# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>DIVERSITY STATEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MISSION</td>
<td>4</td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td>7</td>
</tr>
<tr>
<td>PROGRAM OBJECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>ADMISSIONS PROCEDURES</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT PROFESSION AND ETHICAL BEHAVIOR</td>
<td>11</td>
</tr>
<tr>
<td>PROBATION</td>
<td>13</td>
</tr>
<tr>
<td>PETITION PROCEDURE</td>
<td>13</td>
</tr>
<tr>
<td>ACADEMIC APPEAL POLICY</td>
<td>13</td>
</tr>
<tr>
<td>STUDENT RETENTION POLICY</td>
<td>14</td>
</tr>
<tr>
<td>CONCERN CONFERENCE POLICY</td>
<td>14</td>
</tr>
<tr>
<td>STUDENT ENDORSEMENT POLICY</td>
<td>14</td>
</tr>
<tr>
<td>ACADEMIC DISHONESTY POLICY</td>
<td>14</td>
</tr>
<tr>
<td>AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) ATTRIBUTION</td>
<td>15</td>
</tr>
<tr>
<td>WRITING OUTCOMES</td>
<td>15</td>
</tr>
<tr>
<td>PRACTICUM AND INTERNSHIP MANUALS</td>
<td>17</td>
</tr>
<tr>
<td>EXIT REQUIREMENTS</td>
<td>17</td>
</tr>
<tr>
<td>COMPREHENSIVE EXAMINATION PROCEDURES</td>
<td>20</td>
</tr>
<tr>
<td>Registration</td>
<td>20</td>
</tr>
<tr>
<td>Examination Procedures</td>
<td>21</td>
</tr>
<tr>
<td>Post Examination Procedures</td>
<td>21</td>
</tr>
<tr>
<td>Counseling Comprehensive Examination Areas</td>
<td>21</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATIONS</td>
<td>21</td>
</tr>
<tr>
<td>American Counseling Association</td>
<td>22</td>
</tr>
<tr>
<td>Ohio Counseling Association</td>
<td>23</td>
</tr>
<tr>
<td>National Rehabilitation Counseling Association</td>
<td>23</td>
</tr>
<tr>
<td>Ohio Rehabilitation Counseling Association</td>
<td>23</td>
</tr>
<tr>
<td>National Rehabilitation Association</td>
<td>23</td>
</tr>
<tr>
<td>Ohio Rehabilitation Association</td>
<td>24</td>
</tr>
<tr>
<td>DEGREE PROGRAMS AND COURSE OFFERINGS</td>
<td>24</td>
</tr>
<tr>
<td>PROGRAM ACCREDITATION</td>
<td>24</td>
</tr>
<tr>
<td>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>24</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>24</td>
</tr>
<tr>
<td>School Counseling</td>
<td>24</td>
</tr>
</tbody>
</table>
Council on Rehabilitation Education (CORE) ....................................................... 24
Rehabilitation Counseling: Chemical Dependency .................................................. 24
Rehabilitation Counseling: Severe Disabilities ....................................................... 24

LICENSURE/CERTIFICATION REQUIREMENTS
Licensed Professional Counselors (PC) .................................................................. 25
Professional Clinical Counselors (PCC) ................................................................. 26
Licensed School Counselors (LSC) ........................................................................ 26
Licensed Independent Chemical Dependency Counselors (LICDC) ...................... 26
Certified Rehabilitation Counselors (CRC) .......................................................... 26
National Certified Counselors (NCC) .................................................................... 26
Certified Clinical Mental Health Counselors (CCMHC) ....................................... 27
National Certified School Counselors (NCSC) ..................................................... 27

FINANCIAL ASSISTANCE ....................................................................................... 27

STUDENT SERVICES
Counseling and Wellness ..................................................................................... 30
Career Center ......................................................................................................... 30
Disability Services ............................................................................................... 30
CaTS ..................................................................................................................... 31
University Library ............................................................................................... 32
Public Safety ........................................................................................................ 32
Asian and Native American Center ................................................................. 32
Bolinga Black Cultural Resources Center .......................................................... 32
UCIE .................................................................................................................... 33

STUDENT ORGANIZATIONS
Chi Sigma Iota ...................................................................................................... 33
Phi Delta Kappa ................................................................................................... 33

GRADING SYSTEM ............................................................................................. 34

STUDENT ADVISEMENT CHECKLIST
Program of Study ................................................................................................. 34
Time Limit ............................................................................................................. 35
Withdrawal from Courses .................................................................................... 35
Course Repeat ....................................................................................................... 35
Thesis .................................................................................................................... 36
Second Master’s Degree ....................................................................................... 37
Transfer Credit ...................................................................................................... 37
Application for Degree ......................................................................................... 38
INTRODUCTION

The Department of Human Services offers graduate degrees in counseling (M.S. or M.A. in Clinical Mental Health Counseling, M.Ed. or M.A. in School Counseling, M.S. or M.A. in Marriage and Family Counseling, M.S. or M.A. in Organizational Counseling) and rehabilitation counseling (M.R.C. in Chemical Dependency, M.R.C. in Severe Disabilities). 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 Human Services 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), Council on Rehabilitation
Education (CORE), National Council for Accreditation of Teacher Education (NCATE), program faculty, professional organizations and advisory groups. The Human Services 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.
The outer circle of the Conceptual Framework graphic illustrates the larger context of Institutional, State, and Professional Standards. At the center of the circle is our Conceptual Framework title, which depicts the common ground between general Knowledge, Content Knowledge, and Professional Knowledge in each of the professional variations—teaching, leadership, and counseling. This common ground is specifically articulated for our institution through the six strands identified as Content Knowledge, Pedagogical Content Knowledge, Diversity, Technology, Professionalism, and Emotional Intelligence.

Components of the Conceptual Framework

Content Knowledge (Strand 1)

*Counselor Education candidates are knowledgeable in their chosen fields.*

This strand represents our commitment to assuring professional counselors are knowledgeable in their chosen fields and can impart this knowledge to help all clients learn, achieve goals, or change behaviors. This knowledge is not limited to known and existing information, but includes the ability to generate and understand innovations in the field, and the possession of the skills and dispositions necessary to remain current in the field. Content Knowledge includes a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field. Content Knowledge is essential for critical thinking and problem solving in a professional role. Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Content Knowledge is necessary to make appropriate clinical decisions based upon one's knowledge of diverse groups, of technological applications to support learning, of emotional intelligence to establish rapport and communicate effectively, and of the qualities and dispositions of a professional counselor.

