UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

# COUN 5335.560 Career Counseling and Assessment (3 credits)

**Summer 2026 Syllabus**
**Asynchronous Online Course**

**Instructor:** Jessica M. Holm, Ph.D., LPC
**Office Location:** HPR 224
**Office Hours:** Wednesday 11-2 (virtually) or by appointment. Please email to schedule.
**Email:** jholm@uttyler.edu (preferred method of contact)

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## COURSE CATALOG DESCRIPTION

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

## COURSE LEARNING OBJECTIVES AND LEARNING OUTCOMES

| Course Objectives and Learning Outcomes | CACREP 2016 Standards | Learning Activities and Assessments |
|---|---|---|
| Career Development: theories and models of career development, counseling, and decision making | 2.F.4.a. | Lectures, Discussion Boards, Role Play, Final Exam |
| Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | 2.F.4.b. | Lectures, Discussion Boards, Role Play |
| Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | 2.F.4.c. | Lectures, Discussion Boards |
| Approaches for assessing the conditions of the work environment on clients' life experiences | 2.F.4.d. | Lectures, Discussion Boards, Role Play |
| Strategies for assessing abilities, interests, values, personality and other factors that | 2.F.4.e. | Lectures, Discussion Boards, Role Play |

| | | |
|---|---|---|
| contribute to career development | | |
| Strategies for career development program planning, organization, implementation, administration, and evaluation | 2.F.4.f. | Lectures, Discussion Boards |
| Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | 2.F.4.g. | Lectures, Discussion Boards |
| Strategies for facilitating client skill development for career, educational, and life- work planning and management | 2.F.4.h. | Lectures, Discussion Boards, Role Play, Final Exam |
| Methods of identifying and using assessment tools and techniques relevant to career planning and decision making | 2.F.4.i. | Lectures, Discussion Boards, Role Play, Final Exam |
| Ethical and cultural strategies for addressing career development | 2.F.4.j. | Lectures |

**REQUIRED TEXT**

Niles, S. G. & Harris-Bowlsbey, J.E. (2021). *Career Development Interventions* (6th ed.). Upper Saddle River, NJ: Pearson.

*Other required selections (e.g., journal articles) assigned by the instructor.

**TEACHING STRATEGIES**

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 both through canvas and via email. 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 will not be tolerated. The course is set up in 13 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

**Canvas** (https://www.uttyler.edu/canvas/)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

## COURSE POLICIES

### INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty 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:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- 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.
- 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.
- 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* (2005).
- 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.
- 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.
- 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.

### PROFESSIONAL DISPOSITIONS

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component is not calculated in the final grade; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the student's academic file.

| Professional Dispositions Indicators | Unacceptable | Acceptable | Optimal |
|---|---|---|---|
| **1.** Openness to new ideas. | 1 | 2 | 3 |
| **2.** Flexibility and adaptability. | 1 | 2 | 3 |
| **3.** Cooperativeness with others. | 1 | 2 | 3 |

| | | | |
|---|---|---|---|
| **4.** Willingness to accept and use feedback. | 1 | 2 | 3 |
| **5.** Awareness of own impact on others. | 1 | 2 | 3 |
| **6.** Ability to deal with conflict. | 1 | 2 | 3 |
| **7.** Ability to deal with personal responsibility. | 1 | 2 | 3 |
| **8.** Effective and appropriate expression of feelings. | 1 | 2 | 3 |
| **9.** Attention to ethical and legal considerations. | 1 | 2 | 3 |
| **10.** Initiative and motivation. | 1 | 2 | 3 |
| **11.** Orientation to multiculturalism and social justice advocacy. | 1 | 2 | 3 |
| **12.** Professional wellness and self-care. | 1 | 2 | 3 |
| **13.** Humility. | 1 | 2 | 3 |
| **14.** Professionalism. | 1 | 2 | 3 |
| **15.** Willingness to seek help. | 1 | 2 | 3 |

## PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

## COURSE ENGAGEMENT

Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. All assignments and discussion board posts are due by 11:59 pm Saturday. I understand that this "due date" may not be ideal for everyone, but I wanted to give you the full week to complete your assignments and allow those of you who work full time to have the option to complete the assignments during the week or on the weekend. You have the personal choice to submit the assignments or complete the modules anytime throughout the week. Because of this flexibility, late assignments or late completion of modules will not be accepted unless there are extenuating circumstances and permission is given by the instructor PRIOR to the due date.
The instructor will do her best to attend to all questions submitted via email (jholm@uttyler.edu) in a timely manner but anything received after 5:00 pm on the Friday before an assignment is due may not be responded to in time. Because of this, I ask that you please be proactive in starting your assignments.

