 1, 2008.
  - **Jean Watson Award** for outstanding scholarship in caring science, International Association for Human Caring, 2007-2008
  - **George and Beth Lowe Innovative Teaching Award** for Weber State University, 2006-2007
  - WSU Nursing Department **Faculty Spotlight** for excellence in teaching and scholarship in Spring 2006.
  - Spotlighted in the Jan/Feb 2006 edition of **Nursing Education Perspectives**, the official journal of the National League for nursing, as a nationally recognized nurse educator who demonstrates **teaching and scholarly excellence** (see attached article)
  - **Spirit of the American Woman** award for community contributions in Davis/Weber County, State of Utah, 2003-2004.
  - **Outstanding Master's Scholar,** University of Utah, College of Nursing, 2000-2001.
  - **National Institute of Occupational Safety and Health (NIOSH) Fellowship Award** that included full payment of Master's Degree tuition and book expenses plus a monthly stipend, 1999-2001.
- **Membership and office holdings in professional organizations**:
  - National League for Nursing (member)
  - American Nurses Association (member)
  - Utah Nurses Association (member, past nomination committee member)
  - American Association for Occupational Health Nurses(AAOHN) (member)
  - Utah Occupational Health Nurses Association (UAOHN) (member, past board of directors, conference planning committee)
  - Sigma Theta Tau (member, past chapter secretary)
  - Council on Undergraduate Research (member)
  - International Association for Human Caring (member)
- **International Service:**
  - Appointed External Examiner for the Royal College of Art and Design in London, England 2010-2011.
- **National Boards:**
  - Assistant Editor for the International Journal of Human Caring April 2009-present.
  - Peer Review Board for the International Journal of Human Caring April 2007-present.

- o Peer review board for Nursing Education Perspectives, the official journal of the National League for Nursing from 2006-present.
  - o Home Healthcare Nurse Journal Editorial Board Member from 2000 through 2005.
  - o National Advisory Board to create a position paper outlining guidelines for the protection of adolescent health in the workplace. This was a collaboration between AAOHN and the National School Nurses Association. There were 8 committee members (4 from each organization) selected to participate. (Paper released 2004).
- **Local and Regional** (past and present-exact dates attached):
  - o Weber State University Junior Science Fair Judge
  - o Volunteer for the Ogden Nature Center as first responder at planned gatherings.
  - o Volunteer at the Ogden Rescue Mission Clinic
  - o Board of Directors Northern Utah HIV/AIDS Project
  - o Planning Committee Weber/Davis Alzheimer's Memory Walk
  - o Board of Directors Ogden Nature Center
  - o Created and organized Weber/Davis Dementia Conference
  - o Provided free health screenings for well-elderly in Weber and Davis Counties
  - o Davis County United Way Volunteer Center Committee
- **Weber State University Faculty Service Activities:**
  - o WSU Online Education and E-Learning Steering Committee from June 2007-present.
  - o Elected to the WSU Faculty Senate in January 2007 for a 3-year term of office
  - o Presenter for the WSU Teaching and Learning Forum, multiple presentations 2007-2008
  - o WSU Undergraduate Research Task Force 2005-2007
  - o WSU Undergraduate Research Committee and UR conference planning subcommittee 2005-present
  - o WSU Nontraditional Student Advisory Board member 2004-2006
  - o WSU Swanson Scholarship Committee member 2004-2006
  - o Community Involvement Center Advisory Board Member 2008-present
  - o Hall Endowment Committee Member 2008-present
  - o Hemingway Board of Trustees Member 2008-present
  - o Adjunct Faculty Retreat Presenter 2011
- **Dumke College of Health Professions Service Activities:**
  - o Marriott Development Committee 2003-2008
  - o Dean's Strategic Planning Committee 2001-2005
  - o Dean's Faculty in Residence 2005
  - o Dee Wade Mack Committee 2003-2008
  - o Dean's Faculty Development Task Force 2003-2004
  - o (Creator, Past Chair, and Current Member)- Undergraduate Research Committee 2003-present
- **Nursing Department Service Activities:**
  - o Past Statewide Evaluation Committee for nursing department
  - o Course Manager for 4 MSN courses

- Past President- Faculty Organization Committee and current member
- MSN Nursing Curriculum Committee
- 2010-2011 Chair of the SON Strategic Planning Committee

Weber State University
Bachelor of Integrated Studies

Student Handbook

Table of Contents

Program Overview

Introduction

The Bachelor of Integrated Studies (B.I.S.) is an interdisciplinary degree which meets all the requirements of a bachelor's degree from this institution.

Instead of choosing a major and a minor, a B.I.S. student selects three interdisciplinary areas of emphasis, and works out a contract of courses with his or her departments of choice. As a culminating experience, the student then integrates the three areas of emphasis in a single capstone project, or senior thesis. This project follows the format of a Master's thesis in that the student works with a faculty committee from each of his or her three departments, and holds a final oral defense when the project is completed.

B.I.S. students pro-actively design their own degrees, working within the confines of Weber State University requirements for every bachelor's degree, and they often select areas of emphasis that work well together to prepare them for a particular career path.

These types of degrees have been in existence in the United States for about 35 years. Integrated Studies (such as the B.I.S. degree here at WSU), Interdisciplinary Studies, and Liberal Studies are all names for similar degrees.

Mission

The Bachelor of Integrated Studies (BIS) is an interdisciplinary degree program that reports directly to the office of Academic Affairs. The BIS program best suits the student who has developed a sense of his or her educational and life goals, and who is looking for ways to express those goals through a self-designed and self-directed university program. The BIS Program serves the needs of the student who wants to:
*   individualize or create a unique academic program
*   obtain a broad liberal education
*   prepare for specific career goals and/or graduate school
To accomplish these general outcomes, the BIS student completes course work in three different disciplines. As a culminating experience, the student then synthesizes the three disciplines in a capstone project.

Program Outcomes

As a result of completing the course work and capstone thesis, a BIS student should demonstrate the following outcomes:
1. A solid base of knowledge related to three areas of emphasis; this outcome is achieved through the three contracted areas of emphasis course work.
2. An ability to synthesize three areas of emphasis into an integrated capstone project; the capstone demonstrates this goal.
3. Analytical, assessment, and problem-solving skills, which are demonstrated in course work and capstone; beyond the critical thinking skills expected in their course work, students are also required to include analysis in their capstones.

4. Professional and life-skills; the capstone process teaches the students leadership skills, and they also must create a professional resume as an assignment for BIS 3800.
5. A life plan beyond graduation, either in a particular career or graduate program. Students write a statement of purpose when they come into the program as a starting point for focusing on graduation and their professional lives thereafter.

Type of degree offered
The BIS program offers a Bachelor of Integrated Studies degree.

Staff
The BIS program is run by the coordinator, Dr. Kathleen Sitzman, and the program staff in the BIS office. The office is open daily from 9 a.m. to 4 p.m. with a break for lunch at Noon.

To learn more about the BIS program, explore the WSU BIS homepage at http://weber.edu/bis/ and complete the online information session. To arrange an in-person or phone appointment, please call (801) 626-7713 or e-mail BIS@weber.edu

The BIS program does not hire instructors. Students complete their course work within the different departments of their areas of emphasis. The BIS director teaches BIS3800 Capstone Preparation, BIS4800 Capstone, and BIS3850 BIS Internship each semester for matriculated BIS students.

