ADDENDUM TO THE COLLEGE OF EDUCATION
DOCTORAL STUDENT HANDBOOK
for the
DOCTOR OF PHILOSOPHY IN EDUCATION
With an Emphasis in
COUNSELING

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Table of Contents
INTRODUCTION:
Welcome to the Department of Counseling and Family Therapy! We are delighted you have selected the University of Missouri – St. Louis as the venue for your doctoral studies. This Student Handbook contains valuable information that will assist you in the next few years as you work toward degree attainment. It is important that you review the contents of this Student Handbook and keep it in a safe place for future reference. Also, be sure to review the general UMSL Graduate Student Handbook that provides important information. It can be accessed through: http://www.umsl.edu/divisions/graduate/students/handbook.html

THE UNIVERSITY CAMPUS
The University of Missouri-St. Louis prides itself on being an urban campus of a state land-grant university. Approximately 17,000 students are enrolled at the University. By enrollment, the University of Missouri-St. Louis is the largest urban university in the State of Missouri. It is committed to intellectual, professional, and cultural diversity. It is an equal opportunity and an affirmative action institution. It is located in metropolitan St. Louis, an urban and cultural center of nearly 3 million people. As with other major urban areas in the United States, living conditions within the greater St. Louis metropolitan area vary. Students are generally able to find affordable and acceptable housing on campus or within a short commuting distance from the University. While mass transit is available, with Metrolink (light rail) and bus service on the campus, most students find a car necessary.

OVERVIEW
In 1998, the Board of Curators of the University of Missouri and the Missouri Coordinating Board of Higher Education approved the Ph.D. in Education at the University of Missouri—St. Louis. The Department of Counseling and Family Therapy (the Department) in the College of Education at the University of Missouri-St. Louis has developed a formal degree emphasis in the area of Counseling. The Ph.D. program is based on a researcher practitioner model; it is primarily designed to train researchers, scholars, and academicians. Because the mental health service field is quickly becoming a field primarily employing master’s level practitioners (counselors and social workers) the faculty members of the Department felt that individuals seeking Ph.D. training should be trained well to perform activities valued in academic, supervisory, and research settings. The Ph.D. deepens a graduate’s understanding and provides refined research, supervisory, and scholarship skills (marketable skills beyond those required to practice in the mental health field). Graduates of the program will have a degree that clearly distinguishes them from the entry-level practitioner – to the level of research expert in the field of counseling. For example, the internship required of the Ph.D. emphasizes research-based inquiry in addition to teaching, supervision, and the provision of mental health services. At internship sites, Ph.D. students are expected to take a researcher’s role as well as to provide supervision and mental health services. In this way, the Ph.D. program prepares graduates for roles anticipated in the 21st Century. The Ph.D. program is fully accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

The Ph.D. is designed to train or to enhance the credentials of professional counselors, and therefore, its intention is to provide training which can lead to licensure in counseling. (Note:
licensure standards vary by state, and the acceptability of the Ph.D. program for counselor licensure should be explored in the state of relevance before enrollment, if a specific license is sought.

The Ph.D. program is based on a researcher practitioner model, with the researcher part of the equation emphasized. Each student is expected to be a contributing member of a professor's research group during the entire doctoral student program. Theory, research, and practice are integrated throughout the program.

**PHILOSOPHY**

Ph.D. training in counseling at the University of Missouri-St. Louis is designed to prepare researcher practitioners with a firm understanding of factors affecting human development. Although the study of theory, research, and practice in counseling is oriented to both normal and abnormal human development, emphasis is given to practices that enhance and promote optimal psychological and social development. The program does not adhere to any one theory of human development or any one theory of counseling or psychotherapy. The interests of the faculty members reflect many theories currently used by counselors (e.g., psychodynamic, cognitive-behavioral, family/social systems, constructivist, person-centered, etc.). The study of diverse theories, research methods, assessment techniques, and therapeutic techniques is encouraged. The interdependence of theory, research, and practice is emphasized.

**DOCTORAL MISSION STATEMENT**

Students completing the Ph.D. in counseling will be knowledgeable about counseling’s knowledge base; will be competent in research, measurement, and statistical methods; and will possess a high level of applied research and clinical skills. The goal of the program is to prepare professionals adept at theory development, qualitative and quantitative research methods, and integration of research with practice in counseling settings. The larger program intent is to produce researcher practitioners who can provide and assess services designed to enhance the lives of individuals facing extraordinary challenges throughout the lifespan.

