

GRADUATE STUDENT HANDBOOK

*Department of Human Services College of
Education and Human Services*

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INTRODUCTION

The Department of Human Services (HS) offers accredited graduate degrees in counseling (M.S. in Clinical Mental Health Counseling, M.Ed. in School Counseling) and rehabilitation counseling (M.R.C. in Addiction Counseling, M.R.C. in Clinical Rehabilitation Counseling). Additionally, the Department of Human Services (HS) offers a Trauma Informed Counseling Certificate.

This handbook serves as a guide for academic matters for students who major in the above disciplines. If you have any questions, please contact your academic advisor.

Aligning with CACREP (2016) Standards, The Department of Human Services (DHS) handbook includes (1) mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program. The handbook includes additional information that is valuable and necessary to ensure student understanding and success.

DIVERSITY STATEMENT

WSU celebrates diversity. Our daily life is made rich by the diversity of individuals, groups, and cultures. The interplay of the diverse stimulates creativity and achievement in all facets of our existence. Respect, tolerance, and goodwill are the keystones to enjoying the diversity of our world. We are all linked to each other in a world created for all of us to share and enjoy. Each member of humanity has a potential contribution to make to the whole. It is our duty to encourage and promote that contribution.

WSU is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, learn, and grow without prejudice, without intimidation, and

without discrimination. We will achieve an environment in which personal dignity and respect for the individual are recognized by all.

WSU promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin. We encourage appropriate activities and events that foster learning about the diversity of our world. WSU will be a model for our geographic region, exemplifying that a human community can exist that celebrates diversity, enjoys the richness that diversity brings to our lives, and grows stronger with every new member.

Specifically, the mission of the HS Department at WSU is to provide quality graduate preparation to students representing the broad spectrum of rural, urban and suburban communities with curricular knowledge, skills and dispositions. The priorities and expectations of the faculty are to provide students with the necessary training to perform ethically, competently and successfully as professional counselors and rehabilitation counselors in a culturally diverse and pluralistic society.

MISSION STATEMENT

WSU is committed to developing graduates who are thinkers, explorers, and visionaries. As a catalyst for educational excellence in the Miami Valley, Ohio, and beyond, WSU's mission is to provide "access to scholarship and learning; economic and technological development; leadership in health, education, and human services; cultural enhancement; and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research" (WSU Mission statement).

The application of technology in exploring new opportunities for teaching and learning is a university-wide priority. Students, professors, and administrators use computers to communicate, instruct, and collaborate, using email, group ware, web conferences and the web. Students are encouraged to participate in this electronic learning community through access to 24-hour computer labs and residence hall Internet connections.

Specifically, the mission of the HS Department at WSU is to provide quality graduate preparation to students representing the broad spectrum of rural, urban and suburban communities with curricular knowledge, skills and dispositions. The priorities and expectations of the faculty are to provide students with the necessary training to perform ethically, competently and successfully as professional counselors and rehabilitation counselors in a culturally diverse and pluralistic society.

PROGRAM OBJECTIVES

The program objectives are derived from the learned societies - [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#) , professional organizations and advisory groups.

Faculty Objectives

The HS Faculty will seek to:

1. Create a learning environment infused with opportunities that support optimal student development for the purposes of developing a professional counselor.

The faculty will provide:

- Clinical Facilities
 - Individual and Group Supervision
 - Alumni Conferences
 - Practicum and Internship
 - Updated Syllabi
 - Relevant Clinical Experience
2. Develop competent professional counselors and rehabilitation counselors who can exhibit empathy, genuineness, warmth and positive regard.

Student Objectives

The student will demonstrate the following skills:

- Rapport
 - Active Listening
 - Emotional Intelligence
 - Case Conceptualization
 - Treatment Planning Incorporating Evidence Based Practice (EBP)
 - Intervention
 - Evaluation
 - Termination
 - Follow up
3. Develop competent professional counselors and rehabilitation counselors who can exhibit multicultural sensitivities.

The student will:

- Dialogue about the values, contributions and struggles within and between groups.
- Participate in diverse experiences and specific experimental learning activities.

- Formulate strategies for working with diverse populations. These diverse populations should include but are not limited to ethnic, socioeconomic, cultural, gender, disability/ability, and sexual orientation.
 - Advocate for social justice, tolerance and recognition of sociopolitical barriers common in a diverse society.
4. Develop competent professional counselors and rehabilitation counselors who can exhibit knowledge of ethical standards.

The student will:

- Demonstrate knowledge and understanding of current ethical, professional, and legal issues that affect the practice of counseling.
 - Demonstrate knowledge about current ethical and legal, issues regarding the use of computer assisted counseling and other technological resources.
 - Conduct himself/herself professionally and in a legal, professional, and ethical manner.
5. Develop competent counselors and rehabilitation counselors who exhibit a professional identity.