BIS shares a student senator with the Honors Department. The B.I.S. coordinator and the Honor's Program Director share advising responsibilities for this shared student senator.

Resources for Student Support

Community Involvement Center

Why is it important for students to be involved with service?
Getting involved with community service is important for students. Here are just of few of the many benefits available to service driven students…
- Service can help students gain experience by using their skills in a practical way and in a real-life situations.
- Students are able to network with possible future employers or business contacts.
- The experience that students gain by working with the community is not only often applicable to future employment, but it can help them obtain employment or further graduate school education when it is listed on resumes.
- Service trains students to become civically engaged and informed.
- The service that is provided benefits the community in which they live.

What is the Community Involvement Center?
The Community Involvement Center (CIC) at Weber State University promotes civic participation by combining academic learning and community service. As a resource for students the center facilitates Community-Based Research, Service-Learning, and volunteer work by working with students, faculty members and the community.

What does that mean for you?
You can:
- supplement your education by performing research off-campus with the purpose of solving a pressing community problem or affecting social change, or
- apply your classroom knowledge by using your skills in real-world community settings, or
- participate in volunteerism for experience and resume building.

What are the different ways the CIC can help?
The Community Involvement Center….
- Can connect students with over a hundred community partners that are looking for WSU students to help their organization. The center can not only provide students with this list, but can help them find the organization that best meets their needs, as well as direct them to leadership positions if they desire.
- Provides student scholarship and grant opportunities for those involved with service that need extra money for school or for a community service projects.
- Supports a Community Calendar that is easily accessible where you can view the different service activities during the month that have been posted by our registered community partners.
- Gives you access to campus, state, and regional discussions, training and retreats.
- Provides assistance in tracking and recording service hours, for class, employment or personal use. The CIC can provide a Weber State University endorsed printout of these hours if needed. Hours will be forwarded to class instructors for service-learning classes at the end of weeks 5, 10, and 15.
- Can also provide letters of recommendation for potential employers or graduate schools regarding service in the community.

How to contact the CIC…
Visit the website www.weber.edu/communityinvolvement
Call 801-626-7737
Email cic@weber.edu
Drop by Room 94 in the Stewart Library (temporary location). The CIC will be located in the newly renovated east side of the student union building in September 2008.

Community Involvement Center FAQ's for Students

Registering with the Community Involvement Center

How do I register with the Community Involvement Center?

♤   Click on '*Register*' in the purple bar on the left of the page.

♤   Choose appropriate registration form for your situation. i.e. service-learning or VIP

♤   Fill out registration form **completely and accurately**. You will receive a confirmation page and a confirmation email when your registration is complete.

Accessing the Service Opportunity Directory

You will find several links to the Service Opportunity Directory on the Community Involvement web pages.

How do I find an agency to volunteer with?

♤   Access the Service Opportunity Directory at http://weber/edu/CommunityInvolvement the Community Involvement Home page.

♤   Click on '*Service Opportunity Directory*' icon.

♤   Once the Service Opportunity Directory is accessed, click on any agency on the left to see details concerning that agency.

What the Community Involvement Center provides:

♤   Maintain Service Opportunity Directory (list of over 100 community partners).
♤   Record and track completed service hours.
♤   Communicate completed service hours to instructors at three separate times during semester: at the end of 5, 10 and 15 weeks. (for service learning students)

Why should I register with the Community Involvement Center?

♤   24/7 access to the CIC Service Hours Tracking System for students to monitor their completed service hours. Accessible from any location via the CIC home page.
♤   Documentation of service, upon request, for potential employers and/or graduate programs.

Accessing the Community Involvement Center Hours Tracking System

♤   Access the CIC home page at http://weber/edu/CommunityInvolvement.
♤   Click on '*Check My Service Hours*' in the purple bar on the left of the page.
♤   Login to the CIC tracking system.
♤   Login: Your email address.

As a student, how do I find out how many service hours have I completed?

♤   Password: You designated this password on your registration form.
♤   Your service hours can be accessed under the "My Service History" tab.

Organizations that have partnered with the
Community Involvement Center for service opportunities

Animal Rescue

A New Beginning Animal Rescue
Davis County Animal Shelter
Ogden City Animal Services

Arts/Museums/Parks

Antelope Island State Park
Dinosaur Park and Museum
Discovery Gateway 1
Discovery Gateway
Eccles Community Art Center
Hill Aerospace Museum
Layton Heritage Museum
Museum of Natural Science
Ogden City Arts
Ogden Nature Center
Peery's Egyptian Theater
Roy Historical Museum
This Is The Place Heritage Park
Treehouse Children's Museum

Mentoring Youth

Big Brothers Big Sisters of Utah
Boy Scouts of America
Boys and Girls Clubs of Weber-Davis - VIP
CARES - VIP
Clearfield Job Corps Center (Great Basin High School)
Colors of Success
Court Appointed Special Advocates (CASA)
Division of Juvenile Justice Services
Jesus Field
Let's Play - Ogden City Police Department
Millcreek Youth Center
Ogden Weber Extended School Programs
Outreach Resource Center
Paramount Community Based Services
Paramount Reflections

Mentoring Adults

Catholic Community Services (Hall Learning Center)

Developmental Training Systems, Inc.
Pioneer Adult Rehabilitation Center
Rise, Inc.
Scottish Rite Foundation
Special Olympics - VIP
Turn Community Services
Utah State Schools for the Deaf and Blind

Tutoring

America Reads Davis

Weber School District

Davis School District

Ogden City School District

Community Service Opportunities

Alternative Spring Break - VIP

American Cancer Society
American Red Cross
Centro de la Familia de Utah
Christmas Box House

Christmas Tree Bridge - VIP
Clearfield City Corporation
Cottages of Hope
Davis Applied Technology Center
Davis County Attorney's Victims of Crime Assistance Program
Davis Mental Health
Farmington City Leisure Services
Girl Scouts of Utah

Habitat for Humanity - Weber Davis - VIP

Layton City Recreation

Domestic Violence

Children's Justice Center
Davis Family Connection Center
Domestic Violence / Rape Advocacy Program
Safe Harbor - Davis Citizens' Coalition Against
Violence (DCCAV)
South Valley Sanctuary
YCC - VIP

Family Needs

Birthright of Ogden
Davis County Food Bank
East Layton Family Connection Center & Davis
County Food Bank
Family Summit Foundation: A Center for Grieving
Children
Family Support Center
National Academy for Child Development
Neighborhood Network - Family Drug Elimination
Program
Pregnancy Care Center
Utah Foster Care Foundation

Healthcare/Hospice

Alpine Hospice Alliance
Harmony Home Health and Hospice
Health Access Projects
Hearts for Hospice
Hospice for Utah
Infinia Health Care at Ogden
Inspiration Hospice
Intermountain Donor Services
McKay Dee Hospital
Midtown Community Health Center
Odyssey Healthcare of Utah
Ogden Clinic Canyon View

Working with the Elderly

Aspen Care Center
Autumn Glow Center
Bridging the Gap - VIP
Emeritus Estates
Golden Hours Center
Harrisville Senior Center
Heritage Senior Center
Hillside Senior Citizen Center
North View Senior Center
Weber Senior Nutrition Center (Meals on Wheels & Meals
at Senior Center)

Working with the Homeless

Homeless Projects - VIP
Ogden Rescue Mission
St. Anne's Shelter

Young Children

Family Enrichment Center
Head Start - VIP
Ogden Even Start
Ogden Weber Community Action Partnerships

Office of Undergraduate Research

Are you interested in working closely with a faculty mentor on a project to acquire in-depth knowledge? Are you looking for hands-on experience?