Pedagogical Content Knowledge (Strand 2)

*Counselor candidates demonstrate appropriate pedagogical content knowledge to help all clients achieve their stated goals.*
This strand represents our commitment to assuring professional counselors are knowledgeable and able to integrate knowledge of human development, behavior and learning, counseling theories and techniques, and content-appropriate strategies to provide effective intervention and assessment for all clients. Pedagogical Content Knowledge is the ability to contextualize clinical practice based upon knowledge of how people learn/change in a particular context area and how that learning or change can best be facilitated. Professional counselors should be able to demonstrate pedagogical content knowledge by anticipating and recognizing the common challenges clients face confronting the need to change, adapt, and grow. Pedagogical content knowledge is further exemplified by the professional counselors’ ability to offer assistance to help clients achieve their stated goals.

Pedagogical Content Knowledge interweaves with the other five strands in the Conceptual framework to develop the art and science of counseling. Pedagogical Content Knowledge is necessary to make appropriate pedagogical decisions based upon complex interconnections with the other strands. Pedagogical Content Knowledge interacts with pedagogical knowledge to develop content appropriate intervention and assessment in the context of understanding the diversity of clients’ backgrounds, experiences, motivations, goals, abilities and interests. Other interactions include the potential for technology to broaden the scope of readily accessible knowledge and enhance instruction, behavior change, the impact of emotional intelligence on knowledge acquisition, and the professional qualities and dispositions of the counselor.

**Diversity (Strand 3)**
*Counselor candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.*

This strand represents our commitment to assuring counselors are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Diversity interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Diversity is an important component in framing content knowledge, delivering services to meet individual, family and community needs, making pedagogical decisions and applying technology to facilitate learning/change. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive, respectful and effective communication in all settings.

**Technology (Strand 4)**
*Counselor candidates apply appropriate technology to add value to the counseling process.*

The technology strand represents the program's commitment to assuring counselors are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the counseling process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Technology interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Technology is an important component in making
appropriate content and pedagogy decisions related to appropriate assessment and intervention, research requirements, and information technology literacy requirements. Technology can support the application of emotional intelligence to enhance client outcomes for diverse populations through innovative options for intervention and assessment. Technology can also support professionalism by facilitating productivity, planning, and clinical and administrative functions.

**Professionalism (Strand 5)**
Counselor candidates understand and demonstrate the qualities and dispositions of professionals.

This strand represents our commitment to assuring counselors and candidates demonstrate the qualities and dispositions of professionals. Professionalism is demonstrated through communication and collaboration skills evidenced in interactions with other professionals, community members, clients, and families. Team building and the principles of lifelong learning are included in the shared values of human services professionals.

Professionalism interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Professionalism is an important component in guiding content knowledge applications and therapeutic decisions, communicating effectively with technology, appropriately demonstrating the given emotional intelligence attributes (as listed below), and in engaging in relationships with diverse populations or in diverse settings.

**Emotional Intelligence (Strand 6)**
Counselor candidates develop Emotional Intelligence and are cognizant of its significance as a positive disposition in counseling, therapy, and practice.

Faculty has identified emotional intelligence as a critical disposition in the development of candidates. This strand represents a commitment to assuring professional counselors develop emotional intelligence and are cognizant of the significant role emotional intelligence plays in effective counseling, learning, and development.

Emotional intelligence includes:

1) An awareness of one's own emotions and the emotions of others (competence)
2) Constructively expressing and controlling feelings (self-regulation)
3) A recognition that life is full of choices and each person is responsible for his or her decisions' and actions (motivation)
4) The ability to understand the perspective of others (empathy) by listening and attending, interpreting the guidelines for social interactions across diverse populations, and displaying appropriate interpersonal skills necessary to function as a team member (social skills)

Emotional Intelligence interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Emotional Intelligence is an important component in learning and guides professional practice in selecting content, pedagogy/techniques, and technology to facilitate learning and/or behavior change/growth for diverse populations.
ADMISSIONS PROCEDURES

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 3 hours in length and includes a writing sample 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) The writing samples are obtained at the beginning of the interview. A topic will be provided with a time limit of 30 minutes. Criteria used for the sample are rating of 3 or higher on a five point scale for each of the following areas (recommendations for remediation may be made even if a mean rating of 3 is achieved.)
   a) Organization-thesis is precise, pertinent, logical, and well developed
   b) Mechanics- grammar, spelling, and punctuation
   c) Vocabulary- facility on the use of language

6) Candidates accepted into the program will receive a letter from the Chair of the 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 and questions candidates have about their future education in Human Services.

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.

STUDENT PROFESSIONAL AND ETHICAL BEHAVIOR
Training to be a multicultural competent counselor involves not only the successful completion of all academic coursework and exit requirements, as indicated on a student's Program of Study, but also thorough evaluation of her or his readiness to be endorsed into the counseling profession by faculty and site supervisor(s) throughout practicum/internship. Graduate education requires that a student be able to function independently in her/his own thinking and efforts, yet also understand and demonstrate the highest professionalism and ethical behavior when interacting with clients, other students, faculty, staff, and site supervisors. Student interaction with faculty is a critical part of counselor training. We encourage each student to meet with her/his faculty advisor for specific guidance on these issues; however, here are some general guidelines:

1. While there are standard Department policies as well as CACREP/CORE requirements for students to complete their coursework, individual faculty members may require differing amounts and types of activities, assignments, and exams for their classes to ensure counselor trainee competence.

2. Stress management and time management are the student's responsibility during her/his program completion. As with any career or educational path, life adjustments and/or sacrifices may be necessary in order to successfully complete graduate degree program. Your faculty advisor can offer some guidance and support in these areas, however, the WSU Counseling and Wellness Services (https://www.wright.edu/counseling-and-wellness) may also be recommended for additional assistance to address specific challenges students may encounter.

Adult learners are expected to assume responsibility for the following:
* Considering their course load each academic term in light of their competing demands/responsibilities (6 graduate credit hours, or 2 graduate courses, is considered "full-time" for graduate students).
* Budgeting time and resources to fulfill all course requirements at a graduate student level.
* Attending all scheduled classes and being prepared to actively participate. Any excused or unexcused absences are handled at the discretion of each faculty member.

