



**Spring 2026**  
**COUN 5335.068**  
**Career Counseling & Assessment- Asynchronous**

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**Office Hours:** Monday & Thursday 1:00 pm-3:00 pm and by appointment (See Canvas for Zoom link)

**Course Dates:** Jan 12, 2026- May 2, 2026

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## Course Overview

Interrelationships among lifestyle, workplace, and career planning are explored. Overview of principles and practices of guidance and counseling in schools as they relate to the curriculum, guidance services and the counseling process is taught. Techniques for assessment of career aptitudes, interests, values and personality provide an opportunity for in-depth self-study. Attention is given to career theories and techniques for facilitating career development.

## Course Prerequisites

Coun 5312, Coun 5328, Coun 5391

## Student Learning Outcomes

After successfully completing this course, students will be able to:

- Articulate theories and models of career development, counseling, and decision making
- Conceptualize the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- Identify and use career, avocational, educational, occupational and labor market information resources, technology, and information systems.
- Identify approaches for assessing the conditions of the work environment of clients' life experiences
- Differentiate between strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
- Utilize strategies for career development program planning, organization, implementation, administration, and evaluation.
- Incorporate strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.
- Identify strategies for facilitating client skill development for career, educational, and life-work planning and management.

- Identify and using assessment tools and techniques relevant to career planning and decision making.
- Reflect on ethical and cultural strategies for addressing career development.

## Required Textbooks and Readings

- **Primary Textbook:** Niles, S. G. & Harris-Bowlsbey, J.E. (2022). Career Development Interventions (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson. ISBN-978-0135842638 (Digital or Print Version)
- **Additional Readings:** Throughout the semester, you will encounter insightful readings assigned and posted on Canvas by the instructor.

## Course Structure

This course will be conducted completely online. There are NO mandatory face-to-face meetings with the instructor. Canvas will house our online content and I will communicate mainly through canvas and via email as needed. It is critical to your success that you fully engage in your online modules. The class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student, and plagiarism from any source (including AI) will not be tolerated. The course is set up in weekly or bi-weekly learning modules that equate to approximately 6-12 hours of classwork (lectures, activities, homework, readings).

## Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

## Course Assignments Overview

### Weekly Participation

Students will earn weekly participation points by engaging in weekly module activities such as:

- Group Discussion Boards
- Journal Entries
- Quizzes
- Others as assigned

### Career Theory Reflection

Students will identify a **career theory** that closely aligns with their counseling approach. The reflection should be approximately 2-3 pages (double-spaced). Students will select one theory and describe their own career development through the lens of those theories. Students will connect the key concepts of the theory to their personal career development or current career decision making process. Students should use specific examples from their own personal experience. Please see the assignment description in Canvas for the assignment rubric.

### Career Portfolio

The Career Portfolio will consist of the following components, which will be due at different times throughout the semester:

- Part 1: Career narrative & genogram with artifact
- Part 2: Career timeline with artifact and reflection
- Part 3 & 4: Career counseling role play session & reflection; Ethical & cultural considerations checklist

Each of the assignment components will be discussed in greater detail in Canvas.

### K-12 College & Career Counselor Interview & Reflection

Students will locate a K-12 College & Career Counselor in their local or surrounding area school district to interview about their role in supporting students' career development. This person should hold a position that focuses solely on college & career counseling versus school counseling. Some school districts do not hire College & Career Counselors so you may have to locate someone via online platforms and district websites. If you have trouble finding someone, please contact the instructor for support. Interview questions and reflection template are provided in Canvas.

### Career Planning Program & Evaluation

During the final module of the course, students will work in groups to develop a mock career related program or community event suitable for K-12 students and their families. **Students are encouraged to plan ahead** but will have time during the module to work with their group. During the first week of the module, students will plan their program or community event and record a brief presentation (no more than 10 minutes) highlighting the key components of the program or community event. During the second week of the module, students will share their brief video presentation and the evaluation form for their peers to provide feedback. As a group, students will review the feedback and complete a three-to-five slide presentation addressing the feedback and potential next steps. Additional information will be provided in Canvas.

## Final Exam

Students will complete the timed, open-book final exam during the final week of class. The final exam will open on Monday and close on Friday. The exam must be completed in one sitting. Students are encouraged to complete the exam before 5 p.m. on Friday to avoid troubleshooting issues that the instructor may not be able to respond to in a timely manner.