The Department of Counseling and Family Therapy’s general Mission Statement for the counseling doctoral program is as follows:

The Doctoral Program in Counselor Education and Supervision of the Department of Counseling and Family Therapy prepares doctoral level counselor educators and supervisors to train professional counselors who will provide services to meet the mental health needs of culturally diverse individuals, groups, couples, and families in need. The Department’s goal is to train practitioner-scholar-advocates who can contribute to the professional counseling field in academic, research, and practice contexts. The Department’s outreach extends to individuals who practice counseling in schools, colleges and universities, community based organizations, business and industry, as well as independent practice. The Department strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.
SPECIFIC PROGRAM OBJECTIVES

To build upon and enhance the knowledge base in core counseling areas through successful completion of advanced doctoral coursework in research and counseling practice.

To refine counseling practice skills and enhance the supervised experience base through successful completion of an advanced doctoral practicum and a doctoral internship.

To teach and to require the ethical practice of counseling, counseling research, and counselor education through course work and supervision of practice.

To enhance the student’s ability to identify and to solve complex problems in education and counseling.

To train counselor educators and supervisors of counselors-in-training.

To prepare professional counselors to provide a full-range of counseling services to individuals from differing cultural backgrounds facing extraordinary challenges throughout the life span. This requires academic training and supervised practice (both as a student and as a potential supervisor-in-training) addressing the concerns of clients from varied cultural backgrounds, including individuals in protected or minority statuses.

To prepare professionals adept at (a) theory development; (b) qualitative and quantitative research methods; (c) integration of research with practice in school and non-school counseling settings through advanced coursework and a research seminar.

To apply counseling theory to the process and practice of consultation in various counseling and educational contexts, learned primarily through the doctoral practicum and doctoral internship, but proceeded by classroom instruction on organizational climate, ethical climate, and problem solving.

To provide a firm theoretical foundation in the educational psychology “related area discipline,” focusing on personal and social development and assessment.

To provide a context for skill development and practice in individual, career, and group assessment (including intelligence, aptitude, achievement, interest, and personality assessment) through a supervised advanced doctoral practicum and doctoral internship.

To train researchers, scholars, and academicians (counselor educators) and to develop and to refine scholarship skills for anticipated entry into the academy through advanced coursework including research methodology and counseling research.

To encourage and facilitate linkage to the counseling professional community and academy through organizational involvement and efforts to present scholarly findings at professional
conferences or in professional journals. Students will be encouraged to submit their work for
publication or presentation through professional and academic outlets.

**GENERAL REQUIREMENTS**

Each student's program of study will include coursework in the counseling core: (a) Counseling
Theories; (b) Human Growth and Development; (c) Social and Cultural Foundations; (d) The
Helping Relationship; (e) Professional Orientation; (f) Career and Life Planning Theory and
Practice; (g) Assessment and Evaluation; (h) Group Counseling; (i) Research and Evaluation;
and (j) Practicum and Internship.

**THE DEGREE PROGRAM**

Revised and approved by the Department of Counseling and Family Therapy, August 15,
2011. The program is subject to revision without additional notice, and some program
provisions may be in the administrative approval process. All students must take the listed courses (or equivalent courses, as approved by the
doctoral advisory committee). Students will complete the ED-3 form, the College of Education
formal program form, an example of which is attached to this Handbook.

**PH.D. IN EDUCATION**

*With an Emphasis in *

**COUNSELING**

(9) **FOUNDATIONS** (9-12 hrs. Minimum Required by Degree)

- Cns Ed 6020 Ethical and Professional Issues in Individual and Relationship Counseling
- Cns Ed 6000 Personal and Professional Development in Counseling
- Cns Ed 6010 Theories of Counseling

(15) **RESEARCH METHODS** (15-18 hrs. Minimum Required by Degree)

- Ed Rem 6710 Educational Research Methods and Design
- Ed Rem 7771 Quantitative Research Methods I
- Ed Rem 7772 Quantitative Research Methods II
- Ed Rem 7781 Qualitative Methods in Educational Research I
- Ed Rem 7782 Qualitative Methods in Educational Research II