We strongly advise that you not plan vacations or social events (e.g., your wedding) that will require you to miss classes during the academic term.

3. Classroom Behavior
In order to foster an optimal learning environment, students are expected to behave cordially and respectfully in all courses and course formats (i.e., traditional classroom, online). Disruptive, rude behavior will not be tolerated in any course. Examples of disruptive/distracting verbal and nonverbal behaviors include, but are not limited to, the following:

* Talking and other side conversation while the instructor or another student is speaking to the class
* Technology use such as text messaging, cell phone use
* Sleeping

4. Respectful and professional behavior is also required in online course environments.
Technological competence is required for online coursework (synchronized, asynchronized):

a. Web-only Courses
While there are no scheduled on campus class meetings, web-only classes are not assumed to be "independent study" where students complete their work at their own pace. There will be a course schedule with assignments due, and some online instructors may require students to attend scheduled online class meetings.

b. Benefits/Challenges
There are distinct benefits and challenges for online course instruction. For students taking online classes for the first time, it may require some additional tutorial help with becoming oriented to and comfortable with the online format.

Social media is an important method of interaction and collaboration between students, faculty, staff, alumni, and others. Examples include, but are not limited to, Facebook, Twitter, YouTube, LinkedIn, Pinterest, Instagram, Instant Messaging systems, blogs, and other personal accounts. The social media guidelines described here will apply to all personnel (faculty, professional staff, support staff, students, and alumni) connected to WSU.

Departmental representatives may connect with students on social media strictly through departmental sanctioned venues for educational/instructional purposes only and at their own risk. Departmental representatives will not connect with students on social media for non-professional purposes (e.g. “friend,” “following,” etc.) to avoid confidentiality, privacy, and boundary issues.

Postings on Pilot must follow federal requirements such as FERPA or HIPAA, as well as university privacy and confidentiality policies. It is not allowable or permissible to post confidential or proprietary information about WSU faculty, staff, students, employees, alumni, or any information about activities in field placements such as practicum and internships. All policies, procedures, and guidelines regarding university trademarks, names, and symbols apply to social media networking sites.

Your personal activities on your social media page are not subject to the ethics code of profession-specific national associations. Use good judgment before you post something. Remember that privacy does not exist in the world of social media; therefore, consider what could happen if a post becomes widely known as well as the reflections on the people or content involved.

Remember who your audience is. Be aware that a presence in the social media world is, or easily can be, available to the public (e.g. prospective students, current students, colleagues, peers, parents, even clients). Consider this before publishing to ensure the post will not alienate, harm, or provoke identified groups. Strive for accuracy to avoid posting content that is untrue, skewed, or otherwise incorrect. Review content for spelling and grammatical errors.

While different social media outlets become available each day, one thing remains clear, social media has a distinct presence in our daily lives. Despite its advantages and disadvantages, it is imperative that profession-specific educators understand the vast nature of just how powerful these communication tools have become.

Should inappropriate behavior occur, it is at the instructor’s discretion to ask the offending student to leave and/or to drop the class. Disciplinary action may be taken in accordance with
the WSU Student Code of Conduct through the Office of Judicial Services. Hostile or harassing behavior will be handled by the WSU Police Department.

PROBATION

A student placed on probation will be required to change his/her status by achieving a cumulative grade point average of 3.0 the semester the student completes the next 9-semester hours of graduate credit. Failure to achieve the 3.0 grade point average will result in the student's dismissal from the School of Graduate Studies. If a portion of these credits is in research for the thesis requirement, the student's major Department must certify the student's eligibility to continue studies at the university.

PETITION PROCEDURE

Students who desire to deviate from the normal graduate school regulations and procedures may submit a petition to the School of Graduate Studies.

Petition forms are available in the graduate school. These students should include all supporting documents and must have the recommendation of the advisor, the instructor (if applicable), and the appropriate Department or college. The completed form should be returned to the School of Graduate Studies office.

An action taken on a petition will not be considered as a precedent for any future action.
School of Graduate Studies
E344 Student Union
Voice: (937) 775-2976
Fax: (937) 775-2453
Email: wsugrad@wright.edu

GRADUATE SCHOOL ACADEMIC APPEAL POLICY

Petitioning for Exception to a Scholastic Regulation

Wright State graduate students in active status may appeal for an exception to an academic policy or procedure. Graduate students who wish to appeal may do so by submitting a petition to the School of Graduate Studies. Petition forms are available in the graduate school office. Students should include all supporting documents with the petition. Further details on such petitions can be found online at http://www.wright.edu/students/handbook/01-33.html.

Students desiring to appeal a grade given to them by a faculty member must appeal to the department chair. Do not submit a petition to the School of Graduate Studies for grade appeals. The appeal form is available on the CEHS website, called the “Academic Grievance Process.”

Resolving an Academic Complaint

In the unlikely event that a student feels that he/she has been treated unfairly while pursuing their academic studies, redress is possible. The student should attempt to discuss his/her concern with the party involved. If the concern is not resolved at that level, the student may wish to discuss the matter with the Department chair. If attempts to resolve the problem at the
Department level fail, the student may wish to consult with the dean of the college or school.

STUDENT RETENTION POLICY

Faculty/Advisor Concern Conference

When any faculty member, advisor, or field person has a particular concern about the student's attitude, disposition or behavior that might inhibit the student's professional effectiveness in the field, the faculty member will advise the student about the said concerns. The emphasis of a concern conference is to assist the student in resolving any problem, which might hinder his/her success. A written record of such a conference, including both the student and faculty member's understanding of the conference, will be forwarded to the Department chair and will be made part of the student's permanent record. **Concern Conference Policy Form is located in the appendix.**

STUDENT CONDUCT


STUDENT ENDORSEMENT POLICY

Graduate students in the Department of Human Service Master's Degree program will be reviewed by the Departmental faculty during their last semester of graduate school before graduation. Students must apply for graduation at least two semesters prior to the anticipated semester of graduation. A pre-graduation checklist is forwarded to the student's advisor as soon as it is completed. Departmental faculty will review each student at a faculty meeting, considering their academic record, supervised field experience, ethical commitment, and the specific employment setting for which the student has been prepared.

