

# Counseling MEd, Elementary Emphasis

## Mission

The School Counseling Program of the Department of Education Sciences and Professional Programs prepares professional school counselors to serve the academic, career, and personal/social needs of culturally diverse students in the elementary, middle, and secondary schools. The Counseling Program strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

## Purpose

The M.Ed. in School Counseling degree prepares students to work as school counselors in public or private elementary, middle, or high school settings. Preparation is designed to enable students to deliver counseling services to schools and their extended communities. Students are trained to apply principles of learning, human development, counseling, research, and measurement within the schools. The program is approved by the Missouri Department of Elementary and Secondary Education. Students wishing to receive Missouri certification in Elementary School Counseling or Secondary School Counseling must complete all required courses. Students not possessing a teaching certificate must complete additional coursework to complete their certification requirements.

## Admission

In addition to meeting the general admission requirements of the Graduate School, applicants to the M.Ed. must complete the program supplemental application, have two completed references on file, have an undergraduate GPA of 3.0, and upon admission will take CNS ED 6010, Theories of Counseling, in their first semester. Admissions will be conducted twice a year. The deadlines for application are March 1 for the fall semester and October 1 for the spring semester.

Since it is the objective of the counseling faculty to identify students with low potential for competent practice as early as possible and to initiate the necessary procedures for dealing with such students, faculty of the counseling program reserve the right to review students at any stage of their coursework. A U (Unsatisfactory) in any clinical course or any grade less than a B- in these core counseling courses will automatically trigger a review process by the Counseling Review Board.

CNS ED 6010	Theories of Counseling
CNS ED 6020	Ethical and Professional Issues in Counseling
CNS ED 6060	Helping-Relationship Skills
CNS ED 6270	School Counseling Practicum
CNS ED 6280	School Counseling Field Experience
CNS ED 6370	Clinical Mental Health Counseling Practicum I
CNS ED 6380	Clinical Mental Health Counseling Field Experience

The Counseling Review Board process, however initiated, may result in the termination of the student's degree program or other required or recommended remedies to address deficiencies judged by the Counseling

Review Board as related to the skills that are essential to the development of competent and ethical practices as a professional counselor.

Students admitted to the M.Ed. degree programs in counseling as "restricted graduate students" (see the "graduate study" rules in this Bulletin) must attain a 3.0 GPA in the 12 hours of course work at UMSL. Restricted students must include the following courses in the first 12 hours of coursework: CNS ED 6010: Theories of Counseling and CNS ED 6020: Ethical and Professional Issues in Counseling. A student on restricted status earning any grade less than a B- in either of these courses but still maintaining a 3.0 GPA, will be allowed to repeat the course one time and must earn a grade of B- or better to be fully admitted.

The courses listed below meet the coursework requirements for the M.Ed. degree, state certification as a school counselor, and licensing as a professional counselor:

### Counselor Education

CNS ED 6010	Theories of Counseling	3
CNS ED 6020	Ethical and Professional Issues in Counseling	3
CNS ED 6030	Foundations for Multicultural Counseling	3
CNS ED 6040	Group Procedures in Counseling	3
CNS ED 6050	Individual Inventory	3
CNS ED 6060	Helping-Relationship Skills	3
CNS ED 6200	Foundations of School Counseling	3
CNS ED 6270	School Counseling Practicum	3
CNS ED 6280	School Counseling Field Experience	6
CNS ED 6400	Career Information and Development	3
CNS ED 6600	Theories and Techniques of Counseling Children and Adolescents	3
or CNS ED 6610	Introduction to Play Therapy	
CNS ED 6630	Career Development in K-12 Schools	3
CNS ED 6730	Counseling for Loss, Crisis, and Trauma	3

### Psychological Foundations and Human Development

ED PSY 6222	Advanced Studies in Child and Adolescent Development	3
or ED PSY 6210	Life-Span: Individual and Family Development	
ED PSY 6532	Psychoeducational Differences	3

### Educational Research and Evaluation Methods

ED REM 6710	Educational Research Methods and Design	3
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### Electives

Nine credit hours from CNS ED or related courses, such as:		9
ED PSY 6545	Consultation in Schools and Related Settings	
CNS ED 6410	Advanced Career Development	
CNS ED 6500	Introduction to Systems Theory for Couples and Family Counseling	
CNS ED 6510	Marriage Counseling and Enrichment	

CNS ED 6620	Advanced Play Therapy
CNS ED 6700	Introduction to Addictive Behaviors and Addiction Counseling
CNS ED 6810	Integrating Religion and Spirituality in Counseling
CNS ED 6220	Counseling Individuals with Disabilities
CNS ED 6830	Counseling African American Clients
CNS ED 6840	Counseling Sexual and Gender Minorities
CNS ED 6850	Social Class and Poverty Issues in Counseling
CNS ED 6870	Counseling and Cultural Competence in a Global Society
Comprehensive Exam (Capstone Experience) <sup>1</sup>	
Total Hours	60

<sup>1</sup> Please consult with the Department office for requirements and dates of this examination.

## State Certification

Although not a degree requirement, a passing score on the relevant examinations required by the Missouri Department of Elementary and Secondary Education is also required for state certification as a school counselor and must be achieved before the student can be recommended by the Counseling Program for such certification. In addition, students who do not hold a state certification as a teacher must also take the following courses in addition to their M.Ed. in School Counseling program in order to be recommended by the Counseling Program as a school counselor.

SPEC ED 6325	Advanced Studies in Classroom & Behavior Management	3
SPEC ED 6412	Psychology of Exceptional Children	3
ED PSY 6030	Instruction, Learning, and Assessment	3
or TCH ED 5310	Instructional Design	

## Learning Outcomes

The Master of Education in Counseling programs prepare professionals to work in educational settings - elementary, middle, or high schools - as school counselors or in clinical settings - clinics, community mental health centers, or private practice - as clinical mental health counselors. Counselors have professional preparation in the theory and practice of counseling, treatment planning, and career development.

The candidate learning outcomes of the school and clinical mental health counseling programs are to:

1. Be prepared to function effectively and ethically as counselors in a variety of professional settings which includes school, community, and clinical mental health settings.
2. Be self-aware and sensitive to their clients as people who exist in the context of different cultures and races and people who are potentially at risk.
3. Be able to flexibly and skillfully construct and apply theory and techniques to fit the changing needs of clients both individually and

in groups, within school, community, and/or clinical mental health settings.

4. Be proficient with the understanding and human relations skills necessary to consult as part of a team effort, within a school, community, and/or mental health setting.
5. Be prepared to help individuals meet developmental concerns and needs both individually and in a variety of developmental group programs, within a school, community, or clinical mental health setting.
6. Be knowledgeable about career development and the use of appraisal instruments and test interpretation and their impact on individual planning.
7. Be knowledgeable about research methods and research literature.
8. Value developing professional expertise as a lifelong process.