Department of Human Services
College of Health, Education and Human Services

Graduate Faculty:
Dr. Huma Bashir
Dr. Joseph Keferl
Dr. Joshua Francis
Dr. Tara Hill
Dr. Mary Huber
Dr. Adrianne Johnson
Dr. Jill Minor
Prof. Sunanda Suni Sharma
Prof. Kimberly Farley Smith
INTRODUCTION

The Department of Human Services (HS) offers graduate degrees in counseling (M.S. or M.A. in Clinical Mental Health Counseling, M.Ed. or M.A. in School Counseling. 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 adviser.

DIVERSITY STATEMENT

Wright State University (WSU) celebrates diversity. The daily life on campus 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 provides equal educational opportunity. In its educational policies and practices, the university prohibits discrimination against any person or group on the basis of race, sex, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation. This prohibition extends to admissions, housing, financial aid, and all other university services or facilities.

MISSION

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
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.

   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.

DEPARTMENT OF HS GRADUATE STUDENT PROFESSIONAL DISPOSITIONS

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.

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.

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

In addition to assessment by Department faculty throughout course instruction, Department faculty will formally evaluate students’ professional dispositions at the following three points during the program:

<table>
<thead>
<tr>
<th>Description of Typical Activity</th>
<th>By Whom</th>
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</thead>
<tbody>
<tr>
<td><strong>First Evaluation:</strong> Admission (“Conditional Admission”) into program</td>
<td>Program faculty</td>
</tr>
<tr>
<td>• Inform and teach professional dispositions during orientation, advising and/or seminar</td>
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<tr>
<td><strong>Second Evaluation:</strong> Before offered regular admission into program. Failure to “meet expectations” in more than two areas during the second evaluation will warrant a “concern conference”. Recommendations for regular admission will be made at that time. Possible Recommendations</td>
<td>Advisor and faculty</td>
</tr>
<tr>
<td>• Review of professional dispositions, procedures, and documents</td>
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<tr>
<td>• Student meets with Advisor to revise Emotional Intelligence assessment taken in CNL7230 Assessment in Counseling</td>
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<tr>
<td>• The department recommends student be admitted into program</td>
<td></td>
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</tbody>
</table>
The department recommends student be allowed to continue with conditional admission (Remediation plan)