ACADEMIC DISHONESTY POLICY

It is the policy of WSU 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.

Examples of Academic Dishonesty

- Taking credit for the work of others, including submitting as your own work any paper, homework assignment, take-home examination, or other academic product created wholly or in part, by or obtained from another.
- Using external assistance during an examination unless expressly permitted by the instructor, including communicating in any manner with another student during an examination; copying material from another student; permitting another student to copy from you; using notes, calculators, or other devices during an examination without express permission from the instructor; and using the assistance of a third party in completing a "take home" exam when such assistance is not expressly permitted.
- Falsifying information in an assigned paper or exercise, including inventing or altering data for a laboratory experiment or field project; altering the content of a
graded paper and resubmitting it to the instructor under the pretense of an error in grading.

- Engaging in improper conduct such as creating or making changes to an academic record or changing grades; stealing, changing, destroying, or impeding the academic work of another student; giving or offering something of value to an instructor for the purpose of affecting a grade or academic evaluation; and helping another student cheat.

The following recommendations are made for students:

1. Be honest at all times.
2. Act fairly toward others. For example, do not disrupt or seek an unfair advantage over Classmates by cheating, by talking, or by looking at other individuals work during exams.
3. Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
4. Do not turn in the same work in more than one class unless permission is received in advance from the professor.
5. Unless permitted by the instructor, do not collaborate with others on graded course work, including in class and take-home tests, papers, or homework assignments.
6. Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, cite the source(s).
7. Know the policy — ignorance is no defense. If you have any questions regarding academic misconduct, contact your instructor. Those who violate campus rules are subject to disciplinary action. Further information regarding the academic integrity policy including Faculty Student Conference Procedures and the Academic Integrity Hearing Panel (AIHP) can be found in the Wright State student handbook, which is available online at [http://www.wright.edu/students/handbook/09_05.html#10](http://www.wright.edu/students/handbook/09_05.html#10)

**APA ATTRIBUTION**

The publication manual of the American Psychological Association provides a comprehensive reference guide to writing APA style. The APA manual can be found online at the University Writing Center website at [http://www.wright.edu/academics/writingctr/](http://www.wright.edu/academics/writingctr/). Students who require assistance with writing styles can contact the university writing center.

**WRITING OUTCOMES**

The Department of Human Services believes that writing is an important and integral skill for students to master. Being able to communicate clearly and effectively with peers is a quality that is deemed highly necessary as a professional counselor. Consequently in addition to the traditional rules for writing, the following standards for writing proficiency are proposed.

A certain level of writing competency is expected at the time of admission. Should individuals who need remedial, attention to their writing skills ~ such will be pointed out to them through recommendation - at that time. Additionally, course required written assignments will be evaluated - not just on content, but also on writing style, format, syntax and grammar. Students are expected to meet and master these standards as a part of their professional development.
The faculty is cognizant of the fact that writing is a complex process, requiring studious concentration, and often-tedious attention to seemingly trivial detail. In written work, students will be held accountable for improving their writing abilities by conducting disciplinary research and professional reports.

**Upon entering any of our Master’s programs, students should be able to do the following:**

**Rhetorical Knowledge**
- Focus on a purpose
- Use appropriate voice, tone, and level of formality
- Know the difference between conversational and professional/technical writing genres

**Critical Thinking, Reading, and Writing**
- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand writing as an open process that permits writers to use later invention and rethinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Critique their own and other's works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a particular audience

**Knowledge of Conventions**
- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Write with appropriate syntax, grammar, punctuation, and spelling.

**Upon completing any of our Master’s programs, students should be able to do the following:**
- Write for different professional counseling audiences (e.g., academicians and counselor practitioners)

**Rhetorical Knowledge**
- Identify main features of writing in the counseling field (e.g., academic versus technical/clinical)
- Identify the main uses of writing in the field (e.g., academic versus technical/clinical)
- Know the expectations of readers in the field (e.g., academic versus technical/clinical)

**Critical Thinking, Reading, and Writing**
- Use writing as a critical thinking method
- Demonstrate the interactions among critical thinking, critical reading, and writing
- To review work-in-progress in collaborative peer groups for purposes other than editing
*To apply the technologies commonly used to research and communicate within the field

**Knowledge of Conventions**
*Demonstrate the conventions of usage, specialized (e.g., technical/clinical) vocabulary, format, and documentation in the field*
*Obtain strategies through which better control of conventions can be achieved

**PRACTICUM AND INTERNSHIP MANUALS**

Practicum and Internship Manuals are available on our website [https://education-human-services.wright.edu/](https://education-human-services.wright.edu/)

**Graduate practicum and internship application deadlines are:**
- Spring: October 10
- Summer & Fall: February 15

**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 nine 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 advised in concern conferences.
8. Successful completion of portfolio including artifacts representing the six strands of the College Conceptual Framework as follows:

**Clinical Mental Health Counseling**

*Practicum Application must include:*

**Diversity Strand:** graded Reflection Paper (i.e., Life History, Reaction Paper, Cultural Visit Paper). Grade must be "B" or better.

**Technology Strand:** PowerPoint, Excel, WebCT, or Pilot Live graded assignment. Grade must be "B" or better.

**Professionalism Strand:** Professionalism resume form. Grade must be "B" or better.

**Emotional Intelligence Strand:** Emotional intelligence assessment (results). Grade must be "B" or better.

_Last semester of enrollment students must submit the following artifacts:_
**Content Knowledge Strand:** Evidence of passing the National Counselor Exam or Department comprehensive exam.

**Pedagogical Content Knowledge Strand:** CNL 8650 and 8670 Site Supervisor Practicum and Internship Evaluations. Completed Impact on Client Needs forms that reflect successful interventions.

**School Counseling**

**TK20 Requirements**

**Description**

Submit the following artifacts as noted within each of the strands of the conceptual framework. Those artifacts with an asterisk are to be submitted prior to admission to CNL 8650 Individual and Group Practicum. Remember as you upload your artifacts, do not click the “submit” button until the final submission of your portfolio which will be during your internship. Please make sure that ALL midpoint artifacts are attached previous to the midpoint review date.

If you need assistance, please visit the TK20 Student Help Site, where you will find detailed PowerPoint instructions to walk you through how to perform common functions in Tk20.

