

GRADUATE STUDENT HANDBOOK

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

Graduate Faculty:

Dr. Huma Bashir

Dr. Joshua Francis

Dr. Tara Hill

Dr. Mary Huber

Dr. Adrienne Johnson

Dr. Joseph Keferl

Dr. Jill Minor

Prof. Sunanda Suni Sharma

Prof. Kimberly Farley Smith

January 2024 update

INTRODUCTION	4
WRIGHT STATE UNIVERSITY MISSION STATEMENT	4
HUMAN SERVICES DEPARTMENT MISSION STATEMENT	4
WRIGHT STATE UNIVERSITY VISION STATEMENT.....	4
WRIGHT STATE UNIVERSITY DIVERSITY STATEMENT.....	4
PROGRAM OBJECTIVES	5
DEPARTMENT OF HUMAN SERVICES GRADUATE STUDENT PROFESSIONAL DISPOSITIONS.....	6
KEY PROFESSIONAL DISPOSITIONS.....	6
EVALUATION PROFESS	6
PROFESSIONAL DISPOSITIONS RUBRIC	7
ADMISSIONS PROCEDURES	11
STUDENT PROFESSIONAL AND ETHICAL BEHAVIOR.....	11
PROBATION.....	11
PETITION PROCEDURE	11
ACADEMIC INTEGRITY POLICY.....	11
PRACTICUM AND INTERNSHIP MANUALS.....	12
EXIT REQUIREMENTS.....	12
PROFESSIONAL ORGANIZATIONS.....	12
AMERICAN COUNSELING ASSOCIATION (ACA).....	12
OHIO COUNSELING ASSOCIATION (OCA).....	12
PROGRAM ACCREDITATION.....	12
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP).....	12
LICENSURE REQUIREMENTS FOR OHIO LICENSED PROFESSIONAL COUNSELORS (LPC).....	13
LICENSURE REQUIREMENTS FOR OHIO PROFESSIONAL SCHOOL COUNSELORS (LSC)	13
FINANCIAL ASSISTANCE.....	14
GRADUATE ASSISTANTSHIPS.....	14
GRADUATE TUITION SCHOLARSHIPS	14
GRADUATE HONORS STUDIES	14
STUDENT SERVICES	14
COUNSELING AND WELLNESS SERVICES	14
CAREER SERVICES	14
OFFICE OF DISABILITY SERVICES	14
COMPUTER AND TELECOMMUNICATION SERVICES (CATS).....	14
UNIVERSITY LIBRARIES	14
PUBLIC SAFETY.....	14
STUDENT ENVOLVEMENT AND LEADERSHIP CENTER	14
STUDENT ORGANIZATIONS	14
CHI SIGMA IOTA	14

STUDENT ADVISEMENT CHECKLIST	15
PROGRAM OF STUDY	15
TIME LIMIT	15
WITHDRAWAL FROM COURSES	15
COURSE REPEAT	15
THESIS	16
SECOND MASTER'S DEGREE & TRANSFER CREDIT	16
APPLICATION FOR DEGREE	16
COURSE OVERRIDES AND AUTHORIZATION TO REGISTER	16

INTRODUCTION

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

WRIGHT STATE UNIVERSITY'S MISSION STATEMENT

We empower all students to excel in their lives and chosen careers through integrated learning, research, innovation, and experience. (WSU Mission Statement, Policy 1120)

HUMAN SERVICES DEPARTMENT MISSION STATEMENT

The mission of the Department of Human Services at Wright State University 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.

WRIGHT STATE UNIVERSITY VISION STATEMENT

To be a diverse, inclusive university that positively transforms the educational, economic, and social fabric of the communities we serve. (WSU Vision Statement, Policy 1130)

WRIGHT STATE UNIVERSITY DIVERSITY STATEMENT

Wright State University 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.

Wright State University 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.

Wright State University promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socio-economic status, religious affiliation, or national origin. We encourage appropriate activities and events which foster learning about the diversity of our world.

Wright State University will be a model for our geographic region, exemplifying that a human community can exist which celebrates diversity, enjoys the richness which diversity brings to our lives, and grows stronger with every new member. (WSU Diversity Statement, Policy 1230)

PROGRAM OBJECTIVES

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

The HS Faculty will seek to:

1. Create a learning environment infused with opportunities that support optimal student development to develop 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 Clinical Mental Health Counselors and School 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 Clinical Mental Health Counselors and School 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 Clinical Mental Health Counselors and School 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 themselves professionally and in a legal, professional, and ethical manner.

5. Develop competent Clinical Mental Health Counselors and School Counselors who exhibit a professional identity.

The student will:

- Know the origins of the profession of Clinical Mental Health and School 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 Clinical Mental Health and School 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 Clinical Mental Health and School counseling.