## Grading

Assignment	Percentage %
Weekly Participation	20%
Career Theory Reflection	5%
Career Portfolio	20%
College & Career Counselor Interview	20%
Career Planning & Program Evaluation	15%
Final Exam	20%
<b>Total</b>	<b>100%</b>

### Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

## Late Work

All assignments should be submitted by the due date. Assignments submitted late cannot earn an A. Assignments submitted more than three days late will not be accepted.

## University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus".

- [University Policy](#)
- [Student Resources](#)

## Course Tentative Schedule and Due Dates

Week	Module Topic	Readings	Activity/Assignment Due
Week 1 1/12-1/18	Introduction to Career Development & Interventions	<ul style="list-style-type: none"><li>• Chapter 1</li></ul>	Weekly Participation Activity

			Review Syllabus
<b>Week 2-3</b> 1/19-2/1	<b>TWO WEEK MODULE:</b> Cultural Relevance & Ethical Issues in Career Development	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Chapter 15</li> </ul>	Weekly Participation Activities
<b>Week 4</b> 2/2-2/8	Theories of Career Development	<ul style="list-style-type: none"> <li>• Chapter 2</li> </ul>	Weekly Participation Activity  Career Portfolio Part 1 Due
<b>Week 5</b> 2/9-2/15	Recent Theories of Career Development	<ul style="list-style-type: none"> <li>• Chapter 3</li> </ul>	Weekly Participation Activity
<b>Week 6</b> 2/16-2/22	Career Planning, Information, & Resources	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Chapter 6</li> </ul>	Weekly Participation Activity  Career Portfolio Part 2 Due
<b>Week 7</b> 2/23-3/1	Information and Communication Technologies in Career Counseling	<ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>	Career Theory Reflection Due
<b>Week 8</b> 3/2-3/8	Strategies and Techniques in Career Counseling	<ul style="list-style-type: none"> <li>• Chapter 8</li> </ul>	Weekly Participation Activity
3/9-3/15	<b>SPRING BREAK</b> Enjoy your break!		
<b>Week 9</b> 3/16-3/22	Career Development Intervention in Elementary	<ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>	K-12 College & Career Counselor Interview Due
<b>Week 10</b> 3/23-3/29	Career Development Interventions in Middle School	<ul style="list-style-type: none"> <li>• Chapter 11</li> </ul>	Weekly Participation Activity
<b>Week 11</b> 3/30-4/5	Career Development Interventions in High School	<ul style="list-style-type: none"> <li>• Chapter 12</li> </ul>	Career Portfolio Part 3 & 4 Due
<b>Week 12</b> 4/6-4/12	Career Development in Community Settings	<ul style="list-style-type: none"> <li>• Chapter 13</li> </ul>	Weekly Participation Activity
<b>Week 13-14</b> 4/13-4/26	<b>TWO WEEK MODULE:</b> Designing, Implementing, &	<ul style="list-style-type: none"> <li>• Chapter 9</li> </ul>	Career Planning & Program Evaluation Due

	Evaluating Career Development Programs & Services		
<b>Week 15</b> 4/27-5/2	Finals Week	Study Prep	Final Exam due on 5/2
<i>Note: This is a tentative schedule, and subject to change as necessary. All changes will be communicated in Canvas.</i>			

## **CEP VISION AND MISSION AND PROGRAM STANDARDS**

### **CEP Mission**

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

### **CEP Vision**

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships

## **DEPARTMENT AND CLASSROOM POLICIES**

### **Patriot E-Mail:**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system.

## **INFORMED CONSENT STATEMENT FOR COUNSELING COURSES**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such please be aware of the following information regarding this course: 1. The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes.

1. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
2. There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self- exploration, since we frequently ask clients to do so.
3. At times, class may include experiential and self-awareness exercises. It is important

to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course;

however, students may be expected to share their reactions to experiential activities.

4. Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
5. Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
6. Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
7. It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

#### **PSYCHOLOGY AND COUNSELING RETENTION POLICY**

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and

(d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004 (2012-2014 Graduate Catalog).

## **EVALUATING STUDENT FITNESS AND PERFORMANCE**

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty.

Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

## **OTHER**

Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Papers and presentations are expected to follow APA format. Please see the APA Publication Manual, 7th edition, for more information. If you do not have a copy of the APA Manual, please obtain a copy as soon as possible. Do not solely rely on your word processing program for APA formatting.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the APA Publication Manual, 6th edition, or visit the Writing Center.

Students are expected to complete assignments without the use of AI. For example, the instructor is open to students using AI to help them organize their ideas and