Weber State University offers undergraduate students the opportunity to work directly with faculty on projects that involve research, scholarly and creative activities. These projects are designed and implemented by students with the support and guidance of WSU faculty.

Undergraduate research benefits students, faculty, departments & colleagues, and the community.

Benefits of Undergraduate Research include:
- Increased marketability for graduate school and employment
- Opportunity to apply theories which have been learned to practical, real-life situations
- Improved skill set which includes life-long learning, making connections between theory and practice, critical thinking, problem-solving, etc.
- Enhanced professionalization/socialization through working with a faculty mentor

Undergraduate research includes research, and scholarly and creative activities conducted by undergraduate students, in collaboration with mentors, for the purposes of examining, creating or sharing knowledge or works in ways consistent with practices within the discipline. Undergraduate research is oriented toward a student's intellectual growth and development, and is as much about effective teaching and learning as it is about contribution to knowledge. Therefore, the role of the mentor is both that of chief researcher and lead teacher. Undergraduate research, and scholarly and creative activities must include:

- inquiry, study or investigation of a question or problem which is actively generated or shaped by the student;
- methodology, including safety and ethical practices, appropriate to the discipline;
- relevant, meaningful, and engaging intellectual or creative contribution and/or application to the discipline which is of high-quality and which results in a tangible product (abstract, paper, performance, object) which can be shared or disseminated; and ongoing supervision and mentoring by individuals with appropriate expertise.

Stewart Library

At WSU's Stewart Library, there are countless ways you can expand your mind. You can read a book or browse an electronic journal. You can seek out historic manuscripts, photographs or other unique collections. You can even attend a lecture, an author reading or an art exhibit!

The Library helps prepare students to go out into the world, ready for success. It provides the Weber State University community with top resources and priceless opportunities for research and learning.

The Library offers innovative and high-quality services, programs and resources, including an on-site collection of more than one million items and round-the-clock access to more than 22,000 electronic journals, books and references sources. The Library, with its numerous means of scholarly communication, is essential to the teaching, learning and scholarship that occur at Weber State University.

Need Help with your Library Research? Ask a Librarian!

At the Stewart Library, subject librarians are available to provide in-depth reference and research assistance to students in each of the following colleges, departments, and subject areas.

Accounting: Ed Hahn (edwardhahn@weber.edu), 626-8662, LI 144
Aerospace: Shaun Jackson (shaunjackson@weber.edu, 626-6827, LI 146
Anthropology: Wade Kotter (wkotter@weber.edu), 626-7458, LI 141
Applied Science & Technology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Art: Kathy Payne (klpayne@weber.edu), 626-6511, LI 145
Arts & Humanities: Kathy Payne (klpayne@weber.edu), 626-6511, LI 145
Asian Studies: Wade Kotter (wkotter@weber.edu), 626-7458, LI 141
Athletic Training: Shaun Jackson (shaunjackson@weber.edu, 626-6827, LI 146
Auto Service & Automotive Technology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Biology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Botany: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Business & Economics: Ed Hahn (edwardhahn@weber.edu), 626-8662, LI 144
Business Administration: Ed Hahn (edwardhahn@weber.edu), 626-8662, LI 144
Chemistry: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Child & Family Studies: Shaun Jackson (shaunjackson@weber.edu, 626-6827, LI 146
Clinical Laboratory Sciences: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
Communication: Kathy Payne (klpayne@weber.edu), 626-6511, LI 145
Computer & Design Graphics Technology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Computer &Electronic Engineering Tech.: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Computer Science: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Construction Management Technology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148

Criminal Justice: Wade Kotter (wkotter@weber.edu), 626-7458, LI 141
Dance: Kathy Payne (klpayne@weber.edu), 626-6511, LI 145
Dental Science: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
Diagnostic Medical Sonography: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
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Manufacturing Engineering Technology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
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Mathematics Education: Shaun Jackson (shaunjackson@weber.edu, 626-6827, LI 146
Mechanical Engineering Technology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Medicine: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
Microbiology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Military Science: Shaun Jackson (shaunjackson@weber.edu, 626-6827, LI 146
Music: Kathy Payne (klpayne@weber.edu), 626-6511, LI 145
Naval Science: Shaun Jackson (shaunjackson@weber.edu, 626-6827, LI 146
Nuclear Medicine: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
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Radiologic Technology: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
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Respiratory Therapy: Megan Davis (megandavis1@weber.edu), 626-6069, LI 149
Sales & Service Technology: Ed Hahn (edwardhahn@weber.edu), 626-8662,   LI 144
Science: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148
Social & Behavioral Sciences: Wade Kotter (wkotter@weber.edu), 626-7458, LI 141
Social Work: Wade Kotter (wkotter@weber.edu), 626-7458, LI 141
Sociology: Wade Kotter (wkotter@weber.edu), 626-7458, LI 141
Special Collections/Archives: Kathy Payne (klpayne@weber.edu), 626-6511, LI145
Telecomm. & Business Admin.: Ed Hahn (edwardhahn@weber.edu), 626-8662,   LI 144
Theatre: Kathy Payne (klpayne@weber.edu), 626-6511, LI 145
Women's Studies: Ruby Licona (rlicona@weber.edu), 626-8652, LI 139B
Zoology: JaNae Kinikin (jkinikin@weber.edu), 626-6093, LI 148

BIS Program Requirements

Overview

- The institution requires that every bachelor's degree candidate accumulates a total of 120 credit hours, 40 of which must be upper division hours.
- A BIS student can expect to take a minimum of 18 credit hours in each of three areas of emphasis, plus 4 hours for the capstone preparation and project, for a total of 58 credits (minimum) in the BIS program.
- All contract courses and the capstone must receive a minimum grade of "C" or better in order to count towards the BIS degree.
- Only graded classes can be included in the BIS course contract that outlines students' programs of study in their three chosen emphasis areas. Special exams, CLEP, and credit/no credit may **not** be included in the BIS contract.
- Courses which are used to satisfy General Education requirements may **not** be included in the BIS contract.
- All students must meet with the BIS coordinator to plan a course of study and be admitted into the program.

BIS Coursework Highlights

- BIS 3800: Preparation for the BIS capstone (1 credit; CR/NC) *Required course. This course explains the capstone process, step by step. To pass the class, students write a professional resume and a two page prospectus defining and describing their proposed project.
- *BIS 4800: The BIS Capstone* (3 credits; graded) * required course. This is not a class, but rather the capstone; a place to put a final grade for the student's project. In order to earn these credits, students will have held a prospectus meeting to gain faculty approval for their project, completed the project, and then presented their findings at an oral defense. The grade is awarded at the capstone meeting.
- *BIS 3850: Internship* (1 to 3 credits; graded) *Elective course. A BIS student can earn up to three internship credits in a work situation that combines the three areas of emphasis.
- *General education:* The BIS curriculum prepares students for the BIS portion of their degree only. BIS students are required to accumulate the same General Education requirements as any other bachelor's degree.
- *Online Options*. Some emphasis areas may be completed fully online. For a current listing of the departments that provide an online BIS emphasis area option, go to the BIS Website at http://weber.edu/bis/

Process for Student Admission and Progression

1. *Find out if the program is appropriate for you:*
   - Check out the web site: http://weber.edu/bis/