(45) **MAJOR SPECIALIZATION** (21-27 credits minimum required by the College; 45
required for CACREP degree)

- Cns Ed 6030 Foundations for Multicultural Counseling
- Cns Ed 6040 Group Procedures in Counseling
- Cns Ed 6050 Individual Inventory
- Cns Ed 6370 Clinical Mental Health Counseling Practicum (or Cns Ed 6270 School
  Counseling Practicum)
- Cns Ed 6380 Clinical Mental Health Counseling Field Experience [6 credits] (or Cns Ed
6280 School Counseling Field Experience I and Cns Ed 6285 School Counseling Field Experience II)
Cns Ed 6400 Career Information and Development
Cns Ed 6410 Advanced Career Development
Cns Ed 7000 Advanced Theories of Counseling and Family Therapy
Cns Ed 7010 Advanced Multicultural Counseling
Cns Ed 7020 Seminar in Counseling Research
Cns Ed 7030 Counselor Education and Supervision
Cns Ed 7035 Counselor Education and Supervision Practicum
Cns Ed 7770 Doctoral Practicum
Cns Ed 7770 Doctoral Practicum

(12) MINOR SPECIALIZATION (12-15 hrs)
   Ed Psy 6113 Psychopathology and Diagnosis
   Ed Psy 6310 Psychology of Learning Processes
   Ed Rem 6718 Psychoeducational Assessment and Intervention II
   3 Semester Hours of Electives from Educational Psychology, Research, or Evaluation.

(6) RESEARCH INTERNSHIP (6 hrs)
   Cns Ed 7780 Doctoral Internship (6 sem hrs)

(3) COLLEGE-WIDE EXIT COURSE (3 hrs) (Required by the College of Education)
   Educ 7950 Research: Implementing Change in Educational Systems

(12) DISSERTATION (12 hrs)
   Edu 7999 Dissertation Research

102 Semester Hours Total

RESIDENCY REQUIREMENT, FULL TIME STUDY, AND CLASS TIMES

Residency. Students must follow the published College of Education Residence Requirement.
Full-time Study. Students are encouraged to enroll in full-time studies. Full-time studies at the University of Missouri-St. Louis is enrollment in 9 semester hours of course work in a semester – the Fall and Winter semesters. Summer enrollment is optional.
Class times. The majority of courses in the program are offered in evenings at or after 4:15 PM. The degree may be accomplished through evening enrollment.

Leave of Absence
Graduate students who are forced to interrupt their studies for a period of one or more years should request a leave of absence from the university. In consultation with their department and adviser, students should define the program modifications the leave of absence requires. Requests should indicate the reason for leaving and the expected date of return to the university.
Approval of the Graduate School is required. A leave of absence does not affect the maximum time limitation set for the doctoral degree program, unless a specific exception is approved. The time limit for completing the doctoral degree is eight years. The primary effect of a leave of absence is to suspend the requirement for continuous enrollment.

Class Attendance
Only students who have previously paid fees may attend a class. Instructors are not authorized to allow students to attend classes if fees have not been paid. Students may not register and pay fees after the prescribed dates.

ADVISEMENT, EXAMINATIONS, AND DISSERTATION REQUIREMENTS

A. All students are referred to the University of Missouri-St. Louis Bulletin and the Graduate School Rules and Regulations. Both contain important information regarding general and specific doctoral requirements. EACH STUDENT IS RESPONSIBLE TO KNOW THE INFORMATION CONTAINED IN THESE PUBLICATIONS.

B. Upon Admission to doctoral study, the student is assigned an advisor. The student should consult with the advisor before registration and it is the responsibility of the student to maintain close communication with the advisor throughout the program. During the first or second semester of attendance, an advisory committee of three faculty is appointed (determined by the student and the advisor), a “qualifying examination” is accomplished (see the next section), and a formal “program” of study is developed with the faculty members serving on the student’s “advisory” committee. Of primary importance is the provision of a unified, intensive series of learning experiences under the close supervision of a carefully selected advisory committee. After program approval, a copy is returned to the student, the advisor retains a copy, and another copy is placed in the student's permanent file. The program should be filed by the end of the first or second semester of study.

