



## BADM 101 Introduction to Business Management (3 credits)

Fall 2025 – Online Modality

**Instructor Vicky Swank**

Office Hours: By Appointment

Office: CTBC 2202

Email: Swank\_v@heritage.edu

Cell: 509-961-5338

### Course Description

- A general survey of business including areas such as management, economics, human relations, marketing, competition, productivity and finance; how business institutions operate in political, social, cultural and economic environments. Business vocabulary and basic tools of management, planning, organizing and controlling will be utilized in preparation of a Business Plan. Students will prepare an Excel spreadsheet to explore “what if” situations and demonstrate the financial feasibility of their business idea/plan.

### Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University’s history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

### Learner Outcomes, Heritage Outcomes, Performance Indicators

What will I do in this class? (Performance Indicators/Behaviors)	What knowledge/skills will I gain? (Course-Specific Learner Outcomes /Competencies)	How does this work apply to my major or program of study? (Program and/or GUCR Student Learning Outcomes)
Participate in class discussions through forums and complete the reflection assignments.	Describe entrepreneurship in the context of a free-market economy and the overall business environment.	BPLO 1, GUCR 2a
<b>Review textbook chapters and complete the quizzes.</b>	Develop study skills in identifying the elements, characteristics, and functional areas of business enterprises.	BPLO 1, GUCR 2a
Develop the business plan.	Examine and apply professional business decision-making processes and methods.	BPLO 2, GUCR 2b
Analyze Shark Tank episodes and develop the business plan using financial and market information.	Apply quantitative reasoning skills using numbers in defining profit, financial planning and evaluating productivity and business performance under various scenarios.	BPLO 3, GUCR 2e
Describe business concepts in the reflection assignments, Shark Tank analysis and business plan.	Communicate ideas clearly using a richly expanded business vocabulary.	BPLO 5, GUCR 2c

Apply learned concepts through reflections, forums, the Shark Tank and business plan projects.	Practice ability to express personal insights and experiences through the application of business concepts to real world situations.	BPLO 5, GUCR 2c
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\*Heritage University Student Learning Outcomes (HUSLO)

- SLO 1 -Knowledge of the Physical World and of Human Cultures
- SLO 2 -Intellectual and Practical Skills
- SLO 3 -Personal and Social Responsibility
- SLO 4 -Integrative and Applied Learning

\*\* Business Administration Student Learning Outcomes (BASLO)

- BASLO 1 – Students will be able to demonstrate knowledge of business concepts, principles, standards and processes.
- BASLO 2 – Students will be able to demonstrate an ability to analyze situations, identify opportunities, develop strategies and solve problems.
- BASLO 3 – Students will be able to demonstrate the ability to use accounting and financial information and tools to assist in management planning, controlling and decision-making.
- BASLO 4 – Students will be able to demonstrate knowledge of the legal and ethical responsibilities of business organizations.
- BASLO 5 – Students will be able to demonstrate proficiency in communication and interpersonal skills necessary in promoting inclusiveness and engaging diverse people in the business environment.

### Texts, Materials, and Technology

- **Text:** Ferrell, O. C.; Hirt Geoffrey; Ferrell, Linda, M: Business, 2024 Release, McGraw-Hill.  
ISBN 978-1-266-78591-7 (bound)  
ISBN 9781-266-23187-2 (looseleaf)
- **Supplements:** Local and national business news media publications daily newspapers and websites

**Technology:** Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas/instructions and to upload assignments. Your faculty member will help you.

### Assignments and Grading

**Assignment Title and Points**

Quiz (4 @ 10 points each)	40 points
Business News Article Summary Video	10 points
Posts to News Article Summary (11 x 2 points each)	22 points
Shark Tank Analysis	20 points
Business Plan	50 points
Participation (8 x 2 points)	16 points
Reflection Assignments (3 x 10 points each)	30 points
<b>Total Points Possible</b>	<b>188 points</b>

**Grade Scale:**

Grade	Points	Percent		Grade	Points	Percent
A	XXX-XXX	93-100%		C	XXX-XXX	73-76.99%
A-	XXX-XXX	90-92.99%		C-	XXX-XXX	70-72.99%
B+	XXX-XXX	87-89.99%		D+	XXX-XXX	67-69.99%
B	XXX-XXX	83-86.99%		D	XXX-XXX	63-66.99%
B-	XXX-XXX	80-82.99%		D-	XXX-XXX	60-62.99%
C+	XXX-XXX	77-79.99%		F	XXX-XXX	00-59.99%

### Course Guidelines and Expectations

- A detailed course outline is posted on My Heritage in the syllabus page. **You should plan to spend a minimum of 9- 11 hours/week doing reading, homework and prep for this class.**
- **Assignments are turned in via My Heritage and are due on the date/time listed on the Assignment page. Late work is not accepted without prior notification, so reach out to the professor if a circumstance arises and an assignment will be turned in past the due date.**
  - **TAKE NOTES and earn Participation points.** Jot down key terms and ideas as you read the textbook and listen to the video lectures. **There is a participation question in each chapter video lecture.** Post the answer to the question in the Assignment page to earn participation points.
  - **You are your own Best Advocate.** If you have a need, a question, or a concern, please reach out to the professor via email. **Students may contact the professor with questions via in person, email, text message or Zoom.**
  - **Zoom Check in Appointments.** There will be four Zoom check in sessions scheduled from 12-12:30 during the semester. The dates are posted on the Introduction to the course page in the handout session.
  - **EXPLORE AND BE CREATIVE.** Use the internet and the library and take advantage of all the resources available in learning about the topics. Reflect on your findings and explore creative ideas for developing effective business strategies.
  - **In all activities, always be thorough, specific, intentional, creative, and coherent.**
    - Tutoring is available at the Heritage skill center
    - Videos may be used periodically throughout the course
    - Power Point Presentations will accompany lectures and will be available on My Heritage
    - All work submitted for a grade in this course must be typed, error free, neatly produced and presented, have a cover page and be professional in appearance. Consider anything you submit to the instructor to be of the same caliber of work you would submit to your employer.
    - Designated style determined is APA for formal/research papers
  - **Direct Quotes:** Students are required to put things into your own words demonstrating the ability to summarize the work, while citing accordingly. When using lecture videos or the textbook for concepts that support your answer, include the page number or title of the lecture video.
  - **USE of AI:** Working in the business world, requires integrity, and making ethical principles a priority in all decision making. These items are hard to gain and easily lost. AI can be used as a tool for learning ONLY. This means you can use AI as a thesaurus, help with grammar, and as a tool to review your personal work but ONLY after writing the assignment without the use of AI. **The professor will use a software to detect the use of AI and if the assignment registers as predominantly AI generated (>40%), the grade will be an automatic F. If you have questions about this policy, please ask.**

### Course Schedule

A detailed course schedule will be posted on My Heritage in the syllabus section of the course.

## Attendance

Regular attendance and participation in classes is expected and considered essential for successful academic work. Attendance will be documented every class and/or discussion period for face-to-face courses. For online courses, weekly online assignments are due on assigned days and times to confirm attendance. It is very important that you create a space where you can listen and be attentive while listening to the video lectures. Make sure that you log into My Heritage and complete the assigned work each week. If you have questions about the assignments or due dates, reach out to the professor.

Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu) (copy into your email provider).

### Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW 28B.137.010 as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

## Support and Resources

### Tutoring at the Academic Skills Center [\[Log into MyHeritage before using links\]](#)

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us [ASC@heritage.edu](mailto:ASC@heritage.edu)

### Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email [Library@heritage.edu](mailto:Library@heritage.edu)

### Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

### Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at [Acadeum@heritage.edu](mailto:Acadeum@heritage.edu).

## Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent,

detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#).

### **Campus Security & Safety**

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

Regional Sites, please reference the Host Campus Security Information and Emergency Safety Plan.

### **Accommodations**

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email [Officeofdisabilityservices@heritage.edu](mailto:Officeofdisabilityservices@heritage.edu)

### **Safe Attendance Reminder**

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable disease, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.

Updated [6-14-2025](#)



## Biol 111/111L General Biology II class and lab

Fall 2025

**Credits:** 3 credit class + 1 credit lab

**Class Days & Time:**

**Mondays & Wednesdays class 9am -10.15am / Friday lab 1pm to 3.45pm**

**Instructor's Name:** Bob Kao

**Classroom:** Rau 1701 class / Arts and Sciences room 2375 lab

**Phone Availability** 206-535-8547

**Office Location:** or Meeting Space Arts and Science 2333

**Text Availability** 206-535-8547

**Office Hours:** [HU student hours Fall 2025 here](#)

**E-mail:** [kao\\_r@heritage.edu](mailto:kao_r@heritage.edu)

### Course Description

A continuation of the major ideas and processes of modern biological science at the molecular, cellular, and organismal levels, and a survey of the animal systems, using the human as the primary example.

Prerequisite: BIOL 110 or permission of the Program Chair. Prerequisite(s): BIOL 110.

### Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Piquouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

### Learner Outcomes, Heritage Outcomes, Performance Indicators

What will I do in this class? (Performance Indicators/Behaviors)	What knowledge/skills will I gain? (Course-Specific Learner Outcomes /Competencies)	How does this work apply to my major or program of study? (Program and/or GUCR Student Learning Outcomes)
Analyzing and evaluating data from published original research in class and lab activities, and homework.	Develop research question based on own or other's observations.	Question Formulation: Pose testable questions and hypotheses to address gaps in knowledge.

	Design controlled experiment plans for analyzing data.	Study Design: Plan, evaluate, and implement scientific investigations.  GUCR Learning outcome: Intellectual and Practical Skills, Students ask questions, demonstrate their ability to think systematically, and answer their questions by analyzing literature or conducting investigations.
	Analyze data.	Data interpretation and evaluation: Interpret, evaluate, and draw conclusions from data in order to make evidence-based arguments about the natural world.
Analyzing and evaluating data from published original research in class and lab activities, and homework.	Develop research question based on own or other's observations.	Question Formulation: Pose testable questions and hypotheses to address gaps in knowledge.

### Texts, Materials, and Technology

**Text(s):** Campbell Biology Author(s): Reece, Jane B.; Urry, Lisa A.; Cain, Michael L.; Wasserman, Steven A.; Minorsky, Peter V.; Jackson, Robert B.

Edition: and/or Publication Date: 12th edition, ISBN-13: 978-0-13-518874-3, ISBN-10: 0-13-518874-1

Edition/Copyright: 12th edition (note: 10th or 11th edition also okay too) Publisher: Pearson Education

[HU Bio111 homework chapter quizzes and mini portfolio assignments or quizfolios page Fall 2025](#)

**Supplements:** Videos from PanOpto, [HHMI BioInteractive](#), and [iBiology](#) lectures will supplement the textbook readings. iBiology and BioInteractive science videos on biology research and short pre-recorded PanOpto lectures and additional videos will be emailed and posted on our course website on MyHeritage for previewing before class or lab.

**Technology:** Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas/instructions and to upload assignments. Your faculty member will help you.

## Assignments and Grading

**Assignment Title/Type Points/Percentage of Course Grade (ex. paper, exam, group project)**

### **Assessment and Grading Procedures for BIOL 111 and Lab:**

*Percentage/weighting of each type of assessment: exams, quizzes, homework, presentations, essays/reports:*

#### *Percentage/weighting assessments for General Biology BIOL 111 Class Grading:*

20% Team Research Proposal Presentation  
 20% Team Research Proposal Write up  
 20% Cumulative Unit Exams  
 20% Quizzes-Mini portfolios (homework Quizfolios)  
20%, In-class worksheets  
 100% Total Percentage Class Grade

#### *Percentage/weighting assessments for General Biology 111 Laboratory Grading:*

50%, Lab worksheets  
50%, Lab Discussion  
 100% Total Percentage Lab Grade

Rubrics will be emailed and provided on our course and lab website for our semester class and lab settings.

Note: There will be two (2) cumulative unit exams during the semester in addition to the final exam. Students may choose up to both of the midterm cumulative exams for exam recapture to get half of the points added & lowest midterm will be dropped at the end of the semester. At the end of the semester, midterm scores scores (including optional exam recaptures) will be factored into the 20% of cumulative unit exams. In the exam recaptures, reflect on why you had missed the question, and revise your original answer and state in your own words the best answer. To help improve cumulative exam grade, it is strongly advised that students complete optional exam recaptures before the upcoming exam. Half of the points missed will be added onto original score, and are due by the last day of class. For example, a 60% original score will be given 20 percentage points, which will be given an exam recapture percentage of 80%.

### **Grade Scale:**

92-100% = A	80-81.9% = B-	68-69.9% = D+
90-91.9% = A-	78-79.9% = C+	62-67.9% = D
88-89.9% = B+	72-77.9% = C	60-61.9% = D-
82-87.9% = B	70-71.9% = C-	<60% = F

For evaluating final written proposals, a four point scale rubric will be posted on our course website, and handed out to all students. The following four point scale/letter grade conversion will be used:

Four Point Scale	Percentage Grade/ Letter Grade	Description
3.8-4.0	92-100% / A	Highly Developed
3.5-3.7	90-91.9% / A-	
3.2-3.4	88-89.9% / B+	
2.9-3.1	82- 87.9% / B	Developed
2.6-2.8	80-81.9% / B-	
2.4-2.6	78-79.9% / C+	
2.1-2.3	72-77.9% / C	
1.8-2.0	70-71.9% / C-	Emerging
1.5-1.7	68-69.9% / D+	
1.2-1.4	62-67.9% / D	
0.6-1.1	60-61.9% / D-	Initial
0-0.5	<60% / F	

### Course Guidelines and Expectations

#### ➤ Description of course expectations

We will begin with our community of scholars class and lab discussions with community and team building to create an inclusive and equitable learning environment for all undergraduate scholars in our class and lab this semester. *I believe in your success, and I will advocate for you and your success.*

#### ➤ Description of Assignment Types

To help every student succeed in our course and lab, the instructor will integrate classroom discussions, problem-solving, and lab worksheet assignments around a community of learners. In general, weekly homework will be assigned after class on Wednesday, and are due at the start of class on Monday. If there is an upcoming cumulative unit exam, modifications of assignments and due dates are stated in the daily course schedule. Weekly assigned quiz-folios (quizzes-mini portfolios) and in-class worksheets assigned during class are aimed to help students clarify misconceptions on biology concepts, and labs are designed to reinforce concepts from assigned readings and in-class discussions. Mini-portfolios and in-class discussions and lab will help students formulate their final team original research proposal due at the end of the semester. An example research proposal and rubric will be provided midway during the semester. There will be community-building activities during the first few minutes when we start online classes and labs and flexibility will be provided whether you choose to use video or audio. To facilitate class and lab discussions, we will use Padlet (a link will be provided in our weekly learning guide) and folder link to weekly handouts provided in learning guide and in email reminders.

Weekly learning guide with learning objectives and assignments, class and lab worksheet handouts, class notes, and online videos are found on our MyHeritage course website: [Main Page | BIOL 111 0 - General Biology II | My Heritage, Fall 2025 class and lab](#)

*reminder: Log into MyHeritage before using links*

The schedule for the semester may be subjected to changes due to circumstances that may arise during the course and lab. The instructor will make announcements in class and via email and course website for all students when changes occur.

For our HU community of scholars labs, we will work in collaboration with our HU colleagues in the process of inquiry in biology and Dr. Bob Kao will provide mentoring, advocacy, and support for each HU undergraduate scholar. In order to maintain health and safety for our HU community, you are invited to wear your mask during our in-person class and lab this semester. Gloves, goggles, masks, and sanitation wipes will be provided during our lab times and lab safety guide will be provided to ensure health and safety for all our HU undergraduates scholars this semester.

As outlined in the daily course schedule, cumulative unit exams at the learning levels of application, analysis, synthesis, and evaluation will be periodically given throughout the semester to check for mastery of course learning objectives, and are based on in-class discussions, homework, lab section assignments, and question prompts in the learning portfolios. An opportunity for extra credit assignment is listed below in section five of our syllabus.

**Take home exams format:**

Our exams will be take home exam format using honor system and no need to use video or audio settings on zoom. If you need testing accommodations, please let Dr Bob Kao know a week in advance and accommodations will be provided. You may use only one page front and back 8.5x11 inch note sheet (handwritten or typed), and needs to be scanned & sent via email using camscanner.com or a clear photo image if handwritten, or if typed send via email. I will send via email of word file of our exam about 30 minutes before start time of our exam. For example, we will take our midterm exams during our lab time, (2 hours 45 minutes), and if you need testing accommodation or if you would like to have a printout copy of the exam, please let Dr. Bob Kao know if possible a week in advance and Dr. Kao will provide accommodations. If you need printout of our exam, please let Dr. Kao know, and a printout will be provided on the day of our exam.

Once you had received word file of our exam, please confirm via email at [kao\\_r@heritage.edu](mailto:kao_r@heritage.edu), or text me at 206-535-8547 and include your name so I know you had received exam. Once you have completed exam, you may type our in your own words your responses in word file of take home exam, or handwritten and then scanned using camscanner using 'batch' option or photo and sent via email to me at [kao\\_r@heritage.edu](mailto:kao_r@heritage.edu) or send link via gmail for example. If you do not have access to file transfer, please let me know and I can help setup a shared dropbox folder link for you so you can upload your completed exam. Email or text me that you have completed your exam.

Our final exam day will be announced around midway through our semester, and we will use our final exam day for any additional final team presentations.

➤ **Designated style determined by department, i.e. APA, MLA, CSE, for formal/research papers.**

Final team research proposal will contain the following sections in paragraph form: Research title; Introduction; Long-term goal; Research Question; Central Hypothesis; Experimental Approach and Potential Outcomes; Future Directions; Reference section. Note: In each specific aim section, there will be in paragraph section containing the following: specific aim

heading; proposed experimental methods to address specific aim hypothesis; possible and alternative outcomes from experiments; and heading for future directions.