## LATE WORK

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. Late submissions will not be accepted.

## COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

## COURSE ASSIGNMENTS

**Active Participation** (200 Points Total): Due to the online format of this course, students will engage in a variety of Canvas-based activities to assess comprehension and engagement. These points will be earned throughout the duration of the course. Weekly "Modules" are available in Canvas. Active participation is necessary for the course objectives to be met. Your participation is an integral part of this experience. There will be discussion boards and engagement activities that require you to respond and those that do not. Please be mindful of these. While I am not requiring you to respond to two peers, you are strongly encouraged to reflect and respond to peers' posts along the way. The purpose of these discussions and peer responses is to align with small group discussions that would occur within the classroom. This will provide alternate viewpoints that will be essential when working with your future clients. These modules may also contain quizzes, video links, and personal engagement projects. *CACREP Standards Assessed:* 2.F.4.a, 2.F.4.b., 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4. f., 2.F.4. g., 2.F.4.h, 2.F.4.i, 2.F.4.j.

**Career Theory Reflection** (100 points): Students will identify a **career** theory that they think most closely aligns with their counseling approach. The reflection should be approximately 2-3 pages (double-spaced). Students will select one theory and will 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 **Appendix A** for assignment rubric.

**Career genogram and Narrative** (50 points) Students have creative freedom to create a career genogram. I encourage you to consider what information may be important if you were working with a client looking to make a decision regarding their education or career. You should include (but are not limited to): educational level, jobs, careers, and hobbies. You must include at least two generations of your immediate family and can choose how much of extended family to include. Students will also include a 1-2 page narrative. Additional details can be found on canvas within the assignment.

**Career genogram role play** (50 points): You will pair up with a partner from this class to engage in a 20 minute role play. You will introduce the genogram, explain the importance, and spend the remainder of the session processing their career genogram. Because this is not a skills specific course, this role play is primarily for you to gain practice with this intervention. You will be graded on your professional engagement in the session and the intentional integration of the career intervention Basic counseling skills are necessary, but your developmental level will be taken into consideration. You will not be given specific skill feedback. Videos must be uploaded through studio on canvas. A reflection form must be completed (see **Appendix B**).

**Career timeline** (50 points): Students have creative freedom to create a career timeline. I encourage you to consider what information may be important if you were working with a client looking to make a decision regarding their education or career. You must include details from childhood and continue through the disengagement (retirement) stage. As you think about your childhood, you may think about hobbies, interests, part-time jobs, or dreams you had for your career when you "grew up". As you move through your life, please remember that components of your personal life may play a significant role on your career development. You must include personal and professional aspects of life that were

impactful for your journey. Students will also include a 1-2 paragraph reflection on what you learned about yourself from this experience. Additional details can be found on the assignment page.

**Career timeline role play** (50 points): You will pair up with a partner from this class to engage in a 20-minute role play. You will introduce the timeline, explain the importance, and spend the remainder of session processing their career timeline. Because this is not a skills specific course, this role play is primarily for you to gain practice with this intervention. You will be graded on your professional engagement in the session and the intentional integration of the career intervention Basic counseling skills are necessary, but your developmental level will be taken into consideration. You will not be given specific skill feedback. Videos must be uploaded through studio on canvas. A reflection form must be completed (see **Appendix B**).

**Application packet** (100 points total): Identify one counseling related **job posting** (through the internet, websites, etc.) to which you would like to apply (or hypothetically apply to) after graduation. The job should fit with your career goals.

Rough draft (25 points): Students will complete a cover letter and resume for a self-identified job posting. They will upload all three (cover letter, resume, job posting) to canvas.

Peer editing (25 points): Students will give feedback to two peers on their application packets.

Final draft (50 points) : Students will utilize the feedback and information learned to upload a final version of their cover letter, resume, and job posting to canvas.