C. A “qualifying examination” by the advisory committee is required and is scheduled in the first or second semester of enrollment. This examination is an oral discussion and question-and-answer period (usually about two hours) which covers the major field of study. The intent of the qualifying examination is to assess the student’s knowledge base in order to tailor the degree program to remedy weaknesses and build strengths. A student who fails the qualifying examination may be allowed to retake it upon the recommendation of the advisory committee. The successful qualifying examination will end with delineation of a formal “program” for the Ph.D. degree.

D. Upon completion or near completion of the coursework required in the program for the degree, the student must sit for written comprehensive examinations (usually scheduled over two days), which cover the knowledge bases delineated in the program for the degree. Upon successful completion of the written comprehensive examinations, an oral examination will be scheduled to address any weaknesses defined during the written examinations (usually about a
two-hour oral examination). Passing the comprehensive and oral examinations leads to “candidacy” status for the degree, and allows the student to constitute a dissertation committee and to begin work on the dissertation, an independent research project that earns 12 semester hours of credit.

E. Upon completion of the dissertation, a formal public defense of the dissertation is held. Students are asked to describe their research project and to answer questions about the research intentions, design, findings, or conclusions. Successful defense of the dissertation leads to graduation.

ADMISSION PREREQUISITES AND PROCEDURES

PREREQUISITES

To be considered for admission, an applicant must meet all of the prerequisites listed below. It should be noted that meeting these prerequisites assures that the applicant will be considered for admission. Since the number of new students accepted into the doctoral program is limited, not all qualified applicants can be accepted for admission. Applicants should focus on presenting the strongest application packet possible, rather than meeting the minimum requirements.

1. Master's degree in counseling or a related field from a regionally accredited institution including the following courses or their equivalents: (a) Counseling Theories; (b) Human Growth and Development; (c) Social and Cultural Foundations; (d) The Helping Relationship; (e) Professional Orientation; (f) Career and Life Planning Theory and Practice; (g) Assessment and Evaluation; (h) Group Counseling; (i) Research and Evaluation; (j) Practicum and Internship. Any of these courses, or equivalents, not completed before admission will be required as part of the doctoral program of studies. Students will be expected to complete the prerequisite coursework before beginning doctoral level work.

2. Good standing at the institution of higher learning last attended.

3. Significantly above average grade point averages: at least a 3.0/4.0 undergraduate GPA or a 3.5/4.0 graduate GPA.

4. Three letters of support (forms are supplied with the application form) from persons who can knowingly evaluate the applicant’s leadership potential and probable success in doctoral studies. Individuals asked to make recommendations should be informed of the purpose and type of information needed. At least two letters should be from individuals with earned doctorates.

5. Satisfactory scores on the Graduate Record Examination (GRE) aptitude section; scores at or above the 50th percentile on both the Verbal and Quantitative sections are preferred. Acceptable scores on the Writing measure are also required. The G.R.E. locator code for
the University of Missouri-St. Louis is 6889; please advise the examiner when taking the test. Other standardized tests cannot be substituted for the GRE.

6. Complete and submit the supplemental application materials as instructed in the section on “Application Materials” which follows.

GENERAL PROCEDURES

1. For U.S. citizens or residents, for general information on the program, application forms, and specific guidance through the application process, please contact: University of Missouri-St. Louis, College of Education, Office of the Associate Dean for Academic Affairs (123 South Campus Classroom Building), One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-5483. Applications may also be obtained from: University of Missouri-St. Louis, Graduate School Admissions 217 Millennium Student Center, St. Louis, MO 63121-4499; phone: 314-516-5458; FAX: 314-516-6996; e-mail: gradadm@umsl.edu.

2. Any student who is not a U.S. citizen or a U.S. resident, must first apply to: University of Missouri-St. Louis, International Admissions Officer, Office of International Student and Scholar Services, (261 Millennium Student Service), One University Blvd., St. Louis, Missouri (MO) 63121-4499; phone: 314-516-5229; FAX: 314-516-5636; e-mail: iss@umsl.edu

APPLICATION PROCEDURES
Visit the “How to apply” to the graduate program link at: http://www.umsl.edu/divisions/graduate/future/how-to-apply.html

International students should follow the procedures described at the link for Frequently Asked Questions (FAQ): http://www.umsl.edu/divisions/graduate/future/Application%20FAQ.html#International

Checklist for Application to the Graduate School and the Department of Counseling and Family Therapy Doctoral Program
Please review the items below to ensure that you have completed all of the requirements for your application.