*Each member of the team submits their team research proposal in their own words.*

An example will be shown in class. Expected final research proposal length is between two to three pages (not including references section).

Format: One inch margins using 11 point Times New Roman font.

Reference section (not counted towards 3 page limit): Please use American Medical Association (AMA) citation format, and refer to the following link to help you electronically create in-text citations and bibliography: <https://www.refme.com/us/citation-generator/ama/>

### Course Schedule

- Content to be covered and mode, (lecture, class discussion, reports, or other), *please see next page for our class and lab calendar*
- Assignment due dates, *please see next page for our class and lab calendar for due dates of assignments.*
- **Assessment Procedures:** To help every student prepare for cumulative exams, students are encouraged to work on study guides provided during class. Exams are graded and returned within 1-2 weeks, and students may select them for exam recapture. Weekly homework and portfolio assignments and in-class worksheets and lab worksheets are crucial and lab reports will be graded, and instructor feedback provided for each student. Students' original research proposals are graded according to rubric under week 15 handout folder. There are no recaptures for research proposals, but students are encouraged to show working drafts to Dr Bob Kao, and he will provide feedback.

## Section 9: General Biology II, BIOL 111 & 111L Schedule

Week	Topic Module	Monday Class	Wednesday Class	Friday Lab Topics	Assignment Reminders:
1	<b>Process of Inquiry: From Molecules, Cells, to Organ Function</b>	<u>Aug.25th :</u> Launching/Surveys/ Virtual Tea-Coffee sign-ups Handout Week 1	<u>Aug.27th :</u> Discussions & Group Analysis of Data	<u>Aug.29th :</u> Biological Exploration & Scientific Inquiry using Model Organisms	Launching/Surveys/ Tea-Coffee sign-ups Handout Week 1 Learning guide; Group Discussions/launch into Week 2 <b>Quiz-folio 1 Assigned (due Sept 3rd)</b> Chapters 1 &2
2	<b>Molecular Tetris: Building Blocks of Life</b>	<u>Sept. 1st :</u> <b>Labor Day, No Class</b>	<u>Sept 3rd :</u> Handout Week 2 Learning Guide, Discussions & Group Analysis of Data	<u>Sept. 5th:</u> Discussions & Group Analysis of Data	Group Discussions/launch into Week 3 <b>Quiz-folio 2 Assigned (due Sept. 8th )</b> Selected Chapters 3 to 5, 17, 20 Research video on lactase persistence & Video article on Gaucher Disease
3	<b>Molecular Movement, Flow, and Function</b>	<u>Sept. 8th :</u> Handout Week 3 Learning Guide	<u>Sept 10th :</u> Discussions & Group Analysis of Data Enzymes: Structure & Function	<u>Sept. 12th :</u> <b>Lactase Data Analysis Lab and Planning for Team Research Proposals</b>	Discussions & Group Analysis of Data Launch into Week 4 <b>Quiz-folio 3 Assigned (due Sept 15th)</b> Chapters 8 & 9
4	<b>Structure and Function of Molecules &amp; Metabolism</b>	<u>Sept 15<sup>th</sup> :</u> Discussions & Group Analysis of Data  Handout Week 4 Learning Guide	<u>Sept 17<sup>th</sup> :</u> Discussions & Group Analysis of Data	<u>Sept 19<sup>th</sup> :</u> <b>Lactase Data Analysis Lab and Planning for Team Research Proposals</b>	Discussions & Group Analysis of Data Launch into Week 5 <b>Quiz-folio 4 Assigned (due Sept 22nd )</b> Chapters 10 & Selected sections of Chapters 35, 38, 39.
5		<u>Sept 22nd :</u> Discussions & Group Analysis of Data Handout Week 5 Learning Guide	<u>Sept 24th:</u> Review Concepts Workshop  Study for Exam 1	<u>Sept 26th:</u> Photosynthesis Inquiry Lab & Review Concepts (Pre-read Chapter 52 on Ecology and the Biosphere). (continue team proposals)	Review Concepts Workshop  Study for Exam 1

## Section 9: General Biology II, BIOL 111 & 111L Schedule

Week	Topic Module	Monday Class	Wednesday Class	Friday Lab Topics	Assignment Reminders:
6	<b>Inside-Outside: Molecular Zip Codes &amp; Signaling</b>	<u>Sept 29th :</u> <b>Review Concepts for Exam 1</b>  Handout Week 6 Learning Guide	<u>Oct 1st:</u> Introduction and discussions on Cell Biology and Signaling	<u>Oct 3rd:</u> <b>No Lab, HU faculty assessment day</b>	Study for Exam 1
7		<u>Oct. 6th :</u> Handout Week 7 Learning Guide	<u>Oct. 8<sup>th</sup> :</u> Discussions & Group Analysis of Data	<u>Oct. 10<sup>th</sup> :</u> <b>Take home Exam 1</b>	Discussions and Data Analysis Quiz-folio 5 Assigned ( <b>due Oct 13th</b> ) Chapters 6 & 7 (Review concepts from <a href="#">Chapters 17 &amp; 20</a> )
8		<u>Oct. 13<sup>th</sup>:</u> Discussions & Group Analysis of Data Handout Week 8 Learning Guide <b>Study Guide for Exam 2 provided in class</b>	<u>Oct. 15<sup>th</sup> :</u> Discussions & Group Analysis of Data	<u>Oct. 17<sup>th</sup> :</u> <a href="#">Photosynthesis Lab Inquiry team project</a>	Discussions & Group Analysis of Data Launch into Week 8  Quiz-folio 6 Assigned ( <b>due Oct. 20th</b> ) <a href="#">Chapters 11, 12, and 16</a> <a href="#">Figures 16.2, 16.10 through 16.13.</a> Review concepts from Chapters 6 &7
9		<u>Oct. 20th:</u> Discussions & Group Analysis of Data Handout Week 8 Learning Guide	<u>Oct. 22nd:</u> Discussions & Group Analysis of Data	<u>Oct. 24th :</u> <a href="#">Photosynthesis Lab Inquiry team project</a>	Review Concepts <a href="#">Quiz-folio 7 Assigned (due Oct 27th)</a> <a href="#">Chapters 40-43 Readings</a> <i>Concept Review for Exam 2</i>

## Section 9: General Biology II, BIOL 111 & 111L Schedule

Week	Topic Module	Monday Class	Wednesday Class	Friday Lab Topics	Assignment Reminders:
10	<b>Blood, Circulation, and the Immune System</b>	<u>Oct. 27th</u> : Quizfolio 7 due in class Handout Week 10 Learning Guide	<u>Oct. 29th</u> : Concept Review	<u>Oct 31st</u> : Team Research Proposals	Quiz-folio 8 Assigned (due Nov 3rd ) Chapter 44 (Review concepts from chapters 40-42) <i>Concept Review for Exam 2</i>
11	<b>Hearts and Kidneys</b>	<u>Nov 3rd</u> : Discussions & Group Analysis of Data  Handout Week 11 Learning Guide	<u>Nov. 5th</u> : Concept Review	<u>Nov.7th</u> : Team Research Proposals	<b>Quiz-folio 9 Assigned (due Nov. 10<sup>th</sup>)</b> <b>Selected sections of Chapters 13, 45 &amp; 46</b> <i>Concept Review for Exam 2</i>
12	<b>Genetic Inheritance and Reproduction</b>	<u>Nov.10<sup>th</sup></u> : Concept review Discussions & Group Analysis of Data	<u>Nov. 12<sup>th</sup></u> : Discussions & Group Analysis of Data Handout Week 12 Learning Guide	<u>Nov. 14<sup>th</sup></u> : Team Research Proposals and Projects	Discussions & Group Analysis of Data Launch into Week 12 Quiz-folio 10 Assigned (Due Nov 17th) Selected sections from Chapters 48-50.
13	<b>Nerves &amp; Muscle Cell Function</b>	<u>Nov. 17<sup>th</sup></u> : Discussions & Group Analysis of Data  Handout Week 13 Learning Guide	<u>Nov. 19<sup>th</sup></u> : Concept Review Workshop	<u>Nov. 21st</u> : Team Research Proposals and Projects	Discussions & Group Analysis of Data  Reminder: Study for Exam 2
14	<b>Molecules, Cells, Organs Integration Module</b>	<u>Nov. 24th</u> : Concept Review for Exam2.	<u>Nov. 26th</u> : <b>No Bio111 Class</b>	<u>Nov. 28<sup>th</sup></u> : <b>Thanksgiving Holiday, No Class</b>	<b>Thanksgiving Holiday; No Class</b> Review for exam 2 Prepare for Final Team Presentations
15		<u>Dec 1st</u> : Final Team Prep on Presentations/Concept Synthesis	<u>Dec 3rd</u> : Final Team Presentations	<u>Dec. 5th</u> : <b>Exam 2 take home</b>	

## Attendance

In order to help each student succeed in our class this fall semester, in-class worksheets will be assigned and graded after each class section. It is expected that all students attend and come on time for all classes and labs. Through instructor-led facilitation of group discussions, these in-class worksheets help to reinforce class discussion concepts, and will help clarify misconceptions about terms and concepts. In addition, assigned lab worksheets will also help reinforce concepts discussed in class, as well as application and synthesis of genetic topics discussed in class.

