I. **Required Text:**

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

II. **Course Catalogue 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. Recommended: PSYC 5312.

III. **Methods of Instruction:** This is an online course. It is expected that you will spend an average of 6+ hours working on the modules and homework for this course each week. The course materials will be housed on Canvas. 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.

IV. **Student Learning Outcomes (SLO’s):** This course will introduce students to career counseling theories, assessment tools and techniques, and application of theories to working with individuals within the context of different settings. Through readings, class exercises, and community outreach projects included in this course, students will:
1. Demonstrate a working knowledge of career development theories and decision-making models.
2. Be able to use career, avocational, educational, occupational, and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
3. Develop an understanding of career development program planning, organization, implementation, administration, and evaluation.

4. Conceptualize the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

5. Demonstrate competency in career educational planning, placement, follow-up, and evaluation.

6. Build a list of appropriate electronic, web-based resources for use with specific populations.

7. Demonstrate sensitivity to gender, multicultural, sexual orientation, and other related issues that may be appropriate to consider in career development, counseling, and assessment.

8. Demonstrate competence in counseling within the legal and ethical standards of the profession.

Texas School Counselor Competencies

Competency 005: The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development. The beginning school counselor:

1. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.

2. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).

3. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.

4. Demonstrates an understanding of theories, models, principles, and practices of career development.

5. Demonstrates knowledge of appropriate resources, including technological tools, to promote students’ development of skills and knowledge in the developmental guidance curriculum.

6. Knows how to facilitate students’ ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.

V. Course Policies: 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.
VI. Evaluation and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation in Weekly Modules</td>
<td>250</td>
</tr>
<tr>
<td>Career Theory Reflection</td>
<td>100</td>
</tr>
<tr>
<td>Counseling Sessions</td>
<td>200</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>350</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

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

VII. Assignments:

**Active Participation** (250 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.

**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. Papers should be in APA format. Please see Appendix A for assignment rubric.

**Career Counseling Sessions** (200 points): Students will conduct and record two career counseling sessions with a volunteer client outside of class. The volunteer may be a peer (outside of this class), friend, neighbor, colleague, etc. The volunteer should be made aware that this is for training purposes only. Within the sessions, students will: (a) discuss at least one career-related concern, (b) administer and interpret two career assessments, and (c) develop a goal and
plan with the client. The sessions should last at least 30 minutes each and will be with the same client. Students should video record the session and a reflection form must be completed (see Appendix B). Videos and reflections will be uploaded to Canvas using ARC. If you need additional assistance with using ARC, please contact 24/7 Canvas support first. They are much better at trouble shooting than I am.

**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 should include (but are not limited to): education, 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 timeline or create it and take a picture to upload. Finally, please also include a ½ page – 1 page reflection on what you learned.

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 should include details from childhood and continue onto the disengagement 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 also 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. Finally, please also include a ½ page – 1 page reflection on what you learned.

c.) Subsequently, students will complete a 2-4 page (double-spaced) **career decision reflection** about how they believe their culture, race, gender, socioeconomic status, family, friends, and life experiences have influenced their career decisions. Further, you should discuss and how others from different backgrounds may have different opportunities and experiences. Discuss which aspects have supported your career development and which have been barriers.

d.) 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.

e.) Finally, students will create a **future career goals action plan**. This will be accomplished by outlining your educational and professional goals for the next 5 years and develop a plan of short and long term goals. Consider and address the information you will need to reach each goal, what research you will need to conduct, what websites you will need to visit, what individuals/ institutions/certification committees you will need to contact, etc. Your plan should include educational/ credentialing/ continuing education plan, specific job search strategies, and interview preparation activities. A timeline of these activities should be addressed as well. The paper should be in **APA format** and 2-4 pages long.

Thus, this career portfolio (350 points) includes the following components:

a) Career timeline (25 points)  
b) Career genogram (25 points)  
c) Career decision reflection (50 points)  
d) Application Packet (1st and final drafts)  
   a. One job posting or listing (25 points, turned in with the first draft)  
   b. A cover letter for the identified job (1st draft: 25 final draft: 50)  
   c. An updated resume (or CV; 1st draft: 25 final draft: 50)  
e) Career Goals and Action Plan (75 points)

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

**Final Exam** (100 Points): You will have 90 minutes to complete the 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 NCE or TExES Exams covering Career Counseling and Assessment.
# Tentative Course Schedule