☐ Complete and submit the online Graduate School application

☐ Pay the application fee if you are a first-time UM-St. Louis graduate student

☐ Request an official transcript of each University you have attended to be sent to the Graduate Admissions Office.

☐ Request letters of recommendation to be submitted to the Graduate Admissions Office.
Use the standard graduate school forms. Three letters of reference are required.

☐ Request official GRE scores to be sent to the University. In the interim, you are encouraged to submit an unofficial copy of your test scores to the Graduate Admissions Office or to the Department of Counseling and Family Therapy through the Department doctoral program email portal at: CounselingDocApps@umsl.edu.

☐ Submit supplemental application documents through the Department doctoral program email portal at CounselingDocApps@umsl.edu. The documents must include:

1. Your professional resume. Please send a PDF version of your most recent resume as an attachment through the doctoral program email portal at CounselingDocApps@umsl.edu.
2. A copy of a paper you have written on a scholarly topic. Please submit a PDF copy of a paper as a “writing sample” (limited to 20 pages). Submit the paper as an email attachment to CounselingDocApps@umsl.edu.
3. Answers to several questions. Please provide typed (double spaced) questions and responses that are saved and transmitted as a PDF document to the Department doctoral program email portal at CounselingDocApps@umsl.edu. The questions are as follows.

Two Informational Questions.
Do you currently have a license to practice counseling independently in the United States or its territories? If yes, please list your licenses (type of license and state) including the date of first issuance.

Please list any human service jobs you have held, the dates and length of employment, the employer, and the nature of the work that you performed.

Three Personal/Experiential Questions. The three following questions require a more narrative response. Please limit your responses to about 300 words per question.

How do you envision the University of Missouri—St. Louis doctoral program preparing you to meet your career goals?

Briefly describe your experiences working with diverse populations and what you have learned from those experiences.

What personal qualities do you possess that relate to your interest in doctoral education in counseling?

Important Note: All email submissions to the counseling department doctoral application email portal must be in PDF format. Please save the file as LastNameFirstName.pdf [ex: BankenAmy.pdf] and send it as a PDF attachment to: CounselingDocApps@umsl.edu. Please be sure to include your name and identification information in the email “subject” space for
If applicable, complete an Application for a Teaching or Research Assistantship. Follow the submission instructions on the form. The application is found at:  
http://www.umsl.edu/divisions/graduate/pdf/g2.pdf

Review the application Frequently Asked Questions (FAQ) webpage at:  
http://www.umsl.edu/divisions/graduate/future/Application%20FAQ.html#After

The deadline for application to the doctoral program in counseling is December 1st for the following fall enrollment. If you miss the deadline, please contact the Department of Counseling and Family Therapy at 314.516.5782. The deadline may be extended in certain circumstances. Questions should be directed to Dr. Susan Kashubeck-West, coordinator of counseling doctoral programs, by email at: kashubeckwests@msx.umsl.edu

**FINANCIAL ASSISTANCE**

A. For student financial aid, including student loans, students are directed to: University of Missouri-St. Louis, Student Financial Aid (327 Millennium Student Center) One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-5526; email: financialaid@umsl.edu

B. For information regarding graduate assistantships and fellowships, students are directed to: University of Missouri-St. Louis, College of Education, Office of the Associate Dean for Academic Affairs (123 South Campus Classroom Building), One University Blvd., St Louis, MO 63121-4499. Phone: 314-516-5483.

**SERVICES FOR STUDENTS WITH DISABILITIES**

Students who have disabilities needing accommodation should contact the University of Missouri-St. Louis, Student Support Services Program (144 Millennium Student Center) One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-6554; TDD number, Hearing Impaired Only; FAX: 314.-516-6561.

**CHILD CARE**

Information on childcare can be obtained from the University of Missouri-St. Louis, University Child Development Center (130 South Campus Classroom Bldg.), One University Blvd., St. Louis, MO 63121-4499. Phone: 314-516-5658; FAX: 314-516-5227.