*If there is an unavoidable medical or personal emergency, please email or contact Dr Bob Kao at [kao\\_r@heritage.edu](mailto:kao_r@heritage.edu) or at 206-535-8547 before class or lab that you will miss class, and we will arrange the make-up assignment. Lowest homework, in-class or lab worksheets, and lowest midterm will be dropped before computing the final grades for class. Please note that all cumulative midterms (including recaptures of midterms) and final research proposal will all be factored into final course grade. There are no recaptures accepted for final research proposal.*

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu) (copy into your email provider).

### Reasonable Accommodation for Religious Holidays

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## Support and Resources

**Tutoring at the Academic Skills Center** *reminder: Log into MyHeritage before using links*

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us [ASC@heritage.edu](mailto:ASC@heritage.edu)

### Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email [Library@heritage.edu](mailto:Library@heritage.edu)

### Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

### Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at [Acadeum@heritage.edu](mailto:Acadeum@heritage.edu).

### **Academic Honesty**

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### **Campus Security & Safety**

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

### **Accommodations**

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email [Officeofdisabilityservices@heritage.edu](mailto:Officeofdisabilityservices@heritage.edu)

### **Safe Attendance Reminder**

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.



## ENG 351W Technical and Report Writing (3 credits)

Fall 2025, In Person

### SaraBecca Martin

Office Hours: On [my personal zoom](#) or in my office Monday and Wednesday from 3:00 – 3:50 pm or by appointment using [my booking page](#) Email: [Martin\\_s@heritage.edu](mailto:Martin_s@heritage.edu)

Cell: (okay to text, identify yourself first) 509-388-6523 (9 am – 9 pm)

Class time: Monday and Wednesday from 4:00 – 5:15 pm in Petrie Hall room 1112

### Course Description

Techniques of collecting, analyzing, and organizing data for technical reports. Expository writing skills necessary for accurately reporting information. Practice in writing typical of that required in all disciplines/professions. Offered Fall and Spring semesters. Prerequisite(s): ENG 102

### Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

### Learner Outcomes, Heritage Outcomes, Performance Indicators

What will I do in this class? (Performance Indicators/Behaviors)	What knowledge/skills will I gain? (Course-Specific Learner Outcomes /Competencies)	How does this work apply to my major or program of study? (Program and/or GUCR Student Learning Outcomes)
Prepare and critique professional emails, memos, letters, and proposals for communicating with individuals and groups.	Demonstrate effective, clear, respectful written communication skills typical of professional careers.	GUCRs 2c, 3b, 3d, 4c Psychology 4.1 Criminal Justice 4, 5
Prepare, present, and critique professional written materials (listed above), using technology, including but not limited to MyHeritage, Anthology Portfolio, Library Reference software, email, Microsoft Word.	Demonstrate use of technology to communicate in clear, understandable writing styles common to professional careers.	GUCRs 2c, 2d Psychology 4.1 Criminal Justice 4,5
Develop an analytical report, using Heritage Online Library databases and RefWorks, reading and summarizing academic sources, and demonstrating mastery of APA Style.	Develop and demonstrate mastery of research skills, report writing skills, and academic documentation skills.	GUCRs 2a, 2b, 2c, 2d, 3d, 4c Psychology 4.1 Criminal Justice 4,5
Apply rubrics to written assignments prior to submission.	Analyze your own professional communication documents with rubrics.	GUCR 2a; PSY 4.1; CRMJ 4,5
Demonstrate ethical writing; practice using artificial intelligence tools to support your own original ideas and your own writing.	Exhibit personal, professional, and academic ethics.	GUCR 4c; PSY 4.1; CRMJ 4,5

### Texts, Materials, and Technology

**Text(s):** This class uses Open Educational Resources (OER) and does not require purchase of a textbook.

**Technology:** Access to a laptop or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and chrome books are not laptops.) Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas/instructions and to upload assignments. Your faculty member will help you.

### Course Guidelines and Expectations

**Participation Requirement.** Attending class, participating in in-class discussion, and submitting assignments on time is vital for your success in this class. Students who attend class will earn extra credit points for each day they are in attendance. *Communication is essential! Text or email me if you will be absent or if need special arrangements to meet a deadline.*

**Due dates.** All assignments are due Sundays at 11:55 pm, PST, with the exception of discussion forums.

**Discussion Forums.** You will write several original discussion forum posts during the semester. All posts are due by Thursday at 11:55 pm. Responses to other posts are due by Sunday at 11:55 pm. Your responses can be informal, conversational, and welcoming, but must be in full sentences with correct spelling and punctuation. All discussion forum original posts should be at least 175 words, and replies must be at least two sentences.

**Quizzes (essay and multiple choice).** There will be a few short quizzes in this class. They are “open book” because my intention is for you to learn the content and learn where to go to find answers. Most of the quizzes are essay quizzes, and are required to be written in full sentences with correct spelling and punctuation.

**Short assignments.** You will write several short assignments (including discussion forums) using semi-formal, Standard English with conventional grammar, punctuation, and spelling rules. All assignments must be submitted in Word format (unless explicitly stated otherwise). Assignments submitted in other formats will be returned ungraded.

**Formal Analytical Report.** You will write an analytical report on an ethical or social justice topic in your academic discipline. The foundation for this report consists of a review of scholarly sources. You’ll complete this project in several stages, and each stage of the assignment requires accurate reference to sources. Meeting each deadline is crucial to your success.

#### Grading and Late Assignments.

**Grading.** I commit to grading and providing written feedback/corrections within two weeks of receipt of assignments turned in on time. Late assignments may not be returned as quickly. Assignments will be graded in the order received.

**Late assignments.** You may request extra time on assignments prior to the due date. If extra time is not requested, a late penalty of 1% per day late will apply to the final grade for the assignment. Late assignments will only be accepted up to two weeks past the original due date, if extra time is not requested prior to the due date; after that time the assignment will be scored 0 points.

#### Revision Policy.

Any written assignment that receives a score below 70% will be returned with feedback and instruction for revision, and the grade will not be recorded at that time. The assignment must be revised within two weeks of the date it is returned in order to be re-graded and receive a higher grade. If the revised assignment includes mistakes corrected in the original assignment, no grade revision will be issued and the initial grade will be recorded. If the assignment is not revised within two weeks of the date it is returned, the initial grade will be recorded. Any written assignment that receives a score of 70% to 90% may be revised at the student’s request within two weeks of the date it is returned. The grade on any revised written assignment will be final. If you need help understanding the corrections and feedback, make an appointment or email me.

### Assignments and Grading

Assignment Title	Points
Multiple choice quizzes	18
Essay quizzes	22
Discussions	25
Professional Email	20
Professional Letter	45
Cover Letter and Resume	55
Analytical Report: Topic Statement & Research ?s	30
Analytical Report: APA Reference List	35
Analytical Report: Source Analysis Forms (1-5)	50
Analytical Report: Introduction section	75
Analytical Report: Collected Data section	50
Analytical Report: Conclusion section	50
Analytical Report: Final Analytical Report	100
<b>Total</b>	<b>575</b>

Grade	Points	Percent
A	575 - 541	94-100%
A-	540 - 523	91-93.8%
B+	522 - 501	87-90.8%
B	500 - 472	82-86.8%
B-	471 - 454	79-81.8%
C+	453 - 431	75-78.8%
C	430 - 403	70-74.8%
C-	402 - 380	66-69.8%
D+	379 - 362	63-65.8%
D	361 - 345	60-62.8%
D-	344 - 328	57-59.8%
F	343 - 0	00-56.8%

EXTRA CREDIT: Professional Photo on MyHeritage: 5 points

EXTRA CREDIT: Participation: 2 points per week for attending class (30 total possible)

#### Assignment due dates

Multiple Choice Quiz: Syllabus Quiz .....	Aug 31
Unit 1 Discussion .....	Aug 31
Essay Quiz: Technical Communication & the Why of ENG 351W .....	Aug 31
Professional Email .....	Aug 31
Professional Letter .....	Sep 7
Job description, cover letter and resume .....	Sep 14
Unit 5 Discussion .....	Sep 18; 21
Analytical report overview and topic selection .....	Sep 21
Unit 6 Discussion .....	Sep 25; 28
Essay Quiz: APA References Formatting Practice .....	Sep 28
Multiple Choice Quiz: Research and APA Quiz .....	Sep 28
Analytical Report: APA References, descriptive abstracts, and in-text citations .....	Oct 5
Analytical Report: Source Analysis Worksheets 1-5.....	Oct 12; 19; 26; Nov 2
Analytical Report: Introduction section of an Analytical Report .....	Nov 9
Analytical Report: Collected Data section .....	Nov 23
Analytical Report: Conclusion section .....	Nov 30
Analytical Report: Final Analytical Report .....	Dec 12