The department recommends student be denied full admission into program

<table>
<thead>
<tr>
<th>Third Evaluation (Program faculty): Following the completion of practicum. Failure to “meet expectations” in one or more areas during the third evaluation will warrant a “concern conference.” Recommendations for program advancement will be made at that time. Possible Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department recommends student be allowed to advance in program</td>
</tr>
<tr>
<td>The department recommends student be allowed to advance in program with conditions (Remediation plan)</td>
</tr>
<tr>
<td>The department recommends student be denied advancement in program</td>
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<tr>
<td>Advisor and program faculty</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Professional Ethics</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Adheres to appropriate Ethical standards (ACA, ASCA, etc.)</td>
<td>Models exceptional ethical decision-making processes and professional behaviors.</td>
<td>Exhibits sound ethical decision-making processes and professional behaviors.</td>
<td>Displays problems with ethical decision-making processes and professional behaviors.</td>
<td>Displays poor ethical decision-making processes and professional behaviors.</td>
</tr>
<tr>
<td>Accepts responsibility for behavior.</td>
<td>Models openness and willingness to take responsibility for behavior. Proactive in seeking resolution.</td>
<td>Models openness and willingness to take responsibility for behavior.</td>
<td>Occasionally accepts responsibility and shows resistance to change behavior.</td>
<td>Does not accept personal responsibility and shows limited insight of behavior.</td>
</tr>
<tr>
<td>Seeks supervision when necessary.</td>
<td>Is receptive to constructive comments, implements changes, and actively seeks feedback from others.</td>
<td>Is receptive to constructive comments and implements changes.</td>
<td>Attends supervision but does not meet goals of supervision.</td>
<td>Is not receptive to constructive comments and shows no sign of implementing change.</td>
</tr>
<tr>
<td>Respects the privacy and rights of others.</td>
<td>Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.</td>
<td>Treats others with courtesy and respect. Words and actions are polite and professional.</td>
<td>At times treats others with courtesy and respect. At times displays inappropriate words and actions.</td>
<td>At times treats others inappropriately. Does not show regard for privacy and rights of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Written and verbal communication with peers, colleagues, and faculty is appropriate and professional. (This applies to both online and face-to-face interactions).</td>
<td>Displays the ability to work and communicate (written and verbal) effectively and professionally.</td>
<td>Displays the ability to work and communicate (written and verbal) appropriately and professionally.</td>
<td>At times communication and ability to work with peers, colleagues, and faculty is inappropriate and unprofessional.</td>
<td>Communicates an inability or unwillingness to work with others.</td>
</tr>
<tr>
<td>Is cooperative and positive</td>
<td>Is enthusiastic, cooperative, and confident to work with others at all times.</td>
<td>Exhibits willingness to work with peers, colleagues, and faculty in a positive manner.</td>
<td>Occasionally shows uncooperative and negative behavior with peers, colleague, and faculty.</td>
<td>Does not show appropriate skills to interact positively with peers, colleague, and faculty.</td>
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<tr>
<td></td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td><strong>Respect for others</strong></td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Respects the views</td>
<td>Demonstrates a thorough and consistent respect for views and opinions of others</td>
<td>Demonstrates a moderate and consistent respect for views and opinions of others</td>
<td>At times disregards views and opinions of others</td>
<td>Treats opinions of others with disrespect/hostility.</td>
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<tr>
<td>and opinions of others</td>
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<tr>
<td>Demonstrates openness to new ideas</td>
<td>Consistent enthusiasm for, and openness to, new ideas. Takes initiative beyond what is expected.</td>
<td>Demonstrates openness to new ideas by taking initiative.</td>
<td>Does not demonstrate an awareness or openness to accept new ideas. Focuses on seeking solutions.</td>
<td>Shows unwillingness to learn new ideas.</td>
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<tr>
<td><strong>Diversity &amp; Cultural Awareness</strong></td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Aware of self and others</td>
<td>Exceptionally aware of self and appreciates contributions of diverse populations and settings</td>
<td>Demonstrates awareness of self and how personal world view may differ from others</td>
<td>Demonstrates awareness of self, but lacks awareness of how personal and world-view may differ from others</td>
<td>Does not demonstrate awareness of self and how personal world view may differ from others</td>
</tr>
<tr>
<td>Demonstrates cultural Sensitivity</td>
<td>Demonstrates cultural and social sensitivity and advocates for others</td>
<td>Demonstrates cultural and social sensitivity when working with others</td>
<td>Understands cultural and social sensitivity but unable to identify insensitive practices</td>
<td>Does not demonstrate cultural sensitivity when working with others</td>
</tr>
<tr>
<td>Problem Resolution</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>--------------------------------------------</td>