- Call 626-7713 or e-mail BIS@weber.edu and arrange to come to an information meeting **or** go to the WSU BIS homepage and complete the online information session.
2. *Complete the B.I.S. course contract:*
   - Visit with the department chairs and/or advisors for your three areas of emphasis to work out a course of study.
   - Make sure you have 120 total semester hours, 40 credits of which are upper division hours, by the time you finish your contract and capstone.
   - Build research oriented classes into your contract in preparation for the capstone.
   - Write the statement of purpose explaining why you want to complete a B.I.S. degree.
3. *Make an appointment with Dr. Sitzman to review the completed and signed contract:*
   - After Dr. Sitzman has signed the contract, you will receive a student handbook, a formal letter of acceptance into the program, a printed graduation evaluation, and a copy of your contract.
   - Please note that there is a BIS Student Handbook Contract in the "Program Forms " section of the student handbook that must be signed and turned in to the BIS office before your letter of acceptance can be sent out.
4. *Do the course work on your contract:*
   - If you want to make any changes to your contract, you must complete a Substitution Form, (available in this handbook in the "Program Forms" section and also available electronically on the WSU BIS Homepage at http://weber.edu/bis/), which the department chair for that area of emphasis signs. Return the signed form to the BIS office **so that we can then update your information in CatTracks**.
   - Make an appointment to visit with Dr. Sitzman at least once a year to talk about your progress. Make an appointment by calling 801-626-7713 or e-mailing BIS@weber.edu
5. *Register for BIS 3800:*
   - This class is a required prerequisite for BIS 4800, and will prepare you to successfully complete the BIS capstone thesis project, as well as to professionalize yourself in terms of your career and/or graduate school.   It is offered online in fall, spring, and summer semesters.
   - Take BIS 3800 at least two semesters before your graduation, so you can plan to complete your capstone no later than your last semester.
   - While you're in BIS 3800, you will:
     - Begin the process of setting up your Capstone Committee by inviting one faculty member from each of your three areas of emphasis to sit on your committee.
     - Register for BIS 4800: The BIS office will give you the permission slip that allows you to register for BIS 4800. You register for BIS 4800 once, even if you take two or more semesters to complete your capstone project. You will

earn three upper division credits for your capstone when you finish. You will receive a "T" grade at the end of the semester which will be changed to a grade when you complete your project.

- Write a prospectus, explaining the "what", "why", and "how" of your project.
- Write a professional resume.

6. *Call your Prospectus meeting:*

- Project a time and date at least one to two weeks ahead, and be prepared to negotiate times and dates to accommodate all three faculty members. All three members of your committee must be present at the meeting, either in person or by conference call (the B.I.S. department can provide that capability if you need it) and it is your responsibility to ensure a time and date they can attend.
- Contact 626-7713 or e-mail BIS@weber.edu if you'd like the BIS office to schedule a room.
- Send your committee a paper copy of your prospectus BEFORE the meeting so they have time to read it.
- Make your prospectus meeting useful: ask questions and seek guidance.
- At the meeting, ask your committee to sign the Prospectus Meeting form to show they attended. Return the signed form to the B.I.S. office.
- **If your project involves research on human subjects, you will need to complete the IRB process. Information available at http://catsis.weber.edu/irb/**
- After the meeting, e-mail your committee with a summary of the discussion so that you all have a written agreement on the expectations of the project.

7. *Work on your capstone thesis:*

- Send your committee drafts on a regular basis, at least three times, so they have the time and opportunity to give you feedback.
- Make sure each member of your committee has at least two weeks to read the final draft of your thesis before holding the oral defense. Don't expect your committee to give you a grade at the Oral Defense meeting if they haven't had an opportunity to read and respond to all of your work ahead of time.
- The oral defense is NOT the time for corrections to be discussed—this must be done before the meeting when your committee provides feedback on the FINAL draft. Any corrections suggested at that time must be incorporated before the final defense so that your project is totally complete when the meeting occurs.

8. *Call an Oral Defense meeting:*

- Project a time and date at least two weeks ahead, and be prepared to negotiate times and dates to accommodate all three faculty members. Dr. Kathleen Sitzman, the BIS Coordinator MUST be present at your capstone defense so be sure to contact the B.I.S. office to find out when Dr. Sitzman is available so that you can plan your meeting accordingly with the other committee members. DR. SITZMAN AND EVERY MEMBER OF YOUR COMMITTEE MUST BE PRESENT AT YOUR ORAL DEFENSE, either

in person or by conference call, and it is your responsibility to ensure a time and date that they can attend.

- After the defense, submit the signed Oral Defense Form and a clean, bound copy of your completed capstone thesis to the BIS office.
- Write a thank you note to each member of the committee; they've given you their time and expertise.

9. *Apply for graduation:*
    - In the first 6-8 weeks of your last semester, when you've registered for your final classes, make an appointment Dr. Sitzman to work through the "Graduation Dean's Sign Off". This is a required step for graduation and must be completed in addition to filling out the graduation form and paying fees to student services. The form lists what you've done, what's left to do, and allows you to apply for graduation. It must be signed by the Provost.

Capstone Process

Overview

Definition
- The capstone project is a creative process whereby the student synthesizes three areas of emphasis into one cohesive project that showcases critical thinking abilities along with organizational, interpersonal, and academic skills.

Purpose:
- Synthesize three emphasis areas
- Showcase skills and knowledge in three areas.
- To help you reach your educational and/or professional goals.

Characteristics:
- Complete in itself, with a beginning, middle, and end.
- Add something new to the world.
- An academic project that makes use of theory from your disciplines. (You may have two audiences)
- Plenty of writing.
- Assessment or analysis.

Form:
- Primary research paper: Very difficult at the undergraduate level.
- Secondary research paper: Using what other people have done but adding something new.
- Creative project: Will include analysis and writing.
- Service Learning Project: Takes a lot of time and includes other people.

*The written **Prospectus** addresses the following questions:*
- What are you doing? Answer that question specifically in the first sentence.
- Why are you doing it? Your personal interest; the synthesis of your three areas.
- How are you doing it? Step by step, from beginning to end.
- Final Product: What will your committee hold in their hands when you're done?

The capstone is finished after you have completed project activities as described in the prospectus, obtained final approval and a grade from your three committee members, and have turned in a final copy and required paperwork to the BIS office.

Specific Student Responsibilities

This is a summary of the student role in the BIS capstone process from start to finish:

1. During the completion of your coursework related to General Education Requirements and BIS emphasis area contract coursework, you have explored capstone project possibilities with prospective faculty capstone committee members, classmates, and the BIS coordinator. All throughout your coursework, you make connections with faculty members who may become appropriate capstone committee members later.