**Sections**

**Content Knowledge**

- **Required:** Program Director will submit a Core Check Form
- **Optional:** Student may submit transcripts verifying completion of all practicum and internship prerequisites.

**Pedagogical Content Knowledge**

- **Required:** Graded CNL 6620 Application Paper
  Graded CNL 7650 Application Paper
  Submission of Student Impact on Client Needs Unit Assessment from Internship
- **Optional:** Graded application paper or project from course on Program of Study with earned grade of B or better

**Diversity**

- **Required:** Graded CNL 7650 Diversity Paper
  Graded CNL 6620 Diversity Paper
- **Optional:** Graded diversity paper or project from course on Program of Study with earned grade of B or better

**Technology**

- **Required:** PowerPoint or Prezi PDF with link included, from CNL 8670 Project Report (Project of Excellence)
- **Optional:** Evidence of competency in technology

**Professionalism**
**Required:** CNL 8670 Professionalism – Statement of personal and professional growth (from Project of Excellence)
Resume
Graded CNL 7650 Profession of School Counseling Paper

**Optional:** Graded paper or project from course on Program of Study
demonstrating professionalism with earned grade of B or better

---

**Emotional Intelligence**

**Required:**
- CNL 8670 Project of Excellence
- Graded CNL 7230 Emotional Intelligence Assessment (Results and Analysis)

**Optional:**
- Graded paper or project from course on Program of Study
demonstrating emotional intelligence with earned grade of B or better

---

**Marriage and Family Counseling**

*Practicum Application must include:*

**Diversity Strand:** graded Reflection Paper (i.e., Life History, Reaction Paper, Cultural Visit Paper). Grade must be "B" or better.

**Technology Strand:** PowerPoint, Excel, WebCT, or Pilot Live graded assignment. Grade must be "B" or better.

**Professionalism Strand:** Professionalism resume form. Grade must be "B" or better.

**Emotional Intelligence Strand:** Emotional intelligence assessment (results). Grade must be "B" or better.

*Last semester of enrollment students must submit the following artifacts:*

**Content Knowledge Strand:** Evidence of passing the National Counselor Exam or Department comprehensive exam.

**Pedagogical Content Knowledge Strand:** Site Supervisor Practicum and Internship Evaluations. Completed Impact on Client Needs forms that reflect successful interventions.

---

**Organizational Counseling**

*Practicum Application must include:*

**Diversity Strand:** Graded Reflection Paper form program of study completed with "B" or better. Paper must involve some aspect of diversity.

**Technology Strand:** PowerPoint, Excel, WebCT, or Pilot Live graded assignment. Grade must be "B" or better.

**Professionalism Strand:** Professional Association membership (evidence), resume or certificate of attendance at a professional conference related to major.
**Emotional Intelligence Strand:** Emotional intelligence assessment (results). Last semester of enrollment students must submit the following artifacts:

**Content Knowledge Strand:** Evidence of passing the Department comprehensive exam or National Counseling Exam

**Pedagogical Content Knowledge Strand:** Completed Practicum Field Evaluation form. Completed Impact on Client Needs forms reflecting successful intervention.

---

**Rehabilitation Counseling**

*Practicum Application must include:*

**Diversity Strand:** graded Reflection Paper (i.e. Life History, Reflection Paper, Cultural Visit Paper).

**Technology Strand:** PowerPoint, Excel, WebCT, or Pilot Live graded assignment. Grade must be "B" or better.

**Professionalism Strand:** Professional Resume completed in.

**Emotional Intelligence Strand:** emotional intelligence assessment (results).

*Last semester of enrollment students must submit the following artifacts:*

**Content Knowledge Strand:** CRC or Department comprehensive exam results.

**Pedagogical Content Knowledge Strand:** Site Supervisor Practicum and Internship Evaluation. Completed Impact on Client Needs forms that show successful intervention(s).

Note: All portfolio artifacts will be housed in student's Department folder. Successful completion and passing of comprehensive examination or Ohio Counseling Licensure Examination or Ohio Assessment for Educators – School Counselor Examination (for School Counseling majors) or Certified Rehabilitation Counselor Examination (for Rehabilitation Counseling majors).

**COMPREHENSIVE EXAMINATION PROCEDURES**

*Mental Health, School Counseling, Marriage and Family, and Organizational Counseling*

1. **Registration**
   a. Complete pre-requisites.
      i. Registered for next to last or last semester of coursework on program of study
      ii. 3.0 G.P.A.
      iii. Approved program of study on file
      iv. Advisor written verification of remediation if third administration
   b. Register during first four weeks of the semester with program area secretary
(during first two weeks for summer semester).
c. Registration and pre-requisites will be verified. Letters will only be sent to students not meeting pre-requisites.

2. Examination procedures
   a. Exam will be given the 6th week each semester (4th week for summer semester). Students must bring picture ID, #2 pencil, and a calculator.
   b. Alternate exam forms will be used for re-examination.
   c. Four (4) hour time limit.
   d. Passing will be considered 60%.

3. Post-examination procedures
   a. Objective exam items will be scored by the computer center. If any essay items, they will be read by at least two program area faculty.
   b. Students will be notified of their scores by mail from the Department chair. Please allow at least three weeks.
   c. Exam may be repeated (registration required). After the second failure, students must complete remediation as assigned by their advisor before being allowed to register for a third administration (verification required). Remediation may include repeating course(s), independent study, tutorial with faculty, or other prescribed interventions.

4. Counseling Comprehensive Exam Areas – The exam covers 9 content areas and each content area has 20 items.

   A. Nine competency areas:
      a. Section I: Statistics and Research
      b. Section II: Theories of Counseling
      c. Section III: Life Span Development
      d. Section IV: Career/Vocational Development
      e. Section V: Legal, Professional and Ethical Responsibilities
      f. Section VI: Assessment and Evaluation
      g. Section VII: Group Dynamics
      h. Section VIII: Techniques of Counseling
      i. Section IX: Social/Cultural Foundations

   B. In addition to the counseling course syllabi, texts, readings, etc., the references suggested by NBCC for preparation for the National Counselors Examination (NCE) may also be of assistance in your review.

   Rehabilitation Counseling - Severe Disabilities

   The exam covers 12 content areas and each content area has 20 items.