**RETENTION & REMEDIATION: REVIEW BOARD PROCEDURE**

The counseling faculty reserves the right to review students at any stage of the student’s course work. Any grade less than a B in any core counseling course or a failing grade in a clinical course will automatically trigger a review process which may result in the termination of the student’s degree program. At any point after admission, the faculty reserves the right to review a student's fitness, on the basis of both professional and personal characteristics, for continuing in the counseling program. Doctoral students are formally reviewed annually by their advisors.
using the *Annual Doctoral Review Form*. If there are any concerns the doctoral student will be asked to meet with their advisor in order to address any academic or professional deficiencies. A remediation plan is then developed jointly by advisor and student in order address the student’s progress through the doctoral program.

More specifically, successful completion of a program in the department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The DCFT has a professional responsibility to evaluate the academic, professional, and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate areas for growth in their academic, professional and personal development.

2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is not only concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work, but with weakness in required practical skills, or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables department faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program or department faculty meetings. The discussions of student performance and progress will be held in executive session. At that time, any questions about students may be raised for faculty consideration.

**GRADUATE GRADE APPEALS**
In case of disputes regarding grades, graduate students shall follow the university Grade Appeal Process [http://www.umsl.edu/services/academic/policy/grade-appeal.html](http://www.umsl.edu/services/academic/policy/grade-appeal.html) by contacting the Department Chair.

**GRADUATION**
It is the responsibility of the student to complete all forms related to their doctoral program as they progress toward graduation. See [http://coe.umsl.edu/w2/Current%20Students/index.html](http://coe.umsl.edu/w2/Current%20Students/index.html)
All doctoral students must be enrolled in at least one credit hour during the semester in which they graduate. This is true even if they have completed all of their coursework, including dissertation hours.

**PROFESSIONAL LIABILITY INSURANCE:**
Students must have professional liability insurance prior to beginning CNS ED 7770 Doctoral Practicum. Applications for liability insurance are available in the Department office. The
American Counseling Association has partnered with Healthcare Providers Service Organization (HPSO) to provide a 10% discount on professional liability insurance as a benefit of membership.

ENDORSEMENT POLICY:
Upon successful completion of all the counseling program requirements including demonstration of the requisite knowledge and competencies, students will receive endorsement from the Department of Counseling and Family Therapy to practice counseling in their area of specialization.

Missouri Licensed Professional Counselor (LPC)
All degrees in the Department of Counseling and Family Therapy fulfill requirements for the State of Missouri for Licensure. Students may be eligible to apply to the Committee for Professional Counselors [in Missouri], complete supervision hours and pass the NCE [National Counselor Exam] to obtain state licensure before, during, or after the program.

Certified School Counseling Credential
Students must apply to the Missouri Department of Elementary and Secondary Education. Upon completion of the Missouri DESE requirements for certification under the Provisional Certification, UMSL will recommend the candidate for the Initial Professional Certificate. This program provides a route to certification in Secondary School Counseling [7-12]. The Provisional Certification allows you to work within the school system while earning your regular Initial Professional Certification in Secondary School Counseling. DESE required coursework is offered as graduate level courses with the minimum hours required, and an advisor assists you with each step.

National Certified Counselor [NCC] Credential
Students may be eligible to apply for the NCC Credential. As a part of this application, students can apply to take the NCE [National Counselor Exam, also used for state licensure in Missouri]. After completion of supervision hours and/or conferral of degree, the NCC Credential can be obtained.

PROFESSIONAL ORGANIZATIONS & PROFESSIONAL OPPORTUNITIES:
Students are encouraged to get involved in professional organizations as a means of increasing their professional networks and identity as counselors-in-training. Here are some key professional organizations and resources to you may want to participate in. All descriptions of the below organizations are taken directly from the organization’s website.

American Counseling Association (ACA)
The American Counseling Association the flagship organization for the counseling profession. It is dedicated to the growth and enhancement of the counseling profession. It was founded in 1952, and is the world's largest professional organization representing professional counselors in a wide variety of settings.
http://www.counseling.org
American School Counselor Association (ASCA)
The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.
https://www.schoolcounselor.org

National Career Development Association (NCDA)
The National Career Development Association (NCDA) provides professional development, publications, standards, and advocacy to practitioners and educators who inspire and empower individuals to achieve their career and life goals.
http://www.ncda.org

Association of Counselor Educators and Supervision (ACES)
The Association for Counselor Education and Supervision (ACES) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition ACES publishes a quarterly journal, Counselor Education and Supervision, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

Graduate students play an especially important role in ACES. Students enrolled in their doctoral studies in counselor education and supervision programs will find opportunities to work with and learn from current faculty members and leaders in the counseling profession. In addition, the conferences provide opportunities to network with other counseling professionals, and to present their research and experiences to professional colleagues.