DEPARTMENT OF HUMAN SERVICES 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 an assessment of students’ professional dispositions. Professional dispositions encompass a student’s attitudes, values, and professional ethics 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 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:

Description of Typical Activity	By Whom
First Evaluation: Admission into program <ul style="list-style-type: none"> • Inform and teach professional dispositions during orientation, advising and/or seminar 	Program faculty

<p>Second Evaluation: Pre-Clinical before the Practicum course. 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</p> <ul style="list-style-type: none"> • Review of professional dispositions, procedures, and documents • Student meets with Advisor to revise Emotional Intelligence assessment taken in CNL7230 Assessment in Counseling • The department recommends student be admitted into program • The department recommends student be allowed to continue with conditional admission (Remediation plan) • The department recommends student be denied full admission into program 	<p>Advisor and faculty</p>
<p>Third Evaluation (Program faculty): Following the completion of practicum-Clinical 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</p> <ul style="list-style-type: none"> • The department recommends student be allowed to advance in program • The department recommends student be allowed to advance in program with conditions (Remediation plan) • The department recommends student be denied advancement in program 	<p>Advisor and program faculty</p>

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

PROFESSIONAL DISPOSITIONS 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, colleagues, and faculty	Does not show appropriate skills to interact positively with peers, colleagues, and faculty

	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 and 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. Demonstrates enthusiasm and goes beyond what is expected	Participates in classroom discussions and activities. Meets course expectations	Rarely participates in classroom discussions and activities	Does not participate in classroom discussions and activities. Appears unprepared and uninterested

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

ADMISSIONS PROCEDURES

In addition to the University and College of Graduate Programs requirements, the Department entrance eligibility requirements include the following:

- 1) A minimum 3.0 GPA is required to enter the program. Applicants can be admitted conditionally if cumulative GPA is below 3.0 with department approval.
- 2) A minimum of three letters of recommendation.
- 3) A statement of educational and professional goals.
- 4) Candidates are invited to a group interview only after applications are completed by the deadline date (required GPA, 3 letters) and their application is reviewed and approved by the Department.
- 5) 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 the field
 - c) Knowledge of the professional role
 - d) Appropriate motivation toward the role
 - e) A realistic personal appraisal of the strengths and weaknesses the candidate would bring to the field
 - f) Group participation and interaction
 - g) Interpersonal skills
 - h) Knowledge of technological competence and computer literacy
 - i) Cultural sensitivity and understanding of diversity
- 6) Candidates accepted into the program will be notified by the College of Graduate Programs approximately 7 to 10 business days after the group interview. The accepted candidates will be invited to an orientation session that will occur approximately three weeks after the notification of acceptance. The orientation is an opportunity to get answers to questions candidates have about their future education in HS.

Note: Individuals with special needs should notify the department in advance to arrange for assistance.

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](#)

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 here [Practicum and Internships](#), and Human Services Department – Student Resource page in Pilot.

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 the program.)
6. No more than twelve hours of transfer, non-degree, and/or certification hours may count towards the degree.
7. Resolution of all issues that may have been addressed in concern conferences.
8. Successful completion of the portfolio including key assessments as noted under courses on the following page.

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.

PROGRAM ACCREDITATION

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)

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 services consistent with the ideal of optimal human development.

CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners.

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 are listed below. Those containing key assessments are noted with (ka).

- CNL 6010 Counseling Theory and Practice
- CNL 6020 Techniques of Counseling (ka)
- CNL 6030 Statistics, Research and Program Evaluation for Counseling (ka)
- CNL 6200 Clinical Pathology in Counseling
- CNL 7220 Group Process in Counseling (ka)
- CNL 7230 Assessment and Evaluation in Counseling (ka)
- CNL 7240 Career Counseling and Development (ka)
- CNL 7270 Counseling for Life-Span Development
- CNL 7280 Professional Orientation, Ethical Standards, and Legal Issues in Counseling (ka)
- CNL 7290 Multicultural Counseling (ka)
- CNL 8650 Individual and Group Practicum in Counseling
- CNL 8670 Internship in Counseling (ka-School Counseling)

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
- (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 of Addictions (*can be used to satisfy OCSWMFTB clinical area.*)
 - c. CNL 9530 Case Formulation, Clinical Intervention, and Supervision (ka)

For additional information on qualifying for and applying for the 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 will first need to create an account [here](#).

FINANCIAL ASSISTANCE

Please visit Wright State University's [Enrollment Services](#) page for more details

GRADUATE ASSISTANTSHIPS

Information on Graduate Assistantships can be found [here](#)

GRADUATE TUITION SCHOLARSHIPS

For other scholarship opportunities, click [here](#)

GRADUATE HONORS STUDIES

To find more information on Graduate Honor Studies, click [here](#)

STUDENT SERVICES

COUNSELING AND WELLNESS SERVICES

Please visit <https://www.wright.edu/counseling-and-wellness> for more details

CAREER SERVICES

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

OFFICE OF DISABILITY SERVICES

Please visit Wright State University's [Office of Disability Services](#) page

COMPUTER AND TELECOMMUNICATION SERVICES (CATS)

Internet connectivity, and documentation guides can be found on-line at the CaTS web site [here](#)

UNIVERSITY LIBRARIES

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

PUBLIC SAFETY

University Police and Public Safety is available 24-hours a day by calling (937) 775-2111 or x2111 from any campus phone. For other services provided by Wright State University Police, please click [here](#).

STUDENT INVOLVEMENT AND LEADERSHIP CENTER

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. Visit their website at <https://www.csi-net.org/>

STUDENT ADVISEMENT CHECKLIST

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 advisors.
- 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.
- An electronic copy of the completed form, with signatures, is 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.
- 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 of the 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.

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, 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/.

COURSE OVERRIDES AND AUTHORIZATION TO REGISTER

Some courses cannot be scheduled unless you are given department authorization. To acquire department authorization, complete the DHS Course Override/Approval Request found here: <https://forms.office.com/r/BMgbLVCMN7>. You must have received advisor permission before authorizations will be processed.