2. Upon nearing completion of your coursework you register for BIS 3800 at least 2 semesters before you plan to graduate (you may also take it earlier than that—it depends on the individual.)
3. During completion of the BIS 3800 course, you create a project plan for capstone completion (a prospectus) and select 3 faculty members who agree to serve on your capstone committee.
4. You hold a prospectus meeting with your three faculty committee members after your written prospectus has been approved by the BIS coordinator during the BIS 3800 course. The purpose of this meeting is to obtain productive feedback from your committee members related to improving your capstone project plan and (if possible) to finalize your project plan after you and your committee have negotiated how best to proceed.
5. Using your committee-approved prospectus as a guide, you complete your capstone project. During this process, you provide all three committee members with project updates and drafts of your finished product so that they have the opportunity to mentor you and help you improve the final product. It is expected that drafts will be supplied to committee members and then appropriately revised (based on committee member feedback) at least **three times** before the final write-up/portfolio will be fully completed (i.e. requiring no further revisions).
6. After all three faculty committee members have agreed that no further revisions are needed for the final write-up/portfolio, you schedule a capstone defense meeting. You start the scheduling process at least 3-4 weeks in advance of the expected meeting date because you are fully aware that it will be challenging to get all three committee members **and** the BIS coordinator in one place at the same time for this meeting. Here are a few points to remember:
   a. The BIS coordinator **must** attend the capstone defense, so when scheduling the meeting, it is best to contact the BIS office **first** in order to schedule a room and arrange an appropriate day and time for Dr. Sitzman to attend.
   b. It is important to remember that, if you come to the capstone defense with a final write-up/portfolio that the other three committee members have not seen (and have not given **final** approval on), then the capstone defense meeting will be cancelled by Dr. Sitzman.
   c. There are three purposes for the capstone defense:
      i. One is for you to present new insights, lessons learned, and how you plan to move forward professionally. This portion of the meeting should take **no longer than 10 minutes.** Your committee members have already studied your final project and given final approval. They are intricately aware of what you did, so a recap of your project would be inappropriate at this time.
      ii. Secondly, this is an opportunity for your committee members and the BIS coordinator to ask any final questions related to your capstone project. This portion of the process should take **no longer than 20 minutes**.
      iii. Thirdly, it is an opportunity for your committee members and the BIS coordinator to negotiate a final grade for your capstone project and present

that grade to you along with an explanation of why you earned the grade that was given.
- d. Overall, a capstone defense should **not exceed one hour** in length.
7. Early in the semester that you plan to graduate, call the BIS office to schedule an appointment for you with Dr. Sitzman so paperwork can be completed to clear you for graduation.
8. Be sure to contact Dr. Sitzman via e-mail or set up an appointment to meet at least twice a year so we can touch base and make sure that you are on track to graduate.
9. After you have completed everything listed above, it is time to graduate!

Specific Faculty Committee Member Responsibilities

This is a summary of the faculty role in the BIS capstone process from start to finish:
1. You have agreed to sit on a capstone committee as the representative of your discipline.
   - a. You will be joined by two more faculty from the student's other two areas of emphasis.
   - b. The student should be able to give you an initial idea of the capstone topic and project so you can decide if you want to become involved and help shape that project.
   - c. The capstone can take a number of different forms, all of which are explained in "Capstone Project: The Culminating Experience" handout. A copy of this handout is on the WSU BIS homepage: http://weber.edu/bis/
2. After you've agreed to sit on this capstone committee the student will bring you a "Capstone Contract" to sign. The purpose of this document is to clarify, in writing, the responsibilities both for you and for the student. You agree to:
   - a. Attend a prospectus meeting with the other two faculty members of the committee;
   - b. Read the student's drafts and provide productive feedback in a timely way;
   - c. Attend the student's oral defense with the other two faculty members of the committee, and the BIS coordinator.
   - d. Please note that the typical capstone project requires a minimum of an entire semester to complete because submissions and revisions of the project and write-up (at least three rounds are expected) will require adequate turn-around times for the student and all three committee members. Many students require longer than one semester and this is fine-we simply give them a "T" grade until completion, and then enter the final grade when they have successfully defended. The focus should be on the learning process rather than speedy completion. In special circumstances, a student may be able to complete the process faster, but this is not recommended.
3. The student will call a prospectus meeting.
   - a. The student should schedule this meeting at a time convenient for you.
   - b. Before the meeting, the student will send you or give you a written copy of his or her prospectus, which should clearly answer the following questions:
     - i. What is the capstone topic?

       ii. Why is this a significant topic, and how does it incorporate the three areas of emphasis?

       iii. What is the student's plan for completing the project? (E.g., research methods, time line, course of action, etc.)

   c. Your role at the prospectus meeting is to offer the student guidance, advice, and support. Any changes in the proposal you might suggest should be clearly stated on the "Prospectus Form" which the student will ask you to sign at the end of the meeting.

4. The student works on the capstone, sending you drafts on a regular basis.

   a. It's the student's responsibility to stay in touch with you, through e-mail contact, giving you drafts, and/or visiting you during office hours.

   b. When you receive a draft, please give the student feedback in a timely way so s/he can revise the work.

   c. Before the student calls the Oral Defense meeting, you should be satisfied that the paper is complete and finished, and that no further revisions are required.

5. The student invites you to attend the Oral Defense meeting.

   a. Please do not allow the student to schedule an oral defense meeting until the final draft has been totally completed and all feedback from committee members has been satisfactorily incorporated. The oral defense is meant to be an opportunity to wrap up the finished product and determine a final grade, not engage in further revision.

   b. The student should schedule this meeting at a time that is convenient for you. As coordinator of the BIS program, I must also attend this meeting.

   c. The student should ensure that you have time to read and approve a final (totally completed) draft before attending the Oral Defense meeting.

   d. The student will have prepared a 10 minute oral presentation explaining what s/he did, and what s/he learned. You can then ask questions and discuss the capstone project with the student, the other two faculty members, and the BIS coordinator.

   e. You decide on an appropriate grade in negotiation with the other two committee members.

6. In recognition that participating on a capstone committee exceeds your normal job demands, the B.I.S. Program will award you a $100 honorarium at the completion of the project, and based on fulfilling the "Capstone Contract" requirements. This honorarium is subject to taxes. (This honorarium may also be donated, tax-free, to a W.S.U. scholarship or favorite W.S.U. cause should you choose to do so.)

Program Forms

There are a variety of BIS program forms that, when used properly and in a timely way, facilitate student progression and appropriate record-keeping within the department. Each form will be briefly discussed below and copies can be found electronically on the BIS homepage at http://weber.edu/bis/ Copies of the most frequently used forms are included after this section so that you will have easy access to them.

Student Handbook Admission Contract

This form must be turned in to the BIS office before the student can be admitted to the BIS program. It is an acknowledgement that the student has read the handbook and understands basic policies and procedures for progression through the BIS program.

BIS Capstone Prospectus Meeting

This form must be completed at the capstone committee meeting and turned in to the BIS office immediately following the meeting. It is the official record that a capstone meeting has been completed and that the student and all three faculty committee members have agreed upon a specific capstone project topic, plan, and final product.

BIS Capstone Contract

The student must complete this BIS Capstone Contract with each of the three faculty committee members. This contract indicates formal agreement between the student and faculty member related to expectations and responsibilities for the B.I.S. capstone thesis. **This form must be completed at the capstone committee meeting and turned in to the BIS office immediately following the meeting.**

Capstone Cover Page for Library

A copy of your final paper/portfolio will be catalogued and placed in the library. In order to help the librarians, future BIS students, and others who want to review your work, please include this cover page at the front of your folder. You must create a copy of this page with your unique information on it and turn it in to the BIS office after you have completed the capstone defense. The form shown here is meant to be a guide for how your own capstone cover page should be formatted.

Capstone Final Reading/Grading Form

Bring **one** copy of your personalized Capstone Final Reading/Grading Form to your oral defense so that your committee members have the opportunity to sign and write in a grade. ***The whole point of the capstone defense is for your committee members to negotiate and finalize your grade, so it is important for you to bring this form to the defense.*** The form shown here is meant to be a guide for how your own capstone final reading/grading form should be formatted. Type up a new form, replacing the parts in *italics* with your information.