**Career Success Coach Meeting** (150 points): Students will set up a meeting with the College of Education and Psychology's Career Success Coach, Pamela Rodriguez through handshake (https://www.uttyler.edu/academics/success-services/career-success/career-success-coach-appointments/index.php ) to engage in the taking, and processing, of the Strong Interest Inventory and the Focus 2 Assessments.
Students will (1) schedule their meetings via handshake, (2) meet with the Career Coach, (3) take the assessments, and (4) have a follow up meeting to process the assessments.
Students will write a 2 page to include: (1) details of your meeting, (2) personal and professional reactions to the experience of meeting with the career success coach, and (c3 the meaning personally pulled from the outcomes of the two assessments.

**Final Career Counseling Role Play Session** (100 points): Students will conduct and record one **30 minute** career counseling session with a peer. Within the session, students will: (a) discuss at least one career-related concern and administer and interpret one career assessment. You can choose any formal or informal assessment that was introduced throughout the semester (except for the genogram and timeline). Because this is not a skills specific course, this role play is primarily for you to gain practice with this intervention. You will be graded on your professional engagement in the session and the intentional integration of the career intervention Basic counseling skills are necessary, but your developmental level will be taken into consideration. You will not be given specific skill feedback. Videos must be uploaded through studio on canvas. A reflection form must be completed (see **Appendix B**).. *CACREP Standards Assessed:* 2.F.4.a, 2.F.4.b., 2.F.4.d., 2.F.4.e., 2.F.4.h, 2.F.4.i.

**Final Exam** (150 Points): You will have 90 minutes to complete the comprehensive final exam on Canvas. The exam will consist of 40-50-questions (multiple choice, T/F) and will be a cumulative in nature. The exams will contain questions modeled after those you might see on the licensure exams covering Career Counseling and Assessment. The final in this online course will be proctored. *CACREP Standards Assessed:* 2.F.4.a., 2.F.4.h., 2.F.4.i.

**GRADING**

| | | |
|---|---|---|
| Active Participation in Weekly Modules | | 200 points |
| Career Theory Reflection | | 100 points |
| Career Genogram | | 50 points |
| Genogram Role Play | | 50 points |
| Career Timeline | | 50 points |
| Timeline Role Play | | 50 points |
| Application Packet | | 100 points |
| Career Success Coach Meeting | | 150 points |
| Final Career Counseling Role Play Session | | 100 points |
| Final Examination | | 150 points |
| | TOTAL | 1,000 points |

Grades are based on the following scale:

A = 900+ points
B = 800 - 899 points
C = 700 - 799 points
D = 600 - 699 points
F = Below 600 points

## Tentative Course Schedule

*Note: Students are expected to read assigned chapters/articles prior to each class module.*

| Class Dates | Topics/ Class Plans | Readings | Assignments Due (Sat. 11:59 pm) | CACREP Standard |
|---|---|---|---|---|
| **Module 1** | | | | |
| **5/11-5/16** | Introduction to Career Development and Career Decision Making<br>Understanding interrelationships between work and life factors | Chapter 1 | | 2.F.4.b.; 2.F.4.d. |
| **Module 2** | | | | |
| **5/17-5/23** | Understanding and Applying Traditional Theories of Career Development | Chapter 2 | Career Genogram & Narrative | 2.F.4.a. |
| **Module 3** | | | | |
| **5/24-5/30** | Understanding and Applying Recent Theories of Career Development<br>Assessment: RAISEC | Chapter 3 | Genogram Role Play & Reflection Due | 2.F.4.a. |