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<tr>
<td>Adheres to department policies on resolving issues</td>
<td>Acknowledges and adheres to Graduate Student Handbook policies on resolving student issues.</td>
<td>Adheres to Graduate Student Handbook policies on resolving student issues.</td>
<td>Acknowledges but does not fully comply with Graduate Student Handbook policies on resolving student issues.</td>
<td>Does not adhere to Graduate Student Handbook policies on resolving student issues.</td>
</tr>
<tr>
<td>Seeks Resolution</td>
<td>In a professional manner seeks to first resolve issues with the individual with whom there is a conflict</td>
<td>Seeks to resolve issues with the individual with whom there is a conflict</td>
<td>Seeks to resolve issues but also involves others</td>
<td>Does not seek to resolve issues at all</td>
</tr>
<tr>
<td>Uses discretion when sharing information regarding student issues</td>
<td>Does not discuss issues with other students and faculty who are not involved.</td>
<td>Uses discretion when discussing issues with other students and faculty who are not involved.</td>
<td>Does not use discretion when discussing issues with other students and faculty who are not involved.</td>
<td>Does not use discretion when discussing issues and shares inappropriately with other students and faculty who are not involved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Feedback</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Is receptive to Feedback</td>
<td>Seeks feedback from faculty, supervisors and peers. Is receptive and takes the time to reflect and implement changes appropriately</td>
<td>Is receptive to feedback and implements changes appropriately</td>
<td>Demonstrates difficulty accepting feedback and implementing changes appropriately</td>
<td>Is not receptive to feedback and does not implement changes appropriately</td>
</tr>
<tr>
<td>Refrains from becoming defensive</td>
<td>Models professionalism and refrains from becoming defensive</td>
<td>Refrains from becoming defensive</td>
<td>Becomes defensive</td>
<td>Becomes defensive and behaves unprofessionally</td>
</tr>
<tr>
<td>Provides peers with appropriate feedback</td>
<td>Provides peers with constructive and appropriate feedback. Is tactful in delivery.</td>
<td>Provides peers with appropriate feedback</td>
<td>Provides peers feedback but has difficulty with delivery</td>
<td>Does not give peers appropriate feedback</td>
</tr>
<tr>
<td>Expression of Emotions/Emotional Intelligence</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
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<tr>
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<tr>
<td>Demonstrates emotional control</td>
<td>Models appropriate emotional and behavioral responses in difficult situations</td>
<td>Emotional and behavioral responses are appropriate, and is aware of how verbal and nonverbal responses are perceived by others</td>
<td>Unaware of how verbal and nonverbal responses are perceived by others and/or nonverbal emotional responses are inappropriate.</td>
<td>Demonstrates poor emotional control; becomes physically upset and/or uses physical/verbal aggression.</td>
</tr>
<tr>
<td>Professional Appearance</td>
<td>Models professionalism through appearance and attire. Presents in professional attire, and is clean and well groomed.</td>
<td>Attire, hygiene and appearance is appropriate for classroom and field placement</td>
<td>Occasionally attire, hygiene or appearance is concerning or inappropriate for classroom and field placement</td>
<td>Consistent concerns with attire, hygiene or appearance. Presents as unprofessional or inappropriate for classroom and/or field placement.</td>
</tr>
<tr>
<td>Professional Work Ethic</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>-------------------------</td>
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</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
</tr>
<tr>
<td></td>
<td>Attends all classes and meetings. Is punctual and prepared. Adheres to course attendance policies</td>
<td>Attends classes but has one or two excused absences. Communicates with instructor and adheres to course attendance policies.</td>
<td>Attends classes but is occasionally tardy and/or has unexcused absences.</td>
<td>Excessive tardiness and/or absences. Fails to communicate with instructor.</td>
</tr>
<tr>
<td><strong>Meets Deadlines</strong></td>
<td>Meets all deadlines for course work (Readings/Assignments /Projects) and program requirements (Paperwork)</td>
<td>Regularly meets deadlines for coursework and program requirements. Asks for extensions occasionally.</td>
<td>Turns in assignments and/or paperwork late</td>
<td>Regularly misses deadlines; Missing assignments or paperwork</td>
</tr>
<tr>
<td><strong>Shows initiative and motivation</strong></td>
<td>Actively participates in classroom discussions and activities. Demonstrates enthusiasm and goes beyond what is expected</td>
<td>Participates in classroom discussions and activities. Meets course expectations</td>
<td>Rarely participates in classroom discussions and activities</td>
<td>Does not participate in classroom discussions and activities; appears unprepared and uninterested;</td>
</tr>
<tr>
<td><strong>Demonstrates Honesty and Integrity</strong></td>
<td>Demonstrates honesty and integrity on all assignments, tests and program requirements. Documents appropriately and uses APA format for citations and references.</td>
<td>Assignments and test submissions represent the work of student.</td>
<td>Unintentional plagiarism due to issues with citations and/or failure to use APA format.</td>
<td>Plagiarized, cheated and/or submitted false information/documentation to instructor or program. Violation of WSU Student Code of Conduct re: Academic Honesty.</td>
</tr>
</tbody>
</table>
ADMISSIONS PROCEDURES