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

<table>
<thead>
<tr>
<th>Module Dates</th>
<th>Topics/ Class Plans</th>
<th>Readings</th>
<th>Assignments Due (by Sat. at 11:59 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>5/20-5/26</strong> Introduction to Career Development and Career Decision Making</td>
<td>Chapter 1</td>
<td>Begin working on the modules!</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td><strong>5/27-6/2</strong> Understanding and Applying Traditional Theories of Career Development</td>
<td>Chapter 2</td>
<td>Career Genogram Due</td>
</tr>
<tr>
<td></td>
<td>Assessment: RAISEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 3</strong></td>
<td><strong>6/3-6/9</strong> Understanding and Applying Recent Theories of Career Development</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td><strong>Module 4</strong></td>
<td><strong>6/10-6/16</strong> Assessment and Career Planning</td>
<td>Chapter 5</td>
<td>Theory Reflection Due</td>
</tr>
<tr>
<td></td>
<td>Exploring Interests and Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: Strong Interest Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 5</strong></td>
<td><strong>6/24-6/30</strong> Exploring Values and Personality</td>
<td></td>
<td>Career Timeline Due</td>
</tr>
<tr>
<td></td>
<td>Assessment: MBTI &amp; The Keirsey Temperament Sorter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 6</strong></td>
<td><strong>7/1-7/7</strong> Resumes and Cover Letters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Preparing for an Interview and Salary Negotiations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings Posted on Canvas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Posting and First Draft of Cover Letter and Resume Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 7</strong></td>
<td><strong>7/8-7/14</strong> Providing Culturally Competent Career Development Interventions</td>
<td>Chapter 4</td>
<td>Career Decision Reflection Due</td>
</tr>
<tr>
<td></td>
<td>Ethical Issues in Career Development Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: Career InfoNet, Occupational Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 8</strong></td>
<td><strong>7/15-7/21</strong> Designing, Implementing, and Evaluating Career Development Programs</td>
<td>Chapter 9</td>
<td>Final Draft of Cover Letter and Resume</td>
</tr>
<tr>
<td></td>
<td>and Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 9</strong></td>
<td><strong>7/22-7/28</strong> Career Development Interventions in Elementary and Middle Schools</td>
<td></td>
<td>Future Career Goals and Action Plan</td>
</tr>
<tr>
<td></td>
<td>(Young Children)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Development Interventions in High Schools (Adolescents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 10, 11 &amp; 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 10</strong></td>
<td><strong>7/29-8/4</strong> Career Interventions in Higher Education (Adults)</td>
<td></td>
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<tr>
<td></td>
<td>Career Interventions in Community Settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 13 &amp; 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 11</strong></td>
<td><strong>8/5-8/11</strong> Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Instructor reserves the right to make changes as deemed necessary.*
Appendix A
Career Theory Reflection Rubric

Name of Student: ________________________
Identified Theory: ________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Point Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of career theory</td>
<td>Student provides an overview of selected theory and briefly describes key concepts.</td>
<td>25</td>
</tr>
<tr>
<td>Personal career development and decision-making</td>
<td>Student describes their own career development and current decision-making process and provides specific examples from their own personal experiences.</td>
<td>25</td>
</tr>
<tr>
<td>Theoretical concepts and personal journey</td>
<td>Student makes clear connections (compare/contrast) between selected theory and their own personal career development. Student provides specific examples from their own personal experiences.</td>
<td>40</td>
</tr>
<tr>
<td>Formatting and Professionalism</td>
<td>Student adheres to APA 6th edition format and writes paper in a professional manner.</td>
<td>10</td>
</tr>
</tbody>
</table>

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: ________________________________

Career Interventions Used:

Rationale for Interventions:

Areas of strength:

Areas of growth:

Things I would change for the next go around:

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

**Career Portfolio Grading Guidelines**

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Allocation</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Career Timeline</td>
<td>25</td>
<td>Timeline includes details from childhood through retirement/disengagement and should include both personal and professional experiences.</td>
</tr>
<tr>
<td>b. Career Genogram</td>
<td>25</td>
<td>Genogram includes at least 3 generations with related occupations</td>
</tr>
<tr>
<td>c. Career Decision Reflection</td>
<td>40</td>
<td>Reflection includes discussion of the influence of, race, gender, socioeconomic status, family, friends, and life experiences on student’s career development and career decision-making. Reflection includes discussion of socio-cultural variables that have supported or hindered student’s career development</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Reflection includes discussion of opportunities/experiences of people from different socio-cultural backgrounds</td>
</tr>
<tr>
<td>d. Job Post</td>
<td>20</td>
<td>Counseling related job identified</td>
</tr>
<tr>
<td>e. Resume</td>
<td>25 1st draft 50 final draft</td>
<td>Resume aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume</td>
</tr>
<tr>
<td>f. Cover Letter</td>
<td>25 1st draft 50 final draft</td>
<td>Cover letter aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume</td>
</tr>
<tr>
<td>g. Career Goals and Action Plan</td>
<td>75</td>
<td>Paper outlines educational and professional goals for the next 5 years and provides a plan of short and long term goals</td>
</tr>
</tbody>
</table>

Total Points: __/350
University Policies

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.utttyler.edu/wellness/rightsresponsibilities.php

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. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.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.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to
students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**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.

**Student 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 unadministered 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 unadministered test, test key, homework solution, or computer program or information about an unadministered 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 of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “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.

iii. “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.

iv. All written work that is submitted will be subject to review by SafeAssign™.

UT Tyler Honor Code

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](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.

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)

College of Education and Psychology Mission Statement:

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:
The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.