## 15-week Course Schedule

**This is a summary.** Full assignment and course schedule details can be found on MyHeritage.

### Week 1 (8/25-31)

**Unit 1: Introductions** and definitions; why this class matters; syllabus overview

**Unit 2: Professional email** instructions and assignment; start thinking about analytical report topic

### Week 2 (9/1-7)

**Unit 3: Professional letter;** parts of a letter

### Week 3 (9/8-14)

**Unit 4: Cover letter and resume** parts of a resume; cover letter, resume; using AI in your job search

### Week 4 (9/15-21)

**Unit 5: Analytical report topic** ethical or social justice issue/problem: Analytical report topic brainstorming

### Week 5 (9/22-28)

**Unit 6: APA References** evaluating resources; 5 Ws; CRAAP test; review assignment instructions; APA formatting overview; in-text citations review

### Week 6 (9/29-10/5)

**Unit 6: APA References** evaluating resources; 5 Ws; CRAAP test; review assignment instructions; APA formatting overview; in-text citations review

### Week 7 (10/6-12)

**Unit 7: Source Analysis** worksheets; summarizing and paraphrasing; work in reading and analyzing sources (worksheet 1)

**No midterm in this class; assignments through unit 6 included in midterm grade**

### Week 8 (10/13-19)

**Unit 7: Source Analysis** work in reading and analyzing sources (worksheet 2)

### Week 9 (10/20-26)

**Unit 7: Source Analysis** work in reading and analyzing sources (worksheet 3)

### Week 10 (10/27-11/2)

**Unit 7: Source Analysis** work in reading and analyzing sources (worksheets 4 and 5)

### Week 11 (11/3-9)

**Unit 8: Introduction** background, purpose, method, limitations, scope, prediction of conclusion

### Week 12 (11/10-16)

**Unit 9: Collected Data** section of report; organizing for readers

### Week 13 (11/17-23)

**Unit 9: Collected Data** section of report; organizing for readers

### Week 14 (11/24-30)

**Unit 10: Conclusion section** summary of findings, interpretation of findings, recommendations

### Week 15 (12/1-7)

**Unit 11: Final Analytical Report** abstract, letter of transmittal, table of contents

**Finals Week 12/8-12 (Monday -Friday) No final in this class**

You are encouraged, but not required, to complete and submit assignments early. You will never be penalized for turning something in early! The more you work ahead, the more prepared you will be to handle any unanticipated life situations that may arise.

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## University-wide Student Learning Outcomes

The University-wide student learning outcomes addressed in the course are highlighted below.

### 1. **Knowledge of the Physical World and of Human Cultures**

- a. Students possess the knowledge of the physical world and scientific methodology necessary to engage in informed discussions regarding currently relevant issues in science and society.
- b. Students explain contributions and impacts of, as well as the connections among, history, the arts, social sciences, and cultural elements such as religion, philosophy, and literature.

### 2. **Intellectual and Practical Skills**

- a. Students employ the appropriate methods to find, evaluate, produce, share, and use information.
- b. Students ask questions, demonstrate their ability to think systematically, and answer their questions by analyzing literature or conducting investigations.
- c. Students demonstrate communication skills in one or more areas including reading, writing, speaking, listening, and use of visual media in a variety of contexts.
- d. Students construct valid and sound arguments.
- e. Students demonstrate the mathematical and technological knowledge and skills necessary to succeed in their disciplines and to contribute to their communities and to society.
- f. Students express themselves creatively through experience in the arts.

### 3. **Personal and Social Responsibility**

- a. Students demonstrate increasing emotional competence, self-awareness, and resilience to maintain a sense of well-being.
- b. Students interpret and explain issues impacting society, including issues of sustainability and justice.
- c. Students demonstrate knowledge of the interconnections among ecological, social, and economic systems.
- d. Students respect, with dignity, the similarities and differences among people with whom they live and work.

### 4. **Integrative and Applied Learning**

- a. Students synthesize and apply the knowledge and skills gained through their university experience in the contexts of their fields [*to be achieved by the time the baccalaureate is completed*].
- b. Students apply personal and social responsibility outside the campus community.
- c. Students exhibit personal, professional, and academic ethics.

### **Specific Criminal Justice Program Outcomes**

4. Research and Communication: Students will be able to illustrate their research, writing, and comprehension skills.

5. Critical Thinking and Communication: Students will be able to explain and analyze complex problems and practice essential communication skills (written and verbal).

### **Specific Psychology Program Outcomes**

4.1 Demonstrate effective writing for different purposes

## HIS 311W.0: NATIVE AMERICAN HISTORY (3 CREDITS)

Fall 2025, Toppenish

**Instructor:** Dr. Blake Slonecker (he/him)  
**E-mail:** slonecker\_b@heritage.edu  
**Cell:** 509-778-3164 (call or text between 8am and 8pm)  
**Office Hours:** M 1-2; TR 12-1; by appt

**Location:** Petrie 1114  
**Days & Times:** Tues. & Thurs. 1:00-2:15  
**Zoom Office:** <https://heritage.zoom.us/j/95731079351>  
**Office:** Simkins 2101

### COURSE DESCRIPTION

Native American history has been dynamic and diverse for thousands of years. On a continent with an array of ecological systems, indigenous peoples have developed lifeways and cultures that are uniquely adapted to their environments since time immemorial. In the Pacific Northwest alone, coastal tribes differ radically from plateau tribes in their settlements, foodways, migrations, languages, and cultural traditions. This course will emphasize the diversity of the Native American experience across time and space.

Yet meaningful patterns have emerged in Native American history, particularly in the 500 years since the European colonization of North America. Settler colonialists displaced Native people across the continent; disease and warfare (often in tandem and often intentionally employed) decimated Native populations; efforts to eradicate Native cultural traditions have been carried out around education, religion, politics, and language. Against momentous forces, Native people have maintained cultural traditions that are simultaneously responsive to centuries-old practices and the ever-changing world, maintaining powerful political identities in the ongoing fight to protect tribal sovereignty. This course will explore the many tensions – these and others – in the Native American past, always maintaining an eye to the present and future of indigenous life in North America.

### LAND ACKNOWLEDGEMENT

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### LEARNER OUTCOMES, HERITAGE OUTCOMES, PERFORMANCE INDICATORS

What will I do in this class?	What knowledge/skills will I gain?	How does this work apply to my major or program of study?
I Though, I Think Reflections	Revise analyses and narratives when new evidence requires it.	History Outcome 4C

### TEXTS, MATERIALS, AND TECHNOLOGY

#### Texts

Blackhawk, Ned. *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*. Yale University Press, 2023.  
 Perdue, Theda, and Michael D. Green. *The Cherokee Removal: A Brief History with Documents*. Third edition. Bedford/St. Martin's, 2016.

Townsend, Camilla, ed. *American Indian History: A Documentary Reader*. Wiley-Blackwell, 2009.

### Technology

Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (iPads, tablets, and chrome books are not laptops, and therefore are not adequate). Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas and to upload assignments. Your faculty member will be your guide.

### Artificial Intelligence (AI)

This course is designed to encourage risk-taking, originality, and growth. Assignments are not graded; minimum requirements to earn credit are clear; grammar mistakes and typos aren't penalized; and your ideas are valued. I want to hear your voice, and I want you to see your growth – as a writer and thinker and person.

Using AI keeps you from sounding original, improving as a writer, feeling attached to your work, and learning new information. I don't think you should use AI in your writing. Ever. But AI is a tool that exists and will continue to exist, so you may use AI in this course (other courses have different AI policies – follow them!). If you use AI for a course assignment, include a brief statement explaining how you used it. This helps me better understand how the tool can be helpful or hurtful to students.

For my part, I may tell you that the voice or tone of your writing does not sound original or that it sounds like AI. It's important to know that AI writing *sounds like* AI writing and may be identified and distrusted by readers. On the bright side, I will also tell you when your voice sounds fresh or original, and I will work hard to help you grow as a writer this semester. I hope these observations help you see how readers beyond this class will respond to your writing.

## ASSIGNMENTS AND GRADING

### Grading Philosophy

Your Final Course Grade will be based on the number of assignments you submit that meet the minimum requirements. But you will not earn a grade for individual assignments. Instead, I will describe how to succeed on each assignment, explain minimum requirements, and provide written comments. This system encourages deep learning and creativity, rigor and risk-taking. When an assignment does not meet the minimum requirements, I will ask you to revise and resubmit the assignment for credit within one week. You can submit two late assignments without penalty. Each additional late assignment will decrease your course grade by one-third of a grade level (for example, a B would become a B-).

Grade	Requirement
A	9 assignments
B	8 assignments
C	7 assignments
D	6 assignments
F	5 or fewer assignments
+ / -	Each late assignment after the first will decrease course grade by one-third of a grade level (for example, a B would become a B-).