The student will:

- Know the origins of the profession of counseling and rehabilitation counseling.
- Be familiar with professional counseling and rehabilitation counseling organizations, credentialing and Chi Sigma Iota.
- Be able to distinguish the professional identity from that of related helping professions.
- Be committed to the professional identity of counseling and rehabilitation counseling. Such commitment should include joining and serving in professional organizations, attending' workshops and other continuing educational activities, and educating the general public regarding the nature of professional counseling and rehabilitation counseling.

DEGREE PROGRAMS AND COURSE OFFERINGS

[All degree programs and course offerings are College of Education and HS webpage.](#)

PROGRAM ACCREDITATION

Council for Accreditation of Counseling and Related Educational Programs
(CACREP)

- Clinical Mental Health Counseling, Addictions Counseling, Clinical Rehabilitation Counseling, and School Counseling

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse and complex society. CACREP is dedicated to (1) encouraging and promoting the continuing development and improvement of preparation programs, and (2) preparing counseling and related professionals to provide service consistent with the ideal of optimal human development.

The mission of CACREP is to promote the professional competence of counseling and related practitioners through the

- Development of preparation standards
- Encouragement of excellence in program development
- Accreditation of professional preparation programs.

ADMISSIONS AND MATRICULATION REQUIREMENTS

In addition to the University requirements, the Department entrance eligibility requirements include the following:

- 1) A score of 403 (45) on the MAT or a combined score of 291 on the GRE (quantitative and verbal). Students who have a GPA of 3.3 or higher are not required to take the GRE or MAT.
- 2) A minimum of three letters of recommendation ([forms provided](#)).
- 3) Candidates are invited to a group interview only after files are completed by deadline date (required GPA, GRE/MAT score, 3 letters) and their application is reviewed and approved by the Department.
- 4) The group interview is 2 hours in length. Applicants are assessed on the following criteria:
 - a) Poise and affect in the interview situation
 - b) Apparent commitment to field
 - c) Knowledge of professional role
 - d) Appropriate motivation towards role
 - e) A realistic personal appraisal of the strengths and weaknesses the candidate would bring to the field.
 - f) Group participation/interaction
 - g) Interpersonal skills
 - h) Knowledge of technological competence and computer literacy.
 - i) Cultural sensitivity and understanding of diversity.

- 5) Candidates accepted into the program will receive a letter from the Chair of the HS Department in approximately two weeks after the group interview. The accepted candidates will be invited to an orientation session that will occur approximately two weeks after the notification of being accepted. The orientation is an opportunity to answer any questions candidates have about their future education in HS. New students will also be given time to meet with their assigned faculty advisors.

Note: Individuals with special needs should notify the Department to arrange for assistance. Students applying for a second master's degree are not required to do a writing sample or take the MAT or GRE.

Please visit Wright State University's [Graduate School – Apply for Admission](#) page to access the University application.

Additional matriculation requirements and information can be found in Wright State University's [Graduate Catalog](#).

FINANCIAL ASSISTANCE AND SCHOLARSHIPS

For information regarding financial aid, please visit Wright State University's [Enrollment Services](#) page.

For information regarding scholarships, please visit Wright State University's [Graduate Student Scholarships](#) page.

Assistantships

WSU's graduate departments have a limited number of graduate assistantship positions available each year. As a graduate assistant, you devote a minimum number of hours each week (no more than 28) to assistantship responsibilities while maintaining full-time graduate status. Additionally, graduate assistants receive a monthly stipend and full tuition reimbursement.

Students may view available graduate assistantships through [Handshake](#), the University's Career Services' job posting website. It's important to note that you are permitted to apply for graduate assistantships outside of the College of Education and Human Services. In other words, graduate assistantships need not be department or program specific.

Additionally, interested students are encouraged to submit a [Graduate Assistantship Application](#). The College of Education and Human Services will review submitted applications when a graduate assistantship position becomes available.

Graduate Assistantship applications should be submitted to:

Wright State University
3640 Colonel Glenn Hwy.
College of Education and Human Services
Office of Graduate Programs
415 Allyn Hall
Dayton, OH 45435

POLICY FOR STUDENT RETENTION, REMEDIATION, AND DISMISSAL FROM THE PROGRAM

Retention

The Department of Human Services Counseling Programs faculty are confident that each student admitted has the potential to be successful in graduate study. Success in course work, clinical practice, case presentations, comprehensive exams, oral exam, and enactment of the core dispositions are examples of continuation standards, and are among the formative or summative evaluations within the department. Such successes facilitate students' progress toward completing a degree in the Department of Human Services Counseling Programs. However, **admission into the counseling program does not guarantee success**. Faculty expect students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk taking necessary to develop as a person and professional counselor. The student's program faculty advisor plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Each student should have a minimum of two (2) dispositions review meetings with program faculty advisor.

Review & Remediation

In addition to ensuring students have obtained the knowledge and skills to become professional counselors, as indicated by the successful completion of graduate coursework and measured by identified key performance indicators, the Department faculty/staff/advisors have an ongoing responsibility to assess each student's professional dispositions throughout the program (CACREP, 2016).