   A. Twelve competency areas:
      a. Section I: History and Philosophy
      b. Section II: Legislative
      c. Section III: Psycho/Social
      d. Section IV: Case Management
      e. Section V: Medical Assessment
f. Section VI: Assessment/Evaluation

g. Section VII: Counseling

h. Section VIII: Job Development/Placement

i. Section IX: Independent Living

j. Section X: Technology

k. Section XI: Private Sector

l. Section XII: Environment/Community

Rehabilitation Counseling – Chemical Dependency

See Program Advisor (Dr. Mary Huber)

* All students should schedule and pass their respective certification their last semester. This examination is the Ohio Counseling Licensure Examination or Ohio Assessment for Educators (for School Counseling majors) or Certified Rehabilitation Counselor Examination (for Rehabilitation majors).

PROFESSIONAL ORGANIZATIONS

Graduate students of the Human Services 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)  
https://www.counseling.org/  
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.

Association of Multicultural Counseling and Development (AMCD)  
American School Counselor Association (ASCA)  
American Rehabilitation Counseling Association (ARCA)  
American Mental Health Counselors Association (AMHCA)  
Association for Assessment in Research and Counseling (AARC)  
American College Counseling Association (ACCA)  
Association for Counselors and Educators in Government (ACEG)  
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)  
Association for Specialists in Group Work (ASGW)  
International Association of Addictions and Offender Counselors (IAAOC)  
International Association of Marriage and Family Counselors (IAMFC)  
National Employment Counseling Association (NECA)  
Association for Counselor Education and Supervision (ACES)  
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)  
National Career Development Association (NCDA)  
National Rehabilitation Counseling Association (NRCA)  
Counseling Association for Humanistic Education and Development (C-AHEAD)  
Counselors for Social Justice (CSJ)
Association for Adult Development and Aging (AADC)
Association for Creativity in Counseling (ACC)

National Rehabilitation Association (NRA)
http://www.nationalrehab.org/

The National Rehabilitation Association 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 Association of Disability Benefits Specialists (NADBS)
National Association for Independent Living (NAIL)
National Association of Multicultural Rehabilitation Concerns (NAMRC)
National Association of Service Providers in Private Rehabilitation (NASPPR)
National Association of Rehabilitation Technicians and Specialists (ARTS)
National Association of Rehabilitation Leadership (NARL)
National Rehabilitation Association of Job Placement and Development (JPD)
Rehabilitation Counselors and Educators Association (RCEA)
Vocational Evaluation & Work Adjustment Association (VEWAA)

National Rehabilitation Counseling Association (NRCA)
http://www.nrca-net.org/

NRCA is the largest national organization representing rehabilitation counselors practicing in a variety of work settings.

Ohio Counseling Association (OCA)
www.ohiocounseling.org

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.

There are nine divisions within the Ohio Counseling Association. These include
Ohio Association for Counselor Education and Supervision (OACES)
Ohio Association for Specialists in Group Work (OASGW)
Ohio Association for Spiritual, Ethical and Religious Values in Counseling (OASERVIC)
Ohio Career Development Association (OCDA)
Ohio School Counselor Association (OSCA)
Ohio Rehabilitation Counseling Association (ORCA)
Ohio Association for Multicultural Counseling and Development (OAMCD)
Ohio Mental Health Counselors Association (OMHCA)
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling of Ohio (ALGBTICO)
Ohio Rehabilitation Association (ORA)
http://www.ohiorehab.org/

The Ohio Rehabilitation Association, 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. These include:

- Job Placement Division (JPD)
- Job Trainer Association (JTA)
- Ohio Rehabilitation Technology Association (ORTA)
- Dayton Area Chapter Ohio Rehabilitation Association (DACORA)

DEGREE PROGRAMS AND COURSE OFFERINGS

All degree programs and course offerings are available online at http://www.cehs.wright.edu/academic/human_services/index.php/

STUDENT COURSE LOAD

The normal load for full-time study is 6 semester hours in each semester. Students with fellowships and some other programs must meet a 9 credit hour requirement in order to be considered full-time. The Dean's signature is required to register for more than 16 credit hours (415 Allyn).

PROGRAM ACCREDITATION

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Clinical Mental Health 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.

Council on Rehabilitation Education (CORE)
Rehabilitation Counseling: Chemical Dependency and Severe Disabilities

CORE is accredited by the Council on Higher Education Accreditation (CHEA) and a member of the Association of Specialized and Professional Accreditors (ASPA). CORE accredits graduate programs in Rehabilitation Counselor Education (RCE).
The accreditation process promotes

- The effective delivery of rehabilitation services to individuals with disabilities
- Continuing review and improvement of master's degree level RCE Programs
- Program self-improvement rather than outside censure
- Meeting the personnel needs of both public and private rehabilitation agencies
- Providing graduates who have the skills, knowledge, and attitudes necessary to provide rehabilitation counseling services to individuals with physical, mental, and/or emotional disabilities.

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. Students enrolled in a Rehab, Marriage and Family, or Organizational Counseling Programs may be required by the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board to qualify for admission to the National Counseling Exam (NCE). In some cases several additional classes may be required, which may also include an additional internship in a clinical setting (under the supervision of a Professional Clinical Counselor with Supervisor Status). 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 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 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 5 clinical areas include

- CNL 6210 Crisis Counseling
• CNL 7250 Clinical Mental Health Practices and Services
• CNL 7260 Marriage and Family Counseling
• CNL 9500 Advanced Personality Theory and Psychopathology
• CNL 9510 Clinical Assessment in Counseling Practice
• CNL 9520 Diagnosis and Clinical Counseling Practice
• CNL 9530 Case Formulation, Clinical Intervention, and Supervision
• RHB 7040 Psychosocial Aspects
• RHB 7310 Treatment of Addictions (RHB 7310 and RHB 7310 (can be used to satisfy OCSWMFTB clinical area #4 which is Methods of Intervention.)

LICENSURE REQUIREMENTS FOR OHIO PROFESSIONAL CLINICAL COUNSELORS (LPCC)

After completing the 60 credit hour requirements and passing the NCE, students seeking to pursue eligibility for licensure as a professional counselor with the clinical endorsement (LPCC) must also complete 3,000 clock hours of supervised work experience after the obtaining the LPC licensure.

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. Students apply for licensure at the Ohio Department of Education.