### Research

This is not a research class, and you may not use outside sources for assignments unless specific assignments require research.

### Assignments

#### 1. *Where to Begin? Essay*

During the first week of class, we will read the opening chapters of two recent award-winning books that aim to analyze Native American history over many centuries. In 600 words, summarize the main ideas from each chapter and explain why you think one chapter is a better place to begin for understanding Indigenous history in North America.

#### 2. *Document Analysis*

Select one primary source document from Townsend chapters 1-4, describe the source (Who created it? When did they create it? Who was the audience for the source? Was the source published? What did the creator hope to accomplish by

creating the source?), and analyze what we can learn from the source as historians (What biases and viewpoints are apparent? What events are described? How reliable is this source? What is left out of the source? What is emphasized?). The essay should be 600 words and should include at least two quotes.

### 3. *Footnote Fact-Checks (3)*

History – like other academic disciplines – is built on the idea that verifiable facts exist, that historians should provide the information necessary for readers to verify those facts, and that readers can and should occasionally verify information that historians present as facts. Early in the semester, you will detail the process that would be necessary to confirm information presented in three separate paragraphs from Blackhawk’s *The Rediscovery of America*. The full assignment will be uploaded to myheritage no later than September 13.

### 4. *Townsend Essay*

You will write a 900-word argument essay based on your analysis of at least three primary sources from Townsend chapter 1-6. Your essay should be thesis-driven and include direct quotations from primary sources that you contextualize and analyze. A successful essay will include: an introduction that contextualizes the historical problem and presents a contestable thesis; body paragraphs that include argument-based topic sentences, draw on evidence from primary sources that are accurately sourced, and provide appropriate analysis; and a conclusion that describes the significance of your argument.

### 5. *I Thought, I Think Reflections*

As we move through our unit on Cherokee removal, we will spend class time each day journaling about how our readings for that day change our understandings of nineteenth-century Cherokee history. Journal entries should cite specific passages from the readings for the day and explain how these passages forced you to rethink something you previously understood about this history. You will have 20 minutes per day to journal, and journal entries should aim for 250 words per day.

### 6. *Cherokee Removal Essay [COUNTS AS TWO ASSIGNMENTS]*

You will write a 1500-word essay that advances a historical argument about Cherokee removal. Your argument must be supported by the critical interpretation of at least five primary sources in Theda Perdue and Michael D. Green’s *The Cherokee Removal*.

### 7. *Blackhawk Map*

*The Rediscovery of America* covers a large geographical area. This assignment asks you to create an annotated map of events from one chapter of Blackhawk. The map should include eight 50-word annotations about major events from one chapter of Blackhawk and create a map that identifies the locations where those events occurred.

### 8. *Documents Comparison*

Select two primary source documents from Townsend chapters 5-11, describe the sources (Who created them? When did they create them? Who was the audience for the sources? Were the sources published? What did the creators hope to accomplish by creating the sources?), and analyze what we can learn from the sources as historians (What biases and viewpoints are apparent? What events are described? How reliable are the sources? What is left out of the sources? What is emphasized?). In addition, explore similarities and differences between how these sources characterize a shared theme, events, or time period. The essay should be 900 words and should include at least three quotes.

### 9. *Legends or Laws Presentation – Oral Tradition or Supreme Court Case*

During finals week, you will make a 3-5-minute presentation to share either an Indigenous oral tradition or a US Supreme Court ruling with the class. If you present an Indigenous oral tradition, you should indicate where the tradition comes from, tell the story, and then reflect on the story’s meaning. If you present on a Supreme Court case, you should summarize the constitutional issue at the heart of the case, describe the facts of the case, outline the logic of the ruling, and evaluate how the decision has impacted tribes. Full text of Supreme Court decisions can be found at <https://supreme.justia.com/cases/federal/us/>

## COURSE GUIDELINES AND EXPECTATIONS

### Citation

When citations are required, students should use a citation style that is familiar to them. This may include Chicago (preferred), MLA, or APA. Students majoring in American Indian Studies or History are required to use footnote-style Chicago citations, which will be taught in the course.

### Office Hours

I encourage you to visit me during office hours to talk about anything related to the course or your success at Heritage and beyond. Whenever possible, please email, call, or text to let me know that you plan to visit. slonecker\_b@heritage.edu or 509-778-3164

### Late Work

Each student can submit one late assignment without penalty. All assignments have due dates listed on the Class Schedule and the MyHeritage Assignments Page. Work is considered late once I have finished evaluating the assignment. Each additional late assignment will decrease your final course grade by one-third of a grade level.

### CLASS SCHEDULE

Day	Subject	Read Before Class	Assignments Due
<b>Week 1</b>			
8/26	Toward a New American History	Blackhawk Introduction	
8/28	Indians and the Spanish Borderlands	Blackhawk ch. 1 DuVal ch. 1 (pdf)	
<b>Week 2</b>			
9/2	The Native Northeast and the Rise of British North America	Blackhawk ch. 2	
9/4	Iroquoia and New France to 1701	Blackhawk ch. 3	
<b>Week 3</b>			
9/9	Indian Ways	Townsend ch. 1	<i>Where to Begin? Essay</i>
9/11	First Contact	Townsend ch. 2	
<b>Week 4</b>			
9/16	The Expectations of the Strangers	Townsend ch. 3	
9/18	The Long Struggle for American Lands	Townsend ch. 4	
<b>Week 5</b>			
9/23	The Struggle for the Heart of the Continent, 1701-55	Blackhawk ch. 4	<i>Document Analysis</i>
9/25	The Indigenous Origins of the American Revolution	Blackhawk ch. 5	
<b>Week 6</b>			
9/30	The Origins of Federal Indian Policy	Blackhawk ch. 6	
10/2	Eighteenth-Century Power Shifts	Townsend ch. 5	<i>Footnote Fact-Checks</i>
<b>Week 7</b>			
10/7	Democracy and Dispossession in the Early Republic	Blackhawk ch. 7	
10/9	What the New Nation Portended for Indians	Townsend ch. 6	
<b>Week 8</b>			
10/14	The Cherokee Removal	Perdue Introduction Duval ch. 9 (pdf)	<i>Townsend Essay</i>
10/16	Cherokee "Civilization" and Georgia Policy	Perdue pp. 25-97	
<b>Week 9</b>			
10/21	U.S. Policy and The Cherokee Debate	Perdue pp. 98-154	
10/23	The Trail of Tears and Remembering the Trail of Tears	Perdue pp. 155-186	

<b>Week 10</b>			
10/28	California, the Pacific, and the Borderlands Origins of the Monroe Doctrine	Blackhawk ch. 8	<i>I Thought, I Think Journal</i>
10/30	The Indigenous West and the U.S. Civil War	Blackhawk ch. 9	
<b>Week 11</b>			
11/4	The Losing of the West	Townsend ch. 7	
11/6	Laws and Federal Power during the Reservation Era	Blackhawk ch. 10	<i>Cherokee Removal Essay</i>
<b>Week 12</b>			
11/11	NO CLASS		
11/13	Surviving Assimilation and the National Imagination	Townsend ch. 8	
<b>Week 13</b>			
11/18	Native Activists and the Myth of Indian Disappearance	Blackhawk ch. 11	
11/20	Mid-Twentieth-Century Changes	Townsend ch. 9	<i>Blackhawk Map</i>
<b>Week 14</b>			
11/25	Native American Sovereignty in the Cold War Era	Blackhawk ch. 12	
11/27	NO CLASS		
<b>Week 15</b>			
12/2	The Upheavals of the 1960s and 1970s	Townsend ch. 10	
12/4	The End of the Twentieth Century: A New Era?	Townsend ch. 11	<i>Documents Comparison</i>
<b>Finals Week</b>			
Tuesday, 12/9, 1:30			<i>Legends or Laws Presentation</i>

### **ATTENDANCE**

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu) (copy into your email provider).

### **Reasonable Accommodation for Religious Holidays**

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

### **SUPPORT AND RESOURCES**

[Tutoring at the Academic Skills Center](#) [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us [ASC@heritage.edu](mailto:ASC@heritage.edu)

## **Library**

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email [Library@heritage.edu](mailto:Library@heritage.edu)

## **Credit Hour Requirements**

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

## **Online Course Exchange Appeals Process**

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at [Acadeum@heritage.edu](mailto:Acadeum@heritage.edu).

## **ACADEMIC HONESTY**

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#)

## **CAMPUS SECURITY & SAFETY**

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

## **ACCOMMODATIONS**

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email [Officeofdisabilityservices@heritage.edu](mailto:Officeofdisabilityservices@heritage.edu)

## **SAFE ATTENDANCE REMINDER**

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.