CACREP, the Department's accrediting body, requires assessment of students' professional dispositions. Professional dispositions encompass a student's attitudes, values, and professional ethics that are exhibited through verbal and non-verbal interactions with peers, clients, supervisors and department faculty and staff. The key professional dispositions assessed are aligned with the five guiding principles of ethical practice as professional counselors: autonomy, beneficence, non-maleficence, justice and fidelity. Department faculty will inform and teach professional dispositions during orientation, advising and/or seminar.

To demonstrate professional readiness to enter the field and, therefore, be eligible for graduation, students **must receive a rating of "Meets expectations" in each of the following**

areas (See Appendix A for Professional Dispositions Rubric). Failure to “meet expectation” in more than two areas during an evaluation will warrant a “concern conference”.

Key Professional Dispositions

- 1) Professional Ethics
- 2) Communication
- 3) Respect for others
- 4) Diversity & Multicultural Awareness
- 5) Problem resolution
- 6) Use of feedback
- 7) Expression of Emotions
- 8) Professional Appearance
- 9) Work Ethic

Evaluation Process

1. Students meet with their program faculty advisor for a disposition review after they have completed 9 credit hours, before practicum, during second semester of internship.
2. If there is a significant issue identified in the dispositions review, students will be contacted to attend a concern conference arranged by the department.
3. The advisor, along with the department chair, develop a remediation plan that student agrees to in writing (the Professional Plan is Section II, included on the Record of a Concern Conference form). The Professional Plan clearly documents objectives, with specific observable and measurable action steps, interventions, the student will need to sufficiently complete to address identified concerns. Reasonable timeframes for sufficient completion of each action step allows for the process of growth and improvement, hopefully leading to successful program completion and endorsement for professional licensure.

Students who do not meet the requirements identified by the plan will be dismissed from the program.

Students may be contacted for a concern conference at any point during the program for a violation of ethical standards, dispositional issues, or academic concerns using the following procedures:

1. The initiator of the Record of a Concern Conference is responsible for completing II A and II B.
2. Faculty/staff may submit a request to the Office of Student Services to find out if additional Records of a Concern Conference are on file for the same student.
3. Professional counseling may only be required after a licensed professional has conducted an assessment. Student required to meet with a licensed professional for assessment must

sign a release form so that CEHS faculty may view the assessment results and determine if professional counseling is needed.

4. Concerns that relate to academic integrity must be submitted to the Community Standards and Student Conduct Office so that documentation on the student may be maintained.
5. The initiator of the concern conference will ensure that all members on the distribution list receive the Record of a Concern Conference at the conclusion of the meeting. A printed copy of this form must be submitted to the Office of Student Services for inclusion in the student file.

The concern conference is the process we can use to systematically document that we have met with the student to address the issue and determined whether remediation or dismissal is appropriate.

Dismissal

The Department of Human Services Counseling Programs faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; Foster & McAdams, 2009).

In addition to ensuring students have obtained the knowledge and skills to become professional counselors, as indicated by the successful completion of graduate coursework and measured by identified key performance indicators, the Department faculty/staff/advisors have an ongoing responsibility to assess each student's professional dispositions throughout the program (CACREP, 2016). CACREP, the Department's accrediting body, requires assessment of students' professional dispositions. Professional dispositions encompass a student's attitudes, values, and professional ethics that are exhibited through verbal and nonverbal interactions with peers, clients, supervisors and department faculty and staff. The key professional dispositions assessed are aligned with the five guiding principles of ethical practice as professional counselors: autonomy, beneficence, non-maleficence, justice and fidelity.

Dismissal from program of study will occur after after/during a concern conference. **Students who do not meet the requirements identified in the Concern Conference professional plan will be dismissed from the program.** Students may be dismissed from the program for the following:

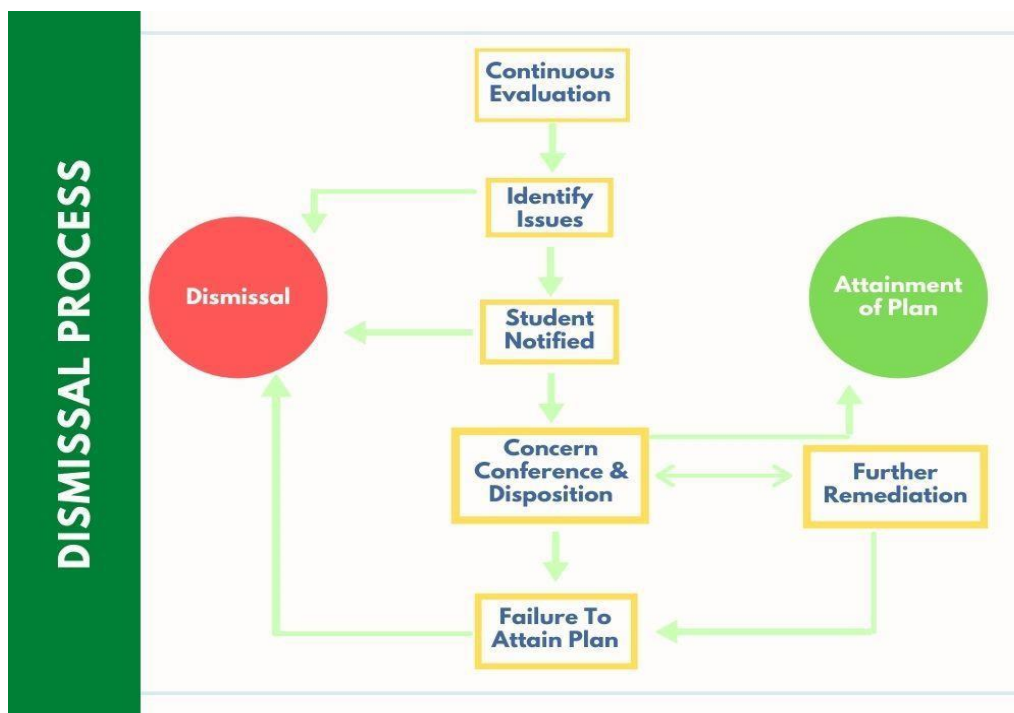
- failure of internship,

- less than a B in courses,
- violation of ethical standards,
- illegal, violence

Also, dismissal can occur for unprofessional comportment, including but not limited to, insufficient engagement in course requirements, pattern of problems in interpersonal relationships with peers or faculty in the program, and inappropriate use of power with clients and other students. The faculty believe the enactment of the core dispositions embodies the values of the counseling profession, and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling as needed and attend to their own mental health and

wellness. A student's unwillingness to attend to intra- or interpersonal impediments contributing to impairment may lead to dismissal.

Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when "they become aware of limitations that might impede performance" or when students are unable to demonstrate "they can provide competent counseling services to a range of diverse clients (6.f.b.)." As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to, impairment, as described by Frame and Stevens-Smith (1995), academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychological distress.



STUDENT EXPECTATIONS: PROFESSIONAL AND ETHICAL BEHAVIOR

Students are expected to conduct themselves as a professional-in-training. For professional guidelines of ethical behavior, please review the American Counseling Association (ACA)'s [Code of Ethics](#). For student guidelines of behavior, please refer to Wright State University's [Community and Standards and Student Conduct Policy](#)

University Academic Integrity Policy

It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct.

Please refer to Wright State University's Academic [Integrity Standards and Process for Misconduct](#) page.

Academic Probation, Remediation, and Dismissal

Students admitted in regular status who have earned nine or more graded semester hours of graduate credit will automatically be placed in probationary status the term their cumulative

grade point average (GPA) drops below a 3.0. A student in probationary status may remain enrolled as long as all the following conditions are met:

- a) The student's current semester GPA is 3.0 or higher;
- b) The total number of hours the student has earned which would count toward the student's degree program is *less than or equal to* the total number of hours required for completion of the program plus an additional nine hours;
- c) The student undergoes formal advising before registering;
- d) The student is following any applicable remediation plan;

If any of the above conditions are not met, then the student will be immediately dismissed. Any petition to reverse a dismissal decision under this policy will be considered only if:

- a) it is accompanied by a viable remediation plan on the approved form and as endorsed by the director of the student's program
- b) the completed petition (including the remediation plan) is received in the office of The Graduate School no later than 7 business days after the dismissal is communicated in writing

Students who are dismissed can reapply for admission only after having been un-enrolled for at least one semester.

All cases involving potential academic or behavioral misconduct by graduate students will be referred to, and handled by, the Office of Community Standards and Student Conduct (OCSSC). The OCSSC will follow the procedures spelled out in the Code of Student Conduct. All processes for suspension, dismissal, or expulsion on grounds of misconduct will be handled through the OCSSC.

For more information, please refer to Wright State University's [Academic Standards](#) page.

Academic Appeals Policy

Students enrolled in a Wright State course have the right to petition to waive an academic policy or requirement, withdraw from class after the official withdrawal date, removal of hours and points for grades, and substitute a class in a program. Petitions are reviewed by a faculty committee and are approved only when supported by documentation justifying an exception to the university policy or requirement.

For more information, please refer to Wright State University's [Petitions, Comments, and Complaints Procedures for Students](#) page.

ENROLLED-STUDENT ADVISING INFORMATION

Program of Study

The program of study is a defined program, which is contracted between a student and an academic Department offering a program. The institution specifically indicated that it will award the degree sought by the student if the work stipulated in the program of study is satisfactorily completed. Similarly, students specifically agree to the responsibility for completing the program as stipulated in their programs of study. Programs of study should be consistent with published curricula and degree requirements.