The primary purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings. http://www.acesonline.net

Chi Sigma Iota (CSI) Psi Chapter
Chi Sigma Iota is the international honor society of professional counseling and for professional counselors. It was established in 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor
educators, and professional counselors whose career commitment is to research and service through professional counseling.

Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling...We currently have over 96,000 initiated members. This makes CSI one of the largest single member organizations of professional counselors in the world. 373 chapters have been chartered, and new chapters are being developed in the U.S and other countries as counselor education programs commit to meeting national accreditation preparation standards. Members will be found in countries all over the world. With the evolution of professional counseling globally, we expect to support more chapters in more countries in the future. https://www.csi-net.org

Counselor Education and Supervision – Listserv (CESNET – L)
The 'formal' purpose statement for CESNET-L: "a professional listserv for counselors, counselor educators, and supervisors" that provides an open forum for discussion of issues and sharing of resources related to the profession. To sign-up for CESNET-L listserv, you can do it either of two ways:
1. From your web browser.... go to http://listserv.kent.edu/archives/cesnet-l.html
...and select “Subscribe or Unsubscribe..” (located in the right column) and follow the directions
OR
2. From your email... To Subscribe:
Send an email to listserv@listserv.kent.edu
(with the message to read only)
subscribe CESNET-L
You will receive an email that will ask you to reply to it to confirm your subscription.

ACA 2014 Ethical Codes:
“The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.”

**HELPFUL LINKS FOR COUNSELING STUDENTS**

Registration - [http://www.umsl.edu/~registration/](http://www.umsl.edu/~registration/)

Adding/Dropping/Changing Courses - [http://www.umsl.edu/~registration/students/adding,dropping,changing%20courses.html](http://www.umsl.edu/~registration/students/adding,dropping,changing%20courses.html)

TritonCard - [http://www.umsl.edu/tritoncard/](http://www.umsl.edu/tritoncard/)

Parking - [http://www.umsl.edu/~transportation/parking/](http://www.umsl.edu/~transportation/parking/)

Activate your SSO ID/Email - [http://www.umsl.edu/technology/email/](http://www.umsl.edu/technology/email/)

Cashier’s Office - [http://www.umsl.edu/cashiers/](http://www.umsl.edu/cashiers/)

Financial Aid - [http://www.umsl.edu/services/finaid/](http://www.umsl.edu/services/finaid/)


Campus Tour Information - [http://www.umsl.edu/admissions/tours/index.html](http://www.umsl.edu/admissions/tours/index.html)

Jobs at UMSL - [http://www.umsl.edu/jobs.html](http://www.umsl.edu/jobs.html)

Graduation - [http://www.umsl.edu/commencement/](http://www.umsl.edu/commencement/)

Graduate School - [http://www.umsl.edu/divisions/graduate/](http://www.umsl.edu/divisions/graduate/)

Department of Counseling and Family Therapy Website - [https://coe.umsl.edu/dept/Counseling%20and%20Family%20Therapy/](https://coe.umsl.edu/dept/Counseling%20and%20Family%20Therapy/)

CACREP Information - [http://cacrep.org/template/index.cfm](http://cacrep.org/template/index.cfm)


American Counseling Association – [http://www.counseling.org](http://www.counseling.org)

American School Counselor Association – [http://www.schoolcounselor.org](http://www.schoolcounselor.org)


Health Providers Service Organization (HPSO – liability insurance) - [http://www.hpsocom/associations/acadiscount.jsp](http://www.hpsocom/associations/acadiscount.jsp)
FACULTY

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Areas of Research Activity: Cultural Competence, Women's issues, Group Work, and Internationalization of Counseling
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Areas of Research Activity: School counseling; the school counseling relationship; school counseling theory; cultural bias in counseling; poverty and social class; career development and counseling; school and career intervention evaluation.
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Degree: Ph.D., 1989, University of Oregon.
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Relevant Credentials: Missouri Licensed Psychologist.