## PSY 540- College and Career Counseling (3 credits)

SPRING 2025, Heritage Online

**Instructor: Chelsea Buffum, MS, LMHC**

Office Hours: Fridays 9-11 am, by arrangement

Email: Buffum\_C@heritage.edu

Office: Simkins 2112

Cell: 720-601-3258

### Course Description

PSY 540- College and Career Counseling

The purpose of this course is to provide students with an understanding of career development and the role of the career counselor within college contexts, and beyond. The course is designed to examine theories of career development and decision making, sources of occupational information and methods of career counseling, assessment, and program planning. Both theory and the practical application of career counseling will be explored through lectures, class discussions, readings, writings, and projects. Students will have the opportunity to practice various career counseling techniques and gain an understanding of their own career development. Ethical and legal issues, contemporary trends and application of career counseling models to a variety of populations in school and community settings will be explored. Prerequisite(s): Enrollment in MMHC program.

### Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

### Learner Outcomes, Heritage Outcomes, Performance Indicators

#### MMHC Program Learning Outcomes:

- Students intentionally, creatively and effectively use essential counseling and interviewing skills in working with clients from various cultures and backgrounds.
- With respect for and healthy collaboration with other professionals, students adopt the professional identity of a counselor and practice as such, including following and knowing the ACA Code of Ethics, state legal codes, reporting and referral processes, and the roles and functions of a professional counselor.
- Students intentionally, creatively and effectively use essential counseling and interviewing skills in working with clients from various cultures and backgrounds.
- Students understand assessment process in counseling and intentionally and effectively utilize appropriate assessments for a variety of reasons across a variety of settings, particularly within community mental health and educational contexts.

#### **CACREP Standards**

In addition to the MMHC Program Student Learning Outcomes, this course aligns with The Council for Accreditation of Counseling and Related Educational Programs

The 2024 CACREP standards can be found at:

<https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

This course is designed to meet CACREP Core Standards (5-B CAREER COUNSELING)

By the end of this course, students should be able to understand and demonstrate competencies in the following areas:

1. factors that affect clients' attitudes toward work and their career decision-making processes
2. the unique needs and characteristics of diverse clients with regard to career exploration, employment expectations, and socioeconomic issues
3. implications of gender roles and responsibilities for employment, education, family, and leisure
4. impact of globalization on careers and the workplace
5. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
6. approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills
7. strategies to assist clients in the appropriate use of technology for career information and planning
8. strategies to market and promote career counseling resources and services

<b>Related 2024 CACREP Standards</b>	<b>Key Performance Indicators (KPIs)</b>	<b>Student Learning Objectives (SLOs)</b>	<b>Primary Learning Objectives (PLOs)</b>	<b>Evaluative Methods: Direct (D), Indirect (I), Evidence and Assignment (A)</b>
<p><b>5.B.1</b> factors that affect clients' attitudes toward work and their career decision-making processes</p> <p><b>5.B.2</b> the unique needs and characteristics of diverse clients with regard to career</p>	Students will be able to discuss at least two different career development theories. They will be able to identify traditional assumptions embedded in career theories within the United States, and identify recommendations for	Students will identify, distinguish between, and understand both traditional and current theories of career development. They will distinguish between universal and culture-specific models, understand the	Students will be able to discuss at least two different career development theories. They will be able to understand and apply the implications of gender roles and globalization to specific populations.	<p>D: Career Development paper for Specific Population</p> <p>I: Discussion Posts</p> <p>A: Personal Career Development Final</p>

<p>exploration, employment expectations, and socioeconomic issues</p> <p><b>5.B.3</b> implications of gender roles and responsibilities for employment, education, family, and leisure</p> <p><b>5.B.4</b> impact of globalization on careers and the workplace</p>	<p>culturally effective career counseling.</p>	<p>implications of ethnocentrism and acculturation, and identify recommendations for culturally effective career counseling.</p>		
<p><b>5.B.5</b> approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills</p> <p><b>5.B.6</b> strategies to assist clients in the appropriate use of technology for career information and planning</p>	<p>Students will be able to find and reference at least one interest/skills/aptitude test that they can utilize with clients. Students will be able to discuss how technology can assist and/or detract from career information and planning. Students will be able to discuss primary career strategies and techniques to</p>	<p>Students will be able to discuss the differences between skills, abilities, and interests when it comes to career planning, and how to assess those areas with clients. They will learn about online programs that can help them assess and deliver career interventions.</p>	<p>Students will peruse and understand how to use a primary career planning website, O*Net. They will be able to explain how websites like O*Net can assist them in career development counseling with clients.</p>	<p>D: Values Cardsort Mock Counseling Session I: : Career Development paper for Specific Population A: Career Development Final</p>

<p><b>5.B.7</b> strategies to market and promote career counseling resources and services</p>	<p>utilize with different ages and populations.</p>			
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**Texts, Materials, and Technology**

**Text(s):** Niles, S.G. & Harris-Bowlsbey, J. (2022). *Career Development Interventions* (6<sup>th</sup> Ed.). Pearson.

**Supplements:** Articles and videos as posted in MyHeritage.edu

**Technology:** Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas/instructions and to upload assignments. Your faculty member will help you.

**Assignments and Grading**

**Assignments --** Be sure to review this section closely and address all the requirements. **Follow APA formatting as necessary** (e.g., title and reference page, use of headings, double spaced, 12-point Times New Roman font, in-text citations, etc.). A title page and reference pages are in addition to the page length requirement outlined below. All assignments are weighted based on their point value, with 630 points total available.

- 1. Discussion Board Posts (130pts; 13x10)-** Each week you will be asked to discuss your reflections on the reading/materials in discussion board posts through MyHeritage.com. Specific questions will be posed to assess your level of reading, critical thinking, and reflection. You will write 1-2 paragraphs in response to each question and respond to one of your colleague’s posts. Alternatively, you can record a short video or audio recording of yourself to post, which is an option in MyHeritage.com. Your discussion should include reflections that demonstrate critical thinking, self-awareness, and sophistication commensurate with graduate level work, not just summaries of content. You should demonstrate that you engaging with course material thoughtfully by being specific and elaborating in your post. Your response to a peer should include an insightful reflection that adds to the conversation, not just simply agrees with the original poster. **Both discussion posts must be completed in the week they are assigned by Sunday evening 11:59pm before the next week begins.** Please keep this in mind as you complete your reading and initial post. DO NOT wait to post your initial post until the deadline. Because this class is asynchronous, discussion board posts are imperative to assess your participation in and comprehension of course content and how it is impacting you as a developing counselor. Please take them seriously as such.

2. **Career Values Card-Sort Mock Counseling Session (150pts)**- You will partner with a colleague in this class to complete this assignment. Each of you will take turns administering the card-sort to your colleague and discussing/processing the results with each other, as if you were in a counseling session with a client. Visit <https://careers.vcu.edu/media/vcu-careers/docs/ValuesCardSort.pdf>. Introduce the card-sort, how it can help this client explore their career values, and process the card-sort with them afterward using the questions on the website. **Record the session and share with Chelsea via Supervision Assist.** Include a brief summary of:
  - a. What was it like to be a “client” doing the cardsort? What did you learn about yourself? What surprised you?
  - b. What went well in your counseling session when you administered the cardsort? What would you like to work on in the future if you were to use it with clients again?
  
3. **Quizzes (40 x 5; 200 pts total)**- In order to prepare for the National Counselor Examination (NCE), where you will be tested on Career Counseling, you will take five quizzes throughout the semester in order to assess your comprehension of the reading and material. Quizzes are open book and open note, and do not have a time limit.
  
4. **Career Development for Specific Population Research Analysis Project (150 pts)**: This paper will be focused on a deeper dive into career development for a specific population. For example, you could focus on career development for folks with a specific disability, career development for folks with a specific mental health diagnosis, or career development for folks with specific lived experiences. You will create an intervention program for this population based on your research. You must reference 3-4 peer-reviewed articles in your work. You will include:
  - **Specific career related issues that apply to this population.** Include barriers and facilitators to career development and growth. These can be environmental barriers/facilitators (e.g., lack of accessible work positions) and individual barriers/facilitators (e.g. internalized ableism).
  - **An intervention program for this population.** Utilize your reading and research to explore how you might support this population in career development. You may design, for example, a six-session manual for clients in this population, or a group facilitation manual. Include how you will assess career needs/interests/development, and what strategies you will utilize.
  - **Appendices, including any original worksheets, intervention tools, or session outlines** you could utilize in your program
  - **APA Formatting is required. Please see example posted in MyHeritage.edu.**
  
5. **Personal Career Development Final Paper (100)**- You will write a Personal Career Development paper that details major influences in your own career development. You may utilize much of your learning/reflection done throughout the semester in discussion board posts to craft this paper. There are three key parts to this paper:
  - a. **A summary of your career development process thus far. You may choose to include any or all of the following:**
    - i. Influences that shaped how you thought about work or what careers were available to you.
    - ii. People or experiences that inspired you

- iii. People or experiences that discouraged you
- iv. Consider: where you grew up, family influences, what strengths people have seen in you, and how your interests have developed

**b. A summary of your inventory work this semester. You may include**

- i. Your O\*Net interest profiler results
- ii. What you learned from being a client in your Values Cardsort
- iii. Explore what you learned about yourself in these activities and how this applies to your current career trajectory

**c. Theories relevant to your career development**

- i. Choose at least two theories that you learned about in our theories work that are relevant to your career development. Describe how these theories apply to your career development.