LICENSURE REQUIREMENTS FOR OHIO LICENSED INDEPENDENT CHEMICAL DEPENDENCY COUNSELORS (LICDC)

http://ocdp .ohio .gov/

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. For specific information, please see www.crccertification.com

CERTIFICATION REQUIREMENTS FOR NATIONAL CERTIFIED COUNSELORS (NCC)

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling. The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system,
to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. Counselor education graduates meet curriculum requirements for certification as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC).

In addition, for information on becoming a Certified Clinical Mental Health Counselor (CCMHC) or a National Certified School Counselor (NCSC) please see www.nbcc.org

FINANCIAL ASSISTANCE

Financial aid available to graduate students includes graduate assistantships, graduate tuition scholarships, Federal Perkins Loans, Federal Subsidized and Unsubsidized Stafford Loans, and Federal Work-Study employment. Information regarding graduate assistantships or scholarships may be obtained from the Department concerned or the School of Graduate Studies. Please refer to the "Financial Aid" section for detailed information on financial aid processing and programs. http://www.wright.edu/graduate-school

Entering students should be sure that a transcript of credits has been sent to the School of Graduate Studies. Students must be enrolled in a degree or licensure program to receive federal aid eligibility. Students must not be in default of prior federal loans to receive federal aid.

Assistantships

Assistantships are awarded through individual Departments of instruction and require students to spend a specified amount of time assisting either in instruction, research, or academic support. Graduate assistants are required by the graduate school to register for a minimum of six hours of graduate credit per semester and some Departments may require as many as 12 credit hours per semester.

For information regarding assistantships, contact the School of Graduate Studies. Typically assistantships are awarded during the spring semester and apply for the upcoming academic year. Applications for assistantships are submitted the College of Education and Human Services Graduate Programs Office located in 378 Allyn Hall.

Financial need is not a criterion for selection of graduate assistants; the Free Application for Federal Student Aid (FAFSA) discussed in the section on Financial Aid applies to other forms of financial assistance.

Graduate Tuition Scholarships

A limited number of scholarships, which cover a graduate student's tuition for two years or program completion (whichever is less), are offered by the Colleges of Business and Administration, Education and Human Services, Engineering and Computer Science, Liberal Arts, Nursing and Health, Science and Mathematics, and the School of Professional Psychology.
The goals of the scholarship program are to recruit and retain master’s and doctoral students who have demonstrated academic excellence in the past and who exhibit the potential for continued academic excellence in the future. The scholarships are awarded primarily to new incoming graduate students who intend to pursue a graduate degree program as a full-time student. To be eligible for the scholarships, students must qualify for regular admission into a master's or doctoral program. Questions regarding the tuition scholarship program should be addressed to the college or school of interest. College of Education and Human Services inquiries should be made with the Student Services Office located on the 3rd floor of Allyn Hall.

**Graduate Council Scholars Program**

Stipends and tuition remissions are awarded annually to full-time graduate students who are recommended by their respective college/school Dean and selected by the Graduate Council Student Affairs Committee. The stipend and tuition remission is awarded for up to two years. This program not only eases graduate students' financial burdens but also recognizes their academic achievements.

**Financial Aid**

To be considered for federal financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) or Renewal Application and submit it to the Federal Processing Agency. For faster processing, the FAFSA or Renewal Application can be completed on the Internet at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). No processing fee is required for FAFSA or Renewal Application.

Students filing the FAFSA or Renewal online are required to use their FAFSA PIN as the online signature to complete the application. If you do not have a PIN number, go to [http://www.pin.ed.gov/](http://www.pin.ed.gov/) for a PIN request. The FAFSA application may be obtained from the Office of Financial Aid, but the Renewal Application will be mailed from the Federal Processing Agency to the student applicant. Please note: the Renewal Application will be mailed to students who have applied for financial aid through the FAFSA in the previous academic year. The FAFSA or Renewal Application must be mailed or electronically submitted to the Federal Processing Agency no later than February 15 prior to the start of the academic year to determine priority eligibility for Federal Perkins Loan, Federal Nursing Student Loan, Subsidized and/or Unsubsidized Stafford Loan, and Federal Work-Study employment program. Applications received after the priority deadline date will be considered for Subsidized and/or Unsubsidized Stafford Loan eligibility.

Students who receive federal financial aid will also be expected to maintain standards of satisfactory academic progress as defined by federal guidelines and school academic policy.

**Federal Perkins Loans**

Eligibility for the Federal Perkins Loan is determined by the student having high computed financial need through the FAFSA or Renewal Application, and by applying by the priority deadline.

The repayment period and interest accrual for the Federal Perkins Loan does not begin until nine months after the student terminates at least half-time enrollment. The loan has a 5
percent fixed interest rate.

**Federal Stafford Loan Program**

Through the cooperation of lending institutions that participate in the Subsidized and Unsubsidized Stafford Loan program, students who are enrolled in a licensure, or degree-seeking program, and are registered for a minimum of 4 credit hours, may receive Stafford educational loans. The yearly Stafford loan limit for graduate students is $20,500. A brief description of each loan follows:

**Stafford Loan (Subsidized)**

Students having need, as determined by the FAFSA or Renewal Application, can receive up to $8,500 in Subsidized Federal Stafford eligibility. Repayment begins six months following graduation or termination of at least half-time enrollment. The variable interest rate begins at the time of repayment, not to exceed 8.25 percent. The student will be expected to pay a 3 percent fee, which is deducted from the loan before it is disbursed.

**Stafford Loan (Unsubsidized)**

The terms and conditions of the federally funded Unsubsidized Stafford Loan are the same as for the Subsidized Stafford Loan, except that the borrowers of the Unsubsidized Stafford Loan will be responsible for payment of the interest that accrues while they are in school. The interest rate is variable, not to exceed 8.25 percent. Unsubsidized Stafford Loans are available to students who do not qualify for the Subsidized Stafford Loan or have minimum eligibility through the Subsidized Stafford Loan. Graduate students can borrow, in Unsubsidized Stafford Loan, up to the graduate loan limit ($18,500) minus the eligible Subsidized loan amount. The number of credit hours, semesters enrolled, and other financial aid and/or scholarships will also determine eligibility amount in the Stafford Loan programs.