| | | | | |
|---|---|---|---|---|
| **Module 4** | | | | |
| **5/31-6/6** | Assessment and Career Planning<br>Assessing Interests and Skills<br>*Suggestion: Make an appointment with the career success coach* | Chapter 5 | Theory Reflection | 2.F.4.e.; 2.F.4.i. |
| **Module 5** | | | | |
| **6/7-6/13** | Resumes and Cover Letters | | Job Posting and First Draft of Cover Letter and Resume | 2.F.4.e. |
| **Module 6** | | | | |
| **6/14-6/20** | Providing Culturally Competent Career Development Interventions<br>Assessing Values and Personality Assessments: Career InfoNet, Occupational Profile, MBTI, & The Keirsey Temperament Sorter | Chapter 4 | Peer editing of resumes | 2.F.4.c.; 2.F.4.g. |
| **Module 7** | | | | |
| **6/21-6/27** | Designing, Implementing, and Evaluating Career Development Programs and Services<br>*Suggestion: take Strong Interest Inventory and Focus 2 assessment sent by Career Success Coach* | Chapter 9 | Final Draft of Cover Letter and Resume | 2.F.4.f.; 2.F.4.h. |
| **Module 8** | | | | |
| **6/28-7/4* *NOTE THE HOLIDAY** | Career Development Interventions for Children | Chapters 10 & 11 | | |
| **Module 9** | | | | |
| **7/5-7/11** | Career Development Interventions For Adolescents | Chapters 12 | Career Timeline & Reflection Due | |
| **Module 10** | | | | |
| **7/12-7/18** | Career Development Interventions in Higher Education (Adults)<br>Career Development Interventions in Community Settings | Chapters 13 | Career Timeline Role Play & Reflection Due | . |
| **Module 11** | | | | |
| **7/19-7/25** | Preparing clients for an Interview and | Readings | Career | 2.F.4.h. |

| | | | | |
|---|---|---|---|---|
| | Salary Negotiations | Posted on Canvas | Success Coach Meeting Reflection | |
| **Module 12** | | | | |
| **7/26-8/1** | Ethical Issues in Career Development Interventions | Chapter 14 | Final Career Counseling Role Play & Reflection Due | |
| **Module 13** | | | | |
| **8/3-8/9** | **FINAL EXAM** | | | |

*Instructor reserves the right to make changes as deemed necessary.

## PROGRAM AND DEPARTMENTAL POLICIES

### CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

### ARTIFICAL INTELLIGENCE (AI) USE POLICY

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other AI tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

I will use the University's Turnitin platform, embedded in Canvas, to screen **ALL** assignments for AI. Any AI detection over 30% will result in a full rewrite for credit. For me to consider the rewrite for credit, it must result in an AI detection of 30% or less. Furthermore, if AI above 30% is detected for more than one assignment or more than once on the same assignment, I will follow the University's policies for reporting academic dishonesty. Please note that AI use is strictly forbidden in this course. Therefore, citing AI use will **NOT** protect AI use.

**UT Tyler Department of Psychology and Counseling Student Code of Conduct:**
https://www.uttyler.edu/psychology/policies.php
**UT Tyler Clinical Mental Health Counseling Student Handbook:**
https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

## UNIVERSITY POLICIES

### UT TYLER HONOR

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

### CAMPUS CARRY

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

### UT TYLER A TOBACCO-FREE UNIVERSITY

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

### GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITY**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call903.566.7079.

**STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**SOCIAL SECURITY AND FERPA STATEMENT**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**EMERGENCY EXITS AND EVACUATION**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform

your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**STUDENT STANDARDS OF ACADEMIC CONDUCT**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose obtaining an academic or financial benefit or injuring another student academically or financially.

- "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to

commit a violation of any section of the rules on scholastic dishonesty.

- All written work that is submitted will be subject to review by plagiarism software.

**UT TYLER RESOURCES FOR STUDENTS**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**Appendix A**
**Career Theory Reflection Rubric**

**Name of Student: _____**
**Identified Theory: _____**

| Category | Description | Point Allocation |
|---|---|---|
| Overview of career theory | Student provides an overview of selected theory and briefly describes key concepts. | 25 |
| Personal career development and decision-making | Student describes their own career development and current decision-making process and provides specific examples from their own personal experiences. | 25 |
| Theoretical concepts and personal journey | Student makes clear connections (compare/contrast) between selected theory and their own personal career development. Student provides specific examples from their own personal experiences. | 40 |
| Formatting and Professionalism | Student adheres to APA format and writes paper in a professional manner. Include a title page and reference(s). These pages are not included in the required page count. | 10 |

Overview of career theory: _____
Personal career development and decision-making: ___
Theoretical concepts and personal journey: ____
Formatting: ____
TOTAL: ___/100

***Scroll down to page 15 for Appendix B, Career Counseling Session Reflection, Microsoft word is not being cooperative.**

**Appendix B**
**Career Counseling Session Reflection**

Student Name:
Session Length:
Career Intervention Used:

Rationale for Intervention:

Areas of strength as a counselor in session:

Areas of growth as a counselor in session:

My plan of action to address areas of growth and continue to grow personally and professionally: