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.

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 course work requirements for the M.Ed. degree, state certification, and licensing as a professional counselor:
Counseling MEd, School Counseling Emphasis

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.