BIS Contract Substitution Form
Each time you decide to change a course on your BIS contract, you must complete a Contract Substitution Form and turn it in to the BIS office. On the form, you must include information related to the course that you are currently contracted to complete for your BIS degree, the course you plan to substitute, and the signature of the department advisor for the emphasis area that the course substitution will affect. The completed form must be turned in to the BIS office so that your contracted courses can be changed electronically on your graduation evaluation. In this way, the information on CatTracks (WSU record-keeping system) will reflect your current plans and provide an accurate picture of where you stand in relation to graduation.

BIS Contract Addition Form
Each time you decide to add a course to your BIS contract, you must complete a Contract Addition Form and turn it in to the BIS office. On the form, you must include information related to the course that you plan to add and the signature of the department advisor for the emphasis area that the course addition will affect. The completed form must be turned in to the BIS office so that the list of your contracted courses can be changed electronically on your graduation evaluation. In this way, the information on Banner (WSU record-keeping system) will reflect your current plans and provide an accurate picture of where you stand in relation to graduation.

BIS Contract Deletion Form
Each time you decide to delete a course on your BIS contract, you must complete a Contract deletion Form and turn it in to the BIS office. On the form, you must include information related to the course that you plan to delete and the signature of the department advisor for the emphasis area that the course deletion will affect. The completed form must be turned in to the BIS office so that the list of your contracted courses can be changed electronically on your graduation evaluation. In this way, the information on Banner (WSU record-keeping system) will reflect your current plans and provide an accurate picture of where you stand in relation to graduation.

*Please note that deletions are only appropriate when the credit load for a specific emphasis area exceeds minimum requirements and the removal of a course will not cause the credit load to drop below minimum emphasis area departmental and/or BIS departmental requirements

B.I.S. Student Handbook Contract

This signed form will allow the B.I.S. office to enter you into the computer system as a B.I.S. major and send your acceptance letter to you.* in signing this contract, you are acknowledging the following:

I have thoroughly read the Bachelor of Integrated Studies Student Handbook and understand that I am responsible for applying the information contained within this handbook to the process of completing my B.I.S. Degree at Weber State University.

I agree to follow the basic "Capstone Process" protocol outlined in this handbook while working on my Capstone project, including completion of appropriate forms related to the prospectus and capstone processes.

I understand my own "Student Responsibilities" in relation to completing a B.I.S. degree.

I recognize appropriate "Faculty Responsibilities" related to the Capstone process.

This signed contract will be placed in my student file and indicates that I am willing to abide by the Bachelor of Integrated Studies requirements and guidelines as set forth in this student handbook.

Signed_____

Date_____

*You must be 18 years of age to sign. If you are 17 years of age or younger, this form must be signed by both you and your parents.

BIS CAPSTONE PROSPECTUS MEETING

Student's name:

SS# or Student ID:

Address:

Phone number: **E-mail:**

Capstone title or brief description:

Date of Meeting:

Capstone Committee Members present:

4.   Print name:_____   Sign name:_____

5.   Print name:_____   Sign name:_____

6.   Print name:_____   Sign name:_____

Comments on prospectus:

The student must return this completed form to the BIS office after the prospectus meeting where it will be placed in the permanent student file.

Rev. 2011

B.I.S. Capstone Contract

Instructions: The B.I.S. student and the capstone committee faculty member work through and sign this form as an agreement on expectations and responsibilities for the B.I.S. capstone thesis.

Faculty name:_____ **Department:**_____

Phone number:_____ **E-mail address:** _____

Faculty:

I understand that this student's capstone thesis will:

> •follow the requirements of a capstone project, as described in "The Culminating Project."
> •entail sufficient work to warrant three credits at the 4000 level.
> •use the research methods and bibliographic style sheet appropriate to the discipline.

I agree to:

> •**Attend a prospectus meeting**, which the student will arrange, in order to approve the student's research project and offer feedback and guidance.
> •**Read the student's drafts (minimum of 3 drafts) in a timely way** and then provide feedback related to improvements. The student is responsible for submitting drafts to the faculty member.
> •**Attend the student's oral defense** at the end of the process, to approve the finished project and give the student a final grade.
> •**Please be sure to read the B.I.S. Faculty Guide sheet,** provided by the student and sent by the B.I.S office

_____

Student name:_____ **Student I.D. number:**_____

Phone number:_____ **E-mail address:**_____

Student:

I understand that my capstone thesis will:

> •Follow the requirements of a capstone project, as described in "The Culminating Project."
> •Entail sufficient work to warrant three credits at the 4000 level.
> •Use the research methods and bibliographic style sheet appropriate to the discipline.

I agree to:

> •**Call two meetings** (prospectus, and oral defense) for my faculty advisory committee. I understand that I will take the initiative to contact and arrange these two meetings, setting up the meetings in a timely way, and ensuring my committee can attend.
> •**Give my committee a minimum of three drafts of my thesis during a reasonable time frame** so they have time to read them and give me feedback that will help me improve my work.
> •Ensure that my committee members have **a copy of my final draft at least two weeks before my oral defense** so they have time to read it and give me feedback.

Signed: (Faculty)_____ **Date:**_____

Signed: (Student)_____ **Date:**_____

*Please ensure that the B.I.S. office is given the original and the faculty member and student have copies of this contract.

Rev. 2011 KS

Capstone Cover Page

Instructions to B.I.S. students:
Your final project will be catalogued and placed in the library. In order to help the librarians and future BIS students who want to read your work, please reformat and include this cover page at the front of your folder.

Weber State University Bachelor of Integrated Studies Program

Name: _____

Date: _____

Project Title: _____

Brief summary of project: _____

_____

Area of Emphasis 1: _____

Committee Member from that discipline: _____

Area of Emphasis 2: _____

Committee Member from that discipline: _____

Area of Emphasis 3: _____

Committee Member from that discipline: _____

Final Reading/Grading Oral Defense Form

Instructions to B.I.S. students:
> •Reformat this page, using the wording below as a template. Replace the parts in *italics* with your information.
> •Bring <u>one</u> copy of your personalized Oral Defense Form to your oral defense for your committee members to sign and write in a grade. Do <u>not</u> include it in your finished capstone as this completed form will be filed in our office rather than being sent to the library with your capstone.

Weber State University Bachelor of Integrated Studies Program

Final Reading Approval of a B.I.S. Capstone Thesis
Your Title

Your Name

This Capstone Thesis has been read by the following Capstone Committee members for a final

grade of: _____

Comments:

_____   _____

Your Committee Member's Name   *Date*

_____   _____

Your Committee Member's Name   *Date*

_____   _____

Your Committee Member's Name   *Date*

_____   _____

Dr. Kathleen Sitzman, B.I.S. Coordinator   *Date*

(Rev. May 2011)

Bachelor of Integrated Studies (B.I.S.)

B.I.S. Contract Substitution Form

Student's Name: _____   **W#** _____

Dept. granting the substitution:_____

The student named above is currently contracted to take:

Prefix: _____Number: _____   Class title: _____

No. of credits: _____   as part of the B.I.S. course work in this area of emphasis.

S/he would like to replace the class named above for:

Prefix: _____Number: _____   Class title: _____

No. of credits: _____

Reason for the change: _____

As the department chair or student advisor, I agree to this change in the student's BIS contract:

Signature: _____

Date: _____

Comments:

Please return this form to the BIS office in LI 58.