Procedure:

- Program of Study forms are available online and from the graduate program advisor in Departmental offices.
- The form is completed with careful planning between the student and the advisor.
- The completed form is signed by the student and advisor and approved by the graduate program officer or Department chair.
- A copy of the completed form, with signatures, should be sent to the School of Graduate Studies where the form will be filed in the student's academic folder. The program of study will be used to certify the student for graduation, guide decisions on graduate student academic petitions, process requests for transfer credit, and issue tuition remissions for graduate assistants. Consequently, these actions will not be processed without a current and/or amended program of study on file in the student folder.
- The form should be prepared as early as possible in the student's program, preferably no later than the end of the second semester. Each student will have an opportunity to review a Program of Study at the New Student Orientation with a graduate advisor.
- Once the program of study has been approved, a student may make changes to it only if the changes still meet the program requirements and are approved by the advisor and graduate program officer. Students should consult the program for the procedure for initiating such changes. A copy of the revised Program of Study should be sent to the School of Graduate Studies.

Graduate programs are cautioned that when changes to the Program of Study are necessitated as the result of deletions from the course inventory or changes in program requirements, students should be given sufficient notification of the change so as to allow them to finish their program requirements as planned. When this is not possible appropriate substitutions must be provided.

Second Master's Degree & Transfer Credits

Please contact the department chair for information on obtaining a second Master's Degree or transferring in credit, as each case is unique. (937) 775-2075

Time Limit

Students must complete all requirements for a master's degree within seven (7) years, unless the students' specific program has a shorter time limit. The time limit is defined as being from the

beginning date of the earliest course taken at WSU applied toward the degree as determined by the program of study.

This time does not include a leave of absence granted in advance for adequate cause by the academic program and the Dean, School of Graduate Studies. Graduate students who fail to complete at least one course in four consecutive semesters will automatically be retired from the active files of the School of Graduate Studies. The term "course" includes formal courses, independent study, thesis research, continuing registration, etc. Reapplication for admission will be required to reactivate the students' records. (No additional fee will be charged).

Withdrawal from Courses

Students may drop a course without a grade of W appearing on their transcript if the course is dropped by the date specified in the semester class schedule. Students should refer to the semester class schedule of the Registrar's web page at <http://www.wright.edu/registrar/> for deadline dates for dropping a class or withdrawing. A student who stops attending a course and does not officially withdraw through WINGS Express or the Office of the Registrar will receive a grade of F or X at the instructor's discretion. The X grade remains on the student's permanent record and is computed in the grade point average as an F.

Course Repeat

Students may repeat, once, any graduate course previously taken for credit in which the grade received was below a B. Only the hours and grade points earned from the repeated course will be included in the computation of the grade point average and in meeting degree requirements.

Students should indicate that they are repeating a course when registering. Repeats are permitted only twice in any master's degree program. For the OCSWMFT Board class list, please refer to the [Course Worksheet on their website](#).

Thesis

For more information on the Thesis process contact your faculty advisor. You may also refer to the Graduate School's [Thesis Handbook](#).

Enrolling in "Department Only" Courses, Closed Courses and Other Overrides

Some courses cannot be scheduled unless you are given department authorizing first. To acquire department authorization, complete the [course override form](#).

You will be required to provide your U number, course CRN, email and phone number. Once an override of the restricted course has been performed, someone will contact you to let you know you can now register for course. Please allow one week for processing.

PRACTICUM AND INTERNSHIP MANUALS

Practicum and Internship Manuals are available on our website: [Department of Human Services](#)

LICENSURE REQUIREMENTS FOR OHIO LICENSED PROFESSIONAL COUNSELORS (LPC)

Students seeking to pursue eligibility for licensure as a professional counselor (LPC) must complete a minimum of 60 semester credit hours and pass the National Counselor Exam (NCE). These 60 hours of courses must meet the state's minimum requirement of 11 core areas of counselor training and five clinical areas.

Please check with your faculty advisor if you have further questions.

Courses that meet at least one of the 11 core areas include:

- CNL 6010 Counseling Theory and Practice
- CNL 6020 Techniques of Counseling
- CNL 6030 Statistics, research and Program Evaluation for Counseling
- CNL 6200 Clinical Pathology in Counseling
- CNL 6220 Group Background and Theory or CNL 7220 Group Process in Counseling
- CNL 7230 Assessment and Evaluation in Counseling
- CNL 7240 Career Counseling and Development
- CNL 7270 Counseling for Life-Span Development
- CNL 7280 Professional Orientation, Ethical Standards, and Legal Issues in Counseling
- CNL 7290 Multicultural Counseling
- CNL 8650 Individual and Group Practicum in Counseling
- CNL 8670 Internship in Counseling
- RHB 8650 Rehabilitation Counseling: Practicum
- RHB 8670 Rehabilitation Counseling: Internship
- ***(Please note RHB 8670 can only suffice if intern was supervised by PCC-S and was engaged in diagnosis and treatment of mental and emotional disorders under supervision)***

Courses that meet at least one of the four clinical areas include:

- (i) Clinical psychopathology, personality, and abnormal behavior
 - a. CNL 9500 Advanced Personality Theory and Psychopathology
- (ii) Evaluation of mental and emotional disorders
 - a. CNL 9510 Clinical Assessment in Counseling Practice
 - b. RHB 7040 Psychosocial Rehabilitation
- (iii) Diagnosis of mental and emotional disorders
 - a. CNL 9520 Diagnosis and Clinical Counseling Practice
- (iv) Methods of prevention, intervention, and treatment of mental and emotional disorders.
 - a. CNL 6210 Crisis Counseling
 - b. RHB 7310 Treatment and Prevention of Addictions

(RHB 7310 can be used to satisfy OCSWMFTB clinical area)

- c. CNL 9530 Case Formulation, Clinical Intervention, and Supervision

LICENSURE REQUIREMENTS FOR OHIO PROFESSIONAL SCHOOL COUNSELORS (LSC)

Students seeking to pursue eligibility for state licensure as a school counselor must successfully complete all of the college and Department requirements for the M.Ed. degree in school counseling, and pass the Ohio Assessment for Educators – School Counselor Examination. For a checklist, and step-by-step instructions to apply for licensure, click [here](#).

CERTIFICATION REQUIREMENTS FOR CERTIFIED REHABILITATION COUNSELORS (CRC)

Rehabilitation graduates meet curriculum requirement for certification as a Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification (CRCC). CRCC sets the standard for quality rehabilitation counseling services in the U.S. and Canada. The CRC exam should be taken before graduation. For specific information, please see www.crccertification.com

EXIT REQUIREMENTS

Listed below is a summary of the requirements graduate students must complete to earn a master's degree at WSU.

1. Complete a Program of Study form.
2. Complete the requirements for the graduate degree within seven calendar years.
3. Achieve a cumulative grade point/hour ratio of at least 3.0 in all courses taken for graduate credit (no more than six hours of C are acceptable.)
4. Be registered in the semester the degree is conferred.
5. Present one copy of an approved thesis (if required in program.)
6. No more than twelve hours of transfer, non-degree, and/or certification hours may count towards degree.
7. Resolution of all issues that may have been addressed in concern conferences.
8. Successful completion of key assessments.
9. Passing Score on the Comprehensive Exam or Approved Licensure Exam.

For more information, visit Wright State University's [Exit Requirements and Graduation](#) page.

Graduation Application

Degree candidates must submit a formal application for graduation. The university has established the filing periods for submitting applications for degrees, based on anticipated date

of completion. Deadlines for submission of graduation applications can be found within the [Commencement](#) and [Enrollment Services](#) pages.

PROCEDURES FOR RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT

Endorsement Policy

Students in all graduate programs are endorsed by the department's graduate faculty upon successfully completing their programs. This endorsement applies to all related employment and credentialing.

Credentialing

For specific information regarding credentialing procedures (namely, Counselor Trainee (CT) status, registering for the National Counselor Examination (NCE), and apply for Licensed Professional Counselor (LPC)), please view the College of Education and Human Services' [Procedures Document](#).

Additional information regarding licensure can be found at the [Professional Licensure for the State of Ohio](#) website.

Employment

Student and alumni success is of upmost importance to Wright State University and the College of Education and Human Services. Each student is assigned a program-specific faculty advisor who serves as both a guide and a mentor. Faculty advisors and other program faculty serve to assist students in the exploration of their professional goals. Students are encouraged to consider and explore career options throughout their academic journey, perhaps by utilizing [Career Services](#) and self-exploration. Clinical experience obtained in practicum and internship, as well as experiential experiences required by several courses, will help familiarize the student to various counseling agencies and environments throughout the community.

Student and alumni are encouraged to personally contact faculty members if needing letters of recommendation for graduate studies or employment purposes.

INFORMATION ABOUT PROFESSIONAL COUNSELING ORGANIZATIONS, OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT, AND ACTIVITIES APPROPRIATE FOR STUDENTS

Graduate students of the HS Department are expected to become members of professional organizations that are consistent with their interests. Through memberships, students learn of recent news and developments in their fields become acquainted with current literature, associate with other professionals, and learn of potential employment possibilities. The organizations listed below are recommended.

American Counseling Association (ACA)

The [American Counseling Association \(ACA\)](#) is a non-profit, professional and educational organization dedicated to the growth and enhancement of the counseling profession. The divisions deal with various specialized areas within the counseling profession.

American School Counseling 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 school counselors around the globe.

National Rehabilitation Association (NRA)

The [National Rehabilitation Association \(NRA\)](#) is a member organization that promotes ethical and state of the art practice in rehabilitation with the goal of the personal and economic independence of persons with disabilities. The divisions tackle important issues for a variety of rehabilitation professions with specialized journals and newsletters, as well as in-depth training seminars geared toward their members' disciplines.

National Rehabilitation Counseling Association (NRCA)

The [National Rehabilitation Counseling Association \(NRCA\)](#) is the largest national organization representing rehabilitation counselors practicing in a variety of work settings.