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

1) 3.3 GPA is required to enter the program or if your GPA is below it will be considered, however an academic petition is required.

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, 3 letters) and their application is reviewed and approved by the Department.

4) The group interview is 3 hours in length and an evaluation of candidate readiness. 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 Graduate School 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 and questions candidates have about their future education in HS.

Note: Individuals with special needs should notify the Department to arrange for assistance. Students applying for a second master's degree are required to have a master's degree in counseling field. Please click here for the application

STUDENT PROFESSIONAL AND ETHICAL BEHAVIOR

Please refer to Wright State University’s Community and Standards and Student Conduct Policy

PROBATION
Please refer to Wright State University’s Policies and Procedures page

PETITION PROCEDURE
Please refer to Wright State University’s Appeals, Dismissal, and Petitions

ACADEMIC INTEGRITY POLICY
Please refer to Wright State University’s Academic Integrity Policies

PRACTICUM AND INTERNSHIP MANUALS

Practicum and Internship Manuals are available on our website: Department of Human Services
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.
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 portfolio including key assessments representing as follows:

PROFESSIONAL ORGANIZATIONS

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 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.

OHIO COUNSELING ASSOCIATION (OCA)
The Ohio Counseling Association 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.
DEGREE PROGRAMS AND COURSE OFFERINGS
All degree programs and course offerings are College of Education and HS webpage:
http://www.cehs.wright.edu/academic/human_services/index.php/

PROGRAM ACCREDITATION

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)
- Clinical Mental Health 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.

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. 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
- 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 Orientaion, 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 Individual Practicum in Rehabilitation Counseling
- RHB 8670 Individual Internship in Rehabilitation Counseling (Please note RHB 8670 can only count 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
   b. CNL 6210 Crisis Counseling
   c. CNL 7260 Marriage and Family Counseling

(ii) Evaluation of mental and emotional disorders
   a. CNL 9510 Clinical Assessment in Counseling Practice
b. 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 of Addictions (RHB 7310 and RHB 7310 can be used to satisfy OCSWMFTB clinical area.)
   c. CNL 9530 Case Formulation, Clinical Intervention, and Supervision

For additional information on qualifying for and applying for a LPC license, click here.

**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., or M.A. 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. Students who want to go straight to the application for licensure, you first need to create an account here.

**FINANCIAL ASSISTANCE**

Please visit Wright State University’s RaiderConnect page for more details

**ASSISTANTSHIPS**

Please see the link for the Graduate Assistantship Application and search for opportunities using The Wright Search service.

**GRADUATE TUITION SCHOLARSHIPS**

For other scholarship opportunities, click here.

**GRADUATE COUNCIL SCHOLARS PROGRAM**

To find more information on the Graduate Council, click here.
STUDENT SERVICES

COUNSELING AND WELLNESS SERVICES
Please visit https://www.wright.edu/counseling-and-wellness for more details

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 or 775-2111. For other services provided by Wright State University Police, please click here.

OTHER STUDENT SERVICES ON CAMPUS
The following link has a comprehensive and up-to-date listing of all campus organizations and services http://www.wright.edu/student-affairs/student-life/student-activities/list-of-student-organizations

STUDENT ORGANIZATIONS

CHI SIGMA IOTA
Chi Sigma Iota is the international honor society for counselors-in-training, professional counselors & 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. 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, be invited, recommended, and approved for membership into the CSI by the chapter and CSI Headquarters.

For more information visit: http://www.csi-net.org/
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 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.

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. Reaplication 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 with 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, refer to the Graduate School’s Thesis Handbook

SECOND MASTER'S DEGREE & TRANSFER CREDIT
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

APPLICATION FOR DEGREE
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 on the School of Graduate Studies website, www.wright.edu/sogs/.

ENROLLING IN DEPARTMENT PERMISSION ONLY COURSES
Some courses cannot be scheduled unless you are given department authorizing first. To acquire department authorization, call the main department phone number 937-775-2075 and request course. You will be required to provide your U number, 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.