Received by: _____

Date: _____   (KS May 2011)

Prospectus and Capstone Project Grading Rubric
Prospectus and Capstone Project Rubric

	4	3	2	1
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Total Points_____

(24 points possible)

H. Laine Berghout

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Weber State University FAX: 801-626-7445

2503 University Circle e-mail: hlberghout@weber.edu

Ogden, UT 84408-2503

Education

Weber State University, Ogden, UT September 1984-June 1992

A.A. Integrated Studies, Cum Laude, 1991

B.S. Chemistry, Physics/German Minor, Magna Cum Laude, 1992

University of Wisconsin, Madison, WI September 1992-November 1998

Ph.D. Physical Chemistry, 1998

Thesis Advisor: Professor F. Fleming Crim

Thesis Title: Spectroscopy and Dissociation Dynamics of Electronically Excited
Isocyanic Acid by Vibrationally Mediated Photodissociation

Los Alamos National Laboratory, Los Alamos, NM November 1998 - August 2000

Post Doctoral Research assistant

Research Advisor: Steve Son

Experimental investigation of combustion in defects of energetic compounds.

Appointments

Weber State University, Ogden, UT

Chair – Department of Chemistry July 2011-Present

Professor of Chemistry July 2009-Present

Teach physical chemistry, chemical principles, and general education chemistry
courses and laboratories.

Research interests include chemical reaction dynamics, energetic materials
combustion, development and use of use of computer applications as teaching,
learning, and research tools for physical chemistry.

Associate Professor of Chemistry July 2004-Jun 2009

Assistant Professor of Chemistry July 2000 -June 2004

Los Alamos National Laboratory, Los Alamos NM

Laboratory Affiliate, WX-9, Larry Hill August 2000 -Present

Experimental investigation of combustion in defects of energetic compounds and
combustion characteristics of high nitrogen energetic materials.

Selected Publications and Presentations

Flame spread across surfaces of PBX 9501, S. F. Son, B. W Asay, E. M. Whitney, H. L.
Berghout, Proceedings of the Combustion Institute **31**(2), 2063 (2007)

*Flame spread through cracks of PBX 9501 (a composite octahydro-1,3,5,7-tetranitro-
1,3,5,7-tetrazocine-based explosive)*, H. L. Berghout, S. F. Son, L. G. Hill, and B. W.
Asay, Journal of Applied Physics **99**, 114901 (2006)

Combustion of damaged PBX 9501 explosive, H. L. Berghout, S. F. Son, C. B. Skidmore,
D. J. Idar, B. W Asay, Thermochimica Acta **384**, 261 (2002)

*Relative product yields in the one-photon and vibrationally mediated photolysis of
isocyanic acid (HNCO)*, H. L. Berghout, S. Hsieh, F. F. Crim, J. Chem Phys. **114**,
10835 (2001)

Convective burning in the gaps of PBX 9501, H. L. Berghout, S. F. Son, B. W Asay,

Proceeding of the Combustion Institute **28**, 911 (2000)

The electronic origin and vibrational levels of the first excited singlet state of isocyanic acid (HNCO), H. L. Berghout, F. F. Crim, M. Zyrianov, H. Reisler, J. Chem Phys. **112**, 6678 (2000)

Controlling the bimolecular reaction and photodissociation of HNCO through selective excitation of perturbed vibrational states, E. Woods, H. L. Berghout, C. M. Cheatum, F. F. Crim, J. Phys. Chem. A **104**, 10356 (2000)

A comparison of ACS certified degrees at predominantly undergraduate institutions, Michelle B. More and H. Laine Berghout, 237th ACS National Meeting & Exposition, Salt Lake City, Utah, March 22-26, 2009 (Poster)

Meeting the new ACS accreditation guidelines at a predominantly undergraduate institution, H. Laine Berghout, Timothy A. Herzog, Barry A. Lloyd, Michelle B. More, and Edward B. Walker, 237th ACS National Meeting & Exposition, Salt Lake City, Utah, March 22-26, 2009 (Poster)

Service Activities

Weber State University, Ogden, UT

Member of the College of Science Curriculum Committee

Member of the Hearing Committee for the College of Science

Chair of the College of Science Dean Search Committee, 2011

Chair of the College of Science Ranking Tenure Committee, 2010-11

Member of the University Program Review standing committee, 2008-11

Chair of the Ad-hoc Committee for Implementing BA-BS Changes, 2010-2011

Chair of the College of Science Ranking Tenure Committee, 2010-2011

Chair of the College of Science Dean Search Committee, 2011

Chair of the University Curriculum Committee, 2005-2007

Member of the University Faculty Senate from the College of Science, 2004-2010

Member of the Faculty Senate Executive Committee for 2007-2010

Vice-chair of Faculty Senate 2008-2010

Member of WSU NCUR 2012 Organizing Committee with responsibility for Oral Presentations

WSU Faculty Gen Ed Coherence Retreat, Snowbird, August 13-14, 2008

Attended Utah Board of Regents "What is an Educated Person?" conference, Snowbird, UT, November 7, 2008

Attended AAC&U Conference on General Education Design and Assessment, Baltimore Maryland, February 26 – 28, 2009

CURRICULUM VITA

Eric G. Swedin
1347 East 7600 South
South Weber, Utah 84405
eswedin@weber.edu
(801) 479-3735

Education:

    B.S. in Computer Science, minor in History, Weber State College, 1988.

    M.S. in History, Utah State University, 1991.

        Thesis: "The Swett Homestead: An Oral History 1909-1970"
        Major Professor: F. Ross Peterson

    Ph.D in History, Program in the History of Science and
        Technology, Case Western Reserve University, 1996.

        Fields of study: History of Science, History of Medicine,
            Recent American History (1933-present), Psychology and
            Religion

        Dissertation: "'You are healing souls': A History of
            Psychotherapy Within the Modern Latter-day Saint
            Community"
        Major Professor: David Van Tassel

Publications (Books):

    Forthcoming. *Anasazi Exile: A Science Fiction Novel*. Borgo
        Press, an imprint of Wildside Press, 2011.

    With David L. Ferro, editors. *Science Fiction and Computing:
        Essays on Interlinked Domains*. McFarland, 2011.

    Editor. *Survive the Bomb: The Radioactive Citizen's Guide to
        Nuclear Survival*. Zenith Books, 2011.

    When Angels Wept: A What-If History of the Cuban Missile Crisis.
        Potomac Books, 2010. Won the 2010 Sidewise Award for Best
        Alternate History.

With David L. Ferro. *Computers: The Life Story of a Technology*.
     Greenwood Press, 2005. Reissued as a paperback by The
     Johns Hopkins University Press in 2007.
     Reviewed in *MBR Bookwatch* 4: 7 (July 2005).
     Reviewed in *SciTech Books News* (September 2005).
     Reviewed in *Choice* (November 2005). "Highly recommended."
Briefly noted in *IEEE Annals of the History of Computing* 27:4
          (Oct-Dec, 2005), 87.
     Reviewed in *Communications Booknotes Quarterly* 37:2 (Spring
          2006), 105.

Science in the Contemporary World: An Encyclopedia. ABC-CLIO,
2005.
     [I wrote all 200 entries in this book, which is part of a
     series.]
     Reviewed in *Booklist* (August 2005).
     Reviewed in *SciTech Books News* (September 2005).
     Reviewed in *Choice* (November 2005), 454-5.