**Federal Work-Study Program**

Employment through the Federal Work-Study Program is available to students who demonstrate financial need, according to federal guidelines, and who apply by the priority deadline.

Graduate students, who are registered for at least four credit hours are eligible to work a maximum of 20 hours per week while classes are in session.

**Veteran's Benefits**

Active duty personnel and Vietnam-era veterans are eligible for the new G.I. Bill if they served without a break in service after October 19, 1984, through June 30, 1985. Only veterans separating after June 30, 1988, are eligible.

The All-Volunteer Force Educational Assistance Program (New G.I. Bill) can be used by a veteran who entered on active duty at any time after June 30, 1985, and paid into the program.

Applications are available from the Veterans Affairs office at WSU or from any Department
of Veteran Affairs office. Educational opportunities are available for children and surviving spouses of veterans whose deaths or permanent total disabilities were service-connected. Spouses and children of servicemen and service women declared missing in action or prisoners of war are also eligible.

STUDENT SERVICES

Counseling and Wellness Services

Counseling and Wellness Services offers a variety of services to assist students in coping with personal or emotional concerns, so as to enhance their academic performance and improve their general wellbeing. The center offers a warm, relaxed, and confidential place to talk. Meeting with a therapist can be an important step in relieving stress as well as identifying strategies for addressing concerns. Therapy is offered in individual, couples, family, and/or group modalities. In addition to therapy, we also provide psychological assessment, consultation, and psycho-educational seminars. Some examples of issues that may be addressed with our staff include relationship problems, academic problems, family conflict, alcohol/drug use, sexual/physical abuse, panic/anxiety, depression, eating disorders, grief issues, and low self-esteem. All communications between a client and therapist are completely confidential and private. Exceptions to confidentiality include times when an individual is at risk for child or elder abuse, neglect, suicide, or homicide, or as otherwise required by Ohio Law. The center is open Monday through Friday, 8:30 a.m. to 5 p.m., and is located on the lower level of the Student Union, suite 053. You may also visit https://www.wright.edu/counseling-and-wellness

Career Center

Wright State offers students and alumni a comprehensive career development and employment assistance program. Services include:

- Employment assistance for acquiring on- and off-campus student employment, internships, cooperative education positions, and full-time positions upon graduation.
- Career exploration
- Individual appointments addressing career planning and job-search assistance.
- Career and job fairs.
- Career Resource Center and an interactive computer guidance system, SIGI Plus, for researching career and employment opportunities.
- The Wright Search, a web base registration and resume and cover letter reviews.
- Job search preparation, such as mock interviews and resume and cover letter reviews.
- On-campus interviewing.
- Web-based resources and links for additional career information.
- Visit Career Services at E334 Student Union, Monday through Thursday from 8:30 a.m. until 6 p.m. and Fridays from 8:30 a.m. to 5 p.m., telephone (937) 775-2556, or visit the Career Service Home Page at http://career.wright.edu/ for more information. Walk-in consultations are available Monday through Thursday from 3 p.m. until 6 p.m.

Disability Services

The university's Office of Disability Services (ODS) offers programs to promote each
student's academic, personal, physical, and vocational growth so that people with physical and learning disabilities can realize their full potential. Services include:

**Physical Support Services** - Physical support services include personal assistance with daily hygiene requirements, parking for persons with mobility impairments, assistance in locating adapted housing off-campus, training in the activities of daily living to achieve a greater degree of independence, and coordination of campus mobility orientation for students who have visual impairment.

**Academic Support Services** - These services are designed to assist students with documented disabilities in meeting all academic requirements at the university. Eligible students may receive accommodations such as sign language interpreters, lab assistance, or reader/writer service. The ODS can administer exams outside the normal classroom for students needing additional time and/or reading and writing assistance due to disability-related limitations.

**Technology Center** - The Technology Center provides classroom materials in alternative formats that include audiocassette tapes, computer disks, Braille, and image enhancements for eligible students.

**Career and Vocational Support Services** - These services assist students with physical and/or learning disabilities in making career choice, and in the planning and development of their careers

Eligibility

Applicants requesting services available to students with disabilities should contact the ODS prior to enrollment. A copy of professional documentation of disability from the original source(s) should be submitted prior to a pre-service interview. A pre-service interview is designed to assess disability-related needs and to plan services accordingly. Students are encouraged to contact the office well in advance (6-12 months) of their planned entry date. Services requested in an untimely manner cannot be guaranteed and may result in a significant delay. Most services are provided to students at no cost; however, fee-based services, such as personal assistance and out-of-class reader/writer assistance, can be billed directly to students or sponsoring agencies.

**Computer and Telecommunication Services (CaTS)**

CaTS provides service and support for university telephones, campus networking, Internet access, and administrative and student computing resources. WSU students are encouraged to use these resources to enhance their learning experience. CaTS maintains computer labs (most open 24 hours) with computers networked to laser printers, and numerous software applications to complement students' classroom activities. The computers in these labs not only provide desktop applications, but also provide access to larger computing platforms, such as the University Libraries' databases and other Internet resources. WSU has a strong commitment to provide accessibility to all of its students. In support of this commitment, a variety of adaptive technologies are available to provide computer access to students with physical disabilities. Internet connectivity, and documentation guides can be found on-line at the CaTS web site at [https://www.wright.edu/information-technology](https://www.wright.edu/information-technology).
University Library

The WSU Paul Laurence Dunbar Library is a member of the OhioLINK, an advanced computer network providing access to over 30 million library items in academic libraries throughout Ohio. Students can request books and other materials on-line from OhioLINK libraries and receive them for checkout within two to three days.

LIBNET, the libraries' information research system, provides on-line access to a wide variety of information resources for student research projects. Using LIBNET, students can find complete articles on-line as well as e-book and select Internet resources. Required course readings, called "Course Reserves" are also available on LIBNET. LIBNET is available 24 hours a day, seven days a week, from campus computer labs, residence halls, and off campus locations.

Public Safety

The Public Safety Communications Center handles all requests for emergency assistance. They can be contacted at 911 or 775-2111. It also functions as Wright State "Lost and Found" Center. More detailed information about Public Safety procedures can be found online at www.wright.edu/admin/safety

Asian and Native American Center

The Asian and Native American Center was created in the fall of 1997 to serve as a gathering place and an information center for the Asian Student Association (ASA) and