UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5335.001: Career Counseling and Assessment (3 credits)

Summer 2025 Syllabus
Online Course

Instructor: Jessica M. Holm, Ph.D., LPC
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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. (2017). *Career Development Interventions* (5th 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 form each student, and plagiarism from any source will not be tolerated. The course is set up in 16 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 great 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.

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.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue their potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

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 (215 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. You are required to post thoughtful responses to your online module assignments on the Discussion Board and to respond in an additive, **thoughtful manner to at least two other students' postings** for each discussion board. I encourage you post comprehensive and honest responses that are more than just commentary regarding someone else's thoughts. You must offer additional insight, questions, or thoughts to ponder in order to get full credit. Anyone who posts insensitive, hurtful, unethical, or inappropriate responses will lose all points associated with that module. 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 Portfolio (350 points): This assignment includes multiple components that will be completed at various times throughout the semester (inside and outside of class time). It is essential that students be aware of these components and turn them in by the designated due date. Further guidelines for the individual assignments will be given throughout the semester.

a.) The first component of your career portfolio will be 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 are welcome to include (but are not limited to): educational level, jobs, careers, and hobbies. You must include at least two generations of your immediate family (ex. parents, grandparents) and can choose how much of extended family to include (aunts, uncles, cousins...). You are free to be as creative as you would like and may use either a computer program to make the genogram or create it and take a picture to upload. You will also include a summarizing paragraph.

b.) The second component of your career portfolio will be 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 will 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 (i.e. when you have

children may significantly impact your decision to return to school or make a career change). You are free to be as creative as you would like and may use either a computer program to make the timeline or create it and take a picture to upload. You will also include a summarizing paragraph.

c.) Students will complete a career **application packet** which includes the following steps: Identify one counseling related **job posting** (through the internet, websites, etc.) to which they would like to apply after graduation. The job should be counseling related and fit with the student's career goals.
Students will complete a **cover letter and resume** for a self-identified job posting. Students will complete a **rough draft and final version** of this based on peer feedback. Students will provide feedback to at least two peers on their resumes and cover letters.

Thus, this career portfolio (185 points) includes the following components:

a) Career timeline (40 points)
b) Career genogram (40 points)
c) Application Packet (1st and final drafts)
    a. One job posting or listing (5 points, turned in with the first draft)
    b. A cover letter for the identified job (1st draft: 10 final draft: 40)
    c. An updated resume (or CV; 1st draft: 10 final draft: 40)

Please see **Appendix C** for grading guidelines and the **Course Schedule** for Due Dates.

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 meet with the Career Coach, take the assessments, then have a follow up meeting to process the assessments.
Students will turn in a copy of the assessment results along with a 3 page reflection. The reflection will include: (a) details of your meeting, (b) personal and professional reactions to the experience of meeting with the career success coach, and (c) the meaning personally pulled from the outcomes of the two assessments.

Career Counseling Role Play Session (200 points): Students will conduct and record one 50 minute career counseling session with a volunteer client. The volunteer may be a peer, friend, neighbor, colleague, etc. The volunteer should be made aware that this is for training purposes only. Within the session, students will: (a) discuss at least one career-related concern, (b) administer and interpret one career assessment, and (c) develop a goal and plan with the client. Students will video record the session, ensuring both counselor and client are able to be seen and heard during session, and a reflection form must be completed (see **Appendix B**). Basic counseling skills are necessary but your developmental level will be taken into consideration. Videos must be uploaded to studio on canvas for submission but I would suggest recording through a different platform to avoid live recording errors with studio. If you need additional assistance with studio/Canvas, please use their 24/7 support.
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 using ProctorU. *CACREP Standards Assessed:* 2.F.4.a., 2.F.4.h., 2.F.4.i.

GRADING

Active Participation in Weekly Modules		215 points
Career Theory Reflection		100 points
Career Portfolio		185 points
Career Success Coach Meeting		150 points
Career Counseling Role Play Session		200 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				
5/12-5/17	**Welcome, Introductions, Student Information Form** Introduction to Career Development and Career Decision Making Understanding interrelationships between work and life factors	Chapter 1		2.F.4.b.; 2.F.4.d.
Module 2				
5/18-5/24	Understanding and Applying Traditional Theories of Career Development	Chapter 2	Career Genogram	2.F.4.a.
Module 3				
5/25-5/31	Understanding and Applying Recent Theories of Career Development Assessment: RAISEC *Suggestion: Email the career success coach to schedule meeting*	Chapter 3		2.F.4.a.
Module 4				
6/1-6/7	Assessment and Career Planning Assessing Interests and Skills *Suggestion: take Strong Interest Inventory*	Chapter 5	Theory Reflection	2.F.4.e.; 2.F.4.i.

	and Focus 2 assessment sent by Career Success Coach			
Module 5				
6/8-6/14	Resumes and Cover Letters		Job Posting and First Draft of Cover Letter and Resume	2.F.4.e.
Module 6				
6/15-6/21	Providing Culturally Competent Career Development Interventions 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				
6/22-6/28	Designing, Implementing, and Evaluating Career Development Programs and Services	Chapter 9	Final Draft of Cover Letter and Resume	2.F.4.f.; 2.F.4.h.
Module 8				
6/29-7/5	Career Development Interventions for Children	Chapters 10 & 11	Career Success Coach Meeting Reflection	
Module 9				
7/6-7/12	Career Development Interventions For Adolescents	Chapters 12	Career Timeline	
Module 10				
7/13-7/19	Career Development Interventions in Higher Education (Adults) Career Development Interventions in Community Settings	Chapters 13		.
Module 11				
7/20-7/26	Preparing clients for an Interview and Salary Negotiations	Readings Posted on Canvas	Career Counseling Role Play Session Due	2.F.4.h.
Module 12				
7/27-8/2	Ethical Issues in Career Development Interventions	Chapter 14		

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.

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.

FINANCIAL AID STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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 limitedto:

- copying from another student's testpaper;
- 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 6th edition 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

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:

Appendix C
Career Portfolio Grading Guidelines

	Item	Point Allocation	Item Description
a.	Career Timeline	40	Timeline includes details from childhood through retirement/disengagement and should include both personal and professional experiences. Inclusion of reflection. Please see above for additional details.
b.	Career Genogram	40	Genogram includes at least 3 generations with related occupations. Inclusion of reflection. Please see above for additional details.
d.	Job Posting	5	Attach a Counseling related job to 1st draft of resume & cover letter submission
e.	Resume	10 1st draft 40 final draft	Resume aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume
f.	Cover Letter	10 1st draft 40 final draft	Cover letter aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume

Total Points: __/185