Ohio Counseling Association (OCA)

The [Ohio Counseling Association \(OCA\)](#) is a scientific and educational organization serving members and the public by fostering the advancement of counseling and human development in all settings. It promotes and advances the discipline of counseling throughout Ohio and to adhere to professionalism and ethical standards provided by the American Counseling Association.

Ohio School Counseling Association (OSCA)

The [Ohio School Counseling Association \(OSCA\)](#) is the only professional organization that solely represents and advocates for the interests of professional school counselors in Ohio. Your membership brings you many benefits among which are professional development

activities at a reduced cost, a professional newsletter and trained leadership to answer your questions and listen to your concerns. Perhaps the most important advantage in this time of educational change is the combination of strong advocacy and the growing relationship with ODE. OSCA strives to represent Ohio's school counselors and to promote professionalism and ethical practice.

Ohio Counseling Association (OCA)

The [Ohio Rehabilitation Association \(ORA\)](#), a Chapter of the National Rehabilitation Association, is a member organization whose mission is to provide opportunities for rehabilitation professionals, and others in the field of rehabilitation, through knowledge and diversity. There are divisions within the Ohio Rehabilitation Association.

Chi Sigma Iota (CSI)

[Chi Sigma Iota \(CSI\)](#) is the international honor society for counselors-in-training, professional counselors and educators. Its 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 field of counseling.

Membership in Chi Sigma Iota, as specified in the Bylaws, is open to both students and graduates of counselor education programs. To become a member of CSI, students must have completed at least one semester of full-time graduate coursework in a counseling program, have maintained a grade point average of 3.5 or better on a 4.0 system, received an invitation, and be approved for membership into the CSI by the chapter and CSI Headquarters.

Other Student Organizations

Please visit Wright State University's [List of Student Organizations](#) page to view a complete, comprehensive, and current list of all functioning student organizations. Within this page, students will find additional information regarding student involvement, leadership, and community service.

STUDENT SERVICES

Counseling and Wellness Services

Counseling and Wellness Services offers a wide range of therapeutic services including individual, couple, and family therapy to registered Wright State University students.

Please visit the [Counseling and Wellness](#) page for more information.

Career Center

Please visit Wright State University's [Career Services](#) page

Disability Services

Please visit Wright State University's [Disability Services](#) webpage for all information.

Computer and Telecommunication Services (CaTS)

Internet connectivity, and documentation guides can be found on-line at the CaTS web site at <https://www.wright.edu/information-technology>.

University Library

The Wright State Libraries can be accessed [here](#).

Public Safety

They can be contacted at 911 (emergency), 2111 (non-emergency) and 937-775-2056 (office phone). Wright State University's police department can also be reached via e-mail at wsupolice@wright.edu.

For more information regarding University Police, please click [here](#).

APPENDIX A

Professional Dispositions and Student Expectations Rubric

Department faculty's formal evaluation of students' professional dispositions will be evaluated using the following scale and rubric:

	4	3	2	1
Professional Ethics	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
Adheres to appropriate Ethical standards (ACA, ASCA, etc.).	Models exceptional ethical decision-making processes and professional behaviors.	Exhibits sound ethical decision-making processes and professional behaviors.	Displays problems with ethical decision-making processes and professional behaviors.	Displays poor ethical decision-making processes and professional behaviors.
Accepts responsibility for behavior.	Models openness and willingness to take responsibility for behavior. Proactive in seeking resolution.	Models openness and willingness to take responsibility for behavior.	Occasionally accepts responsibility and shows resistance to change behavior.	Does not accept personal responsibility and shows limited insight of behavior.
Seeks supervision when necessary.	Is receptive to constructive comments, implements changes, and actively seeks feedback from others.	Is receptive to constructive comments and implements changes.	Attends supervision but does not meet goals of supervision.	Is not receptive to constructive comments and shows no sign of implementing change.
Respects the privacy and rights of others.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others	Treats others with courtesy and respect. Words and actions are polite and professional.	At times treats others with courtesy and respect. At times displays inappropriate words and actions.	At times treats others inappropriately. Does not show regard for privacy and rights of others.
	4	3	2	1
Communication	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
Written and verbal communication with peers, colleagues, and faculty is appropriate and professional. (This applies to both online and face-to-face interactions).	Displays the ability to work and communicate (written and verbal) effectively and professionally	Displays the ability to work and communicate (written and verbal) appropriately and professionally	At times communication and ability to work with peers, colleagues, and faculty is inappropriate and unprofessional	Communicates an inability or unwillingness to work with others

Is cooperative and positive	Is enthusiastic, cooperative, and confident to work with others at all times.	Exhibits willingness to work with peers, colleagues, and faculty in a positive manner.	Occasionally shows uncooperative and negative behavior with peers, colleague, and faculty.	Does not show appropriate skills to interact positively with peers, colleague, and faculty.
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	4	3	2	1
Respect for others	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
Respects the views and opinions of others	Demonstrates a thorough and consistent respect for views and opinions of others	Demonstrates a moderate and consistent respect for views and opinions of others	At times disregards views and opinions of others	Treats opinions of others with disrespect/hostility.
Demonstrates openness to new ideas	Consistent enthusiasm for, and openness to, new ideas. Takes initiative beyond what is expected.	Demonstrates openness to new ideas by taking initiative.	Does not demonstrate an awareness or openness to accept new ideas. Focuses on seeking solutions.	Shows unwillingness to learn new ideas.
	4	3	2	1
Diversity & Cultural Awareness	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
Aware of self and others	Exceptionally aware of self and appreciates contributions of diverse populations and settings	Demonstrates awareness of self and how personal world view may differ from others	Demonstrates awareness of self, but lacks awareness of how personal and world-view may differ from others	Does not demonstrate awareness of self and how personal world view may differ from others
Demonstrates cultural sensitivity	Demonstrates cultural and social sensitivity and advocates for others	Demonstrates cultural and social sensitivity when working with others	Understands cultural and social sensitivity but unable to identify insensitive practices	Does not demonstrate cultural sensitivity when working with others

	4	3	2	1
Problem Resolution	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable

Adheres to department policies on resolving issues	Acknowledges and adheres to Graduate Student Handbook policies on resolving student issues.	Adheres to Graduate Student Handbook policies on resolving student issues	Acknowledges but does not fully comply with Graduate Student Handbook policies on resolving student issues	Does not adhere to Graduate Student Handbook policies on resolving student issues
Seeks Resolution	In a professional manner seeks to first resolve issues with the individual with whom there is a conflict	Seeks to resolve issues with the individual with whom there is a conflict	Seeks to resolve issues but also involves others	Does not seek to resolve issues at all
Uses discretion when sharing information regarding student issues	Does not discuss issues with other students and faculty who are not involved	Uses discretion when discussing issues with other students and faculty who are not involved	Does not use discretion when discussing issues with other students and faculty who are not involved	Does not use discretion when discussing issues and shares inappropriately with other students and faculty who are not involved
	4	3	2	1
Use of Feedback	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
Is receptive to Feedback	Seeks feedback from faculty, supervisors and peers. Is receptive and takes the time to reflect and implement changes appropriately	Is receptive to feedback and implements changes appropriately	Demonstrates difficulty accepting feedback and implementing changes appropriately	Is not receptive to feedback and does not implement changes appropriately
Refrains from becoming defensive	Models professionalism and refrains from becoming defensive	Refrains from becoming defensive	Becomes defensive	Becomes defensive and behaves unprofessionally
Provides peers with appropriate feedback	Provides peers with constructive and appropriate feedback. Is tactful in delivery.	Provides peers with appropriate feedback	Provides peers feedback but has difficulty with delivery	Does not give peers appropriate feedback
	4	3	2	1
Expression of Emotions/Emotional Intelligence	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable

Demonstrates emotional control	Models appropriate emotional and behavioral responses in difficult situations	Emotional and behavioral responses are appropriate, and is aware of how verbal and nonverbal responses are perceived by others	Unaware of how verbal and nonverbal responses are perceived by others and/or nonverbal emotional responses are inappropriate.	Demonstrates poor emotional control; becomes physically upset and/or uses physical/verbal aggression.
Professional Appearance	Models professionalism through appearance and attire. Presents in professional attire, and is clean and well groomed.	Attire, hygiene and appearance is appropriate for classroom and field placement	Occasionally attire, hygiene or appearance is concerning or inappropriate for classroom and field placement	Consistent concerns with attire, hygiene or appearance. Presents as unprofessional or inappropriate for classroom and/or field placement.

	4	3	2	1
Professional Work Ethic	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
Attendance	Attends all classes and meetings. Is punctual and prepared. Adheres to course attendance policies	Attends classes but has one or two excused absences. Communicates with instructor and adheres to course attendance policies.	Attends classes but is occasionally tardy and/or has unexcused absences.	Excessive tardiness and/or absences. Fails to communicate with instructor.
Meets Deadlines	Meets all deadlines for course work (Readings/Assignments/Projects) and program requirements (Paperwork)	Regularly meets deadlines for coursework and program requirements. Asks for extensions occasionally.	Turns in assignments and/or paperwork late Regularly asks for extensions.	Regularly misses deadlines; Missing assignments or paperwork
Shows initiative and motivation	Actively participates in classroom discussions and activities.	Participates in classroom discussions and	Rarely participates in classroom discussions and activities	Does not participate in classroom
	Demonstrates enthusiasm and goes beyond what is expected	activities. Meets course expectations		discussions and activities; appears unprepared and uninterested;

<p>Demonstrates Honesty and Integrity</p>	<p>Demonstrates honesty and integrity on all assignments, tests and program requirements. Documents appropriately and uses APA format for citations and references.</p>	<p>Assignments and test submissions represent the work of student.</p>	<p>Unintentional plagiarism due to issues with citations and/or failure to use APA format.</p>	<p>Plagiarized, cheated and/or submitted false information/documentation to instructor or program. Violation of WSU Student Code of Conduct re: Academic Honesty.</p>
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