**Grade Scale:**

Grade	Points	Percent	Grade	Points	Percent
A	489-520	94-100%	C	364-389	70-74.8%
A-	473-488	91-93.8%	C-	343-363	66-69.8%
B+	452-472	87-90.8%	D+	328-342	63-65.8%
B	426-451	82-86.8%	D	312-327	60-62.8%
B-	411-425	79-81.8%	D-	296-311	57-59.8%
C+	390-410	75-78.8%	F	000-295	00-56.8%

### Course Guidelines and Expectations

- Students are expected to engage with all course material and to reflect on course material with graduate skill level and sophistication. As an asynchronous course, students are expected to remain intentional as they engage with the material, and to keep up on all assignments and readings as posted in MyHeritage.edu.
- **Social and Racial Justice Statement:**
  - As counselors, we understand the pursuit of social justice as a determination to recognize the inherent worth of all humans. The Heritage MMHC program also stands with mental health professionals who believe that systemic racism is a public health issue. We call on our faculty and staff members, to be active dismantling discrimination and institutional racism in their classrooms and communities by preparing counselors to think critically about power, privilege, and multicultural issues in order to advance social and racial justice for all.
- **Emotional Labor Acknowledgement and Group Statement**
  - Emotional labor is the need for one group to regulate their emotions to satisfy another group, usually the group holding the most power. We want to acknowledge the diversity present, and not present, in this space, as this group is currently composed of predominantly white bodied people, and white folks inherently hold more power in our current social system. We also want to recognize that black and brown bodied folks in this cohort are inherently carrying the abundance of emotional labor both in this space and on a daily basis in the world, many of them navigating multiple systems of oppression. We thank and honor those that do the emotional labor and agree not to exploit it. We acknowledge the need to hold this emotional labor as a group. As a result of these acknowledgements, it is a goal of this group for the folks that do not tend to hold the weight of emotional labor, to accept the complexity and pervasiveness of emotional labor.
- **Pronoun Usage and Names:**

- The Heritage MMHC Program recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the program to establish mechanisms of acknowledgment and support for individuals' self-identification. One way we can support self-identification is by honoring the name and pronouns that each of us go by. In all classes, you are invited if you would like, to share what pronouns you go by, and we will seek to refer to people using the pronouns that they share. The pronouns someone indicates (e.g. "he" or "she" or "they" or "ze" or something else) are not necessarily indicative of their gender identity and as such, there are times when folks do not feel comfortable sharing pronouns. For example, sharing one's pronouns may automatically disclose that person is not cisgender, or a person may be questioning their pronouns and might be unsure of how they would like to be referred to and what pronouns to share. Thank you for making the counseling program at AUS an inclusive space. Additionally, you are not required to anglicize your given or chosen name, whichever name honors you or you prefer, will be used in our learning spaces.
- **Policy on late work:** This instructor understands that there are multiple demands on your time and efforts outside of graduate school, and that emergencies and crises arise. You may need extra time for an assignment or project, and that is okay. Individual assignments can be accepted late provided the following:
  - Submit a google form linked here PRIOR to the due date and time of the assignment: <https://forms.gle/NNnXiXZDKBnW9FJp7>
  - Briefly explain why you won't be able to turn in the assignment on time
  - Suggest an alternative date for the due date of your assignment, that is BEFORE THE END OF THE SEMESTER
  - Be responsible for that due date (Chelsea will not send reminders- you will need to turn it in then or you will receive a zero).
  - The expectation is not that you will be able to complete everything perfectly on time; however, as a graduate student training to be a professional counselor, Chelsea does expect you to communicate early and often, before the due date arrives.
  - Generally, **late work that is not communicated with Chelsea prior to the due date is not accepted.**

**Description of Assignment Types**

- Assignments include weekly reflections and discussions, two papers

**Designated style**

- Writing for this course is to be done using the American Psychological Association's (APA) style guide. While not required for this course, the seventh edition style guide is a helpful resource.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

Course Schedule			
WEEK	SUBJECT	READING(S)/MATERIALS	DUE

<b>Week #1</b>	Introduction to Career Development Interventions	N&H Ch. 1	<u>Discussion Post #1</u> - Introduction (include name, pronouns, and something interesting about yourself). What is your relationship like to work? How has it been related to your self-worth?
<b>Week #2</b>	Theories of Career Development	N&H Ch. 2	<u>Discussion Post #2</u> Tell us about which theory you resonate with most and why.
<b>Week #3</b>	Theories of Career Development, cont.	N&H Ch. 3	<u>Discussion Post #3</u> - How well do the career development theories discussed in this chapter address persons from diverse backgrounds? What are some strengths and weaknesses that stand out?  <b>Quiz #1</b>
<b>Week #4</b>	Culturally Competent Career Interventions	N&H Ch. 4 The Barber of Little Rock Video	<u>Discussion Post #4</u> : Choose a specific group (e.g., LGBTQ population, disabled folks, or a cultural ethnic group). Tell us about barriers and facilitators to career development for the group you choose.
<b>Week #5</b>	Assessment and Career Planning	N&H Ch. 5 Explore O*Net website and Take Interest Profiler	<u>Discussion Post #5</u> : Explore O*Net website. Take the Interest Profiler. Tell us what interests were strongest for you and what O*Net recommended for you. How do you think this might be useful to use with a client? Look at one other interest, skill or ability

			inventory listed in your textbook. How would you access it? How would you help a client access it? Which ones interest you more?
<b>Week #6</b>	Career Information and Resources	N&H Ch. 6	<u>Discussion Post #6</u> : How did you decide on your current career path? What Decision Making Model in Ch. 6 most aligns with the process you took/are taking? What information did you seek out before making a decision?  <b>Quiz #2</b>
<b>Week #7</b>	Information and Communication Technologies	N&H Ch. 7	<u>Discussion Post #7</u> : What are the similarities and differences between telehealth counseling and using ICT? Would you use ICT in your career counseling with a client?
<b>Week #8</b>	Career Counseling Strategies and Techniques	N&H Ch. 8 Career Values Card Sort: <a href="https://careers.vcu.edu/media/vcu-careers/docs/ValuesCardSort.pdf">https://careers.vcu.edu/media/vcu-careers/docs/ValuesCardSort.pdf</a>	<u>Discussion Post #8</u> : Career Genogram
<b>Week #9</b>	<b>Spring Break</b>		<b>Values Cardsort Counseling Session due</b>
<b>Week #10</b>	Designing and Developing Career Development Program	N &H Ch. 9	<u>Discussion Post #9</u> : Designing and Developing Career Development Program  <b>Quiz #3</b>
<b>Week #11</b>	Career Development in Elementary Schools Career Development in Middle Schools	N&H Ch. 10 &11	<u>Discussion Post #10</u> : Did you have these interventions accessible to you in elementary/middle school? What was your

			career development like then?
<b>Week #12</b>	Career Development in High Schools	N& H Ch. 12	<b>Career Development for Specific Population Analysis Paper Due</b>
<b>Week #13</b>	Career Development in Higher Education	N&H Ch. 13	<u>Discussion Post #11:</u> Discuss your career development in high school or while getting your bachelor's degree. Did you have any of the resources discussed in this chapter? What resources were provided to you?  <b>Quiz #4</b>
<b>Week #14</b>	Career Development in Community Settings	N&H Ch. 14	<u>Discussion Post #12:</u> How does this chapter inform your current work with clients? What did you learn that you could consider as you work with clients moving forward?
<b>Week #15</b>	Ethical Issues in Career Development	N&H Ch. 15	<u>Discussion Post #13:</u> How do these ethics resemble with previous ethics/laws you have learned about? What considerations had you not thought of before?  <b>Quiz #5</b>
<b>Week #16 (FINALS WEEK)</b>			<b>Career Development Final Due</b>

\* This instructor reserves the right to change the syllabus given course needs. Please refer to MyHeritage.edu for updated information and communicate with instructor frequently and often if there are any questions about assignments, materials, or due dates.

#### Attendance

**As an asynchronous course, attendance is measured through your discussion board posts.**

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu) (copy into your email provider).

### **Reasonable Accommodation for Religious Holidays**

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

## **Support and Resources**

### **Tutoring at the Academic Skills Center** [[Log into MyHeritage before using links](#)]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us [ASC@heritage.edu](mailto:ASC@heritage.edu)

### **Library**

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email [Library@heritage.edu](mailto:Library@heritage.edu)

### **Credit Hour Requirements**

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

### **Online Course Exchange Appeals Process**

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at [Acadum@heritage.edu](mailto:Acadum@heritage.edu).

## **Academic Honesty**

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#)

## **Campus Security & Safety**

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

Regional Sites, please reference the Host Campus Security Information and Emergency Safety Plan.

#### Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email [Officeofdisabilityservices@heritage.edu](mailto:Officeofdisabilityservices@heritage.edu)

#### Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.