The Killing of Greybird: A Novel. Cedar Fort, 2004.
     Reviewed on AML-List by Jeffrey Needle, December 18, 2004.
          - <http://www.aml-online.org/reviews/b/B200474.html>
     Reviewed in *The Historical Novels Review* 32 (May 2005), 31.
     Reviewed in *Journal of Mormon History* 34:3 (Summer 2008),
     268-271.

Healing Souls: Psychotherapy in the Latter-day Saint Community.
     Champaign, Illinois: University of Illinois Press, 2003.
     Reviewed in *JAMA* 291:18 (May 12, 2004), 2260-2261.
     Reviewed in *Choice* (May 2004), 1683.
     Reviewed in *AMCAP Journal* 29 (Spring 2004), 152-155.
     Reviewed in *The Journal of Mormon History* 31:1 (Spring
     2005), 201-205.
     Reviewed in *American Journal of Psychotherapy* 59:3 (2005),
     288-290.
     Reviewed in *AMCAP Networker* (Summer 2006), 8-9.
     Reviewed in *Nova Religio: The Journal of Alternative and
          Emergent Religions* 10:3 (February 2007), 134-135.

Publications (Books under contract):

     Under contract. *Bingham Canyon Doctor: The Life and Legacy of
          Paul S. Richards*. Workers Compensation Fund, 2011.

     Two more science fiction novels. Wildside Press, 2012.

     Under contract. *Prophets, Legions, and Martyrs: A Military*

History of Mormonism. Potomac Books, 2013.

Publications (Articles/Chapters):

Forthcoming. One entry in *Encyclopedia of the Mexican-American War: A Social, Political, and Military History*. ABC-CLIO, 2012. The entry: Mormon Battalion.

"Information as a New Paradigm." *World History Encyclopedia*. ABC-CLIO, 2011. Also contributed thirteen other entries based on my earlier book, *Science in the Contemporary World: An Encyclopedia* (ABC-CLIO, 2005).

With David Ferro. "Rebooting 'A Logic Named Joe': Exploring the Multiple Influences of a Strangely Predictive Mid-1940s Short Story." In Gary Westfahl, Wong Kin Yuen, and Amy Kit-Sze Chan, editors, *Science Fiction and the Prediction of the Future: Essays on Foresight and Fallacy* (McFarland, 2011).

"Why OS/2 Failed: Business Mistakes Compounded by Memory Prices." *Mountain Plains Journal of Business and Economics* 10 (2009), 28-37.

With David Ferro. "Computer Fiction: 'A Logic Named Joe:' Towards Investigating the Importance of Science Fiction in the Historical Development of Computing." Chapter in *History of Nordic Computing 2* (Springer, 2009), 84-94.

With G. Edward Harris, Matthew Harris, and Zhoulin Yu. "The Successful Development and Implementation of a Graduate Certificate in an Undergraduate Program." *Journal of the Utah Academy of Sciences, Arts, and Letters* 25 (2009), 107-125.

"Thiokol in Utah." *Utah Historical Quarterly* 75:1 (Winter 2007), 64-78.

Three entries in Thaddeus Russell, editor, *Encyclopedia of the Home Front: World Wars I and II*. ABC-CLIO, 2007. The entries: United Nations; Albert Einstein; and George C. Marshall.

"Designing Babies: A Eugenics Race with China?" *The Futurist* 40:3 (May-June 2006), 18-21.

Four entries in Aron Hsiao, project editor*, United States at War: Understanding Conflict and Society* Project (http://www.usatwar.abc-clio.com/). ABC-CLIO, 2005. The entries: Edward Teller, Test Ban Treaty, US Space Program,

and Ferdinand von Zeppelin.

With David L. Ferro. "Internet." In Colin A. Hempstead and
     William E. Worthington, Jr., editors, *Encyclopedia of 20th-
     Century Technology*. New York: Routledge, 2004.

"The Open Source Movement." *Science Fiction and Fantasy Workshop*
     newsletter. June, 2004.

"The History of Computer Hacking Reveals Benevolent Origins."
     Standard-Examiner, May 31, 2004, page 11A.

"Cyberwar." *Science Fiction and Fantasy Workshop* newsletter.
     April, 2004.

"Hacking 101." *Science Fiction and Fantasy Workshop* newsletter.
     February, 2004.

"Sin and Evil: A Commentary on The Paradoxical Nature of Sin."
     AMCAP Journal 27 (Fall 2002): 76-77.

"Bingham Canyon Physician: Paul Snelgrove Richards, 1892-1958."
     Utah Historical Quarterly 69:1 (Winter 2001): 60-68.

"Psychotherapy in the LDS Community." *AMCAP Journal* 25:1 (Fall
     2000): 27-39.

Six entries in Stanley Sandler, editor, *World War II in the
     Pacific: An Encyclopedia (Military History of the United
     States)*. Garland Publishing, 2000. The entries: Dutch
     East Indies; Gandhi; Greater East Asia Co-Prosperity
     Sphere; Historiography of the Pacific War; Imphal and
     Kohima; India; and the Indian National Army.

"History of Technology Web Sites." Dennis Trinkle, editor,
     History Highway 2000. Armonk, New York: M. E. Sharpe,
     2000. Republished with a co-author in *History Highway 3.0*.
     Armonk, New York: M. E. Sharpe, 2002.

"Mariner Space Program." *The Sixties in America*. Pasadena,
     California: Salem Press, 1999.

"Paul Snelgrove Richards, Physician, 1892-1958." *American
     National Biography,* ed. John A. Garraty and Mark C. Carnes,
     18: 443-444. New York: Oxford University Press, 1999.

"We're Witnessing Our Own 20th-century Renaissance." *Ogden
     Standard-Examiner*, May 12, 1999, page 11A.

"Integrating the Modern Psychologies and Religion: Allen E.
     Bergin and the Latter-day Saint Example." *Journal of the
     History of the Behavioral Sciences* 35:2 (Spring, 1999):
     157-176.

"'One Flesh:' A Historical Overview of Latter-day Saint Sexuality
     and Psychology." *Dialogue: A Journal of Mormon Thought*
     31:4 (Winter 1998), 1-29. Won the 1998 *Dialogue* History
     and Biography Award.

"Perry Prevails: The Battle of Lake Erie." *Military History* (web
     edition), April, 1997. Available at
     http://historynet.com/mh/bl-battle-lake-erie/.

"The Swett Homestead: 1909-1970." *Utah Historical Quarterly* 62:2
     (Spring 1994): 132-148.

United States National Forest Service brochure for the Swett
     Family Ranch, Flaming Gorge National Recreation Area, Utah.
     1990.

Academic Appointments:

Tenured Associate Professor, History, Weber State University, 2011-
     present.

Tenured Associate Professor, Faculty In Residence, Integrated
     Studies, Weber State University, 2011 (3 months).

Tenured Associate Professor. Information Systems and
     Technologies, Weber State University. 2007-2011.

Interim Chair. Information Systems and Technologies, Weber State
     University. 2005-2006.

Assistant Professor. Information Systems and Technologies, Weber
     State University. 2003-2007.

Instructor (full-time). Computer Science Department, Weber State
     University. 2001-2003.

Adjunct Faculty. History Department, Weber State University.
1997-present.

Graduate Assistant with Mellon Fellowship. Case Western Reserve
     University. 1991-1996.

Graduate Assistant. Mountain West Center for Regional Studies,
     Utah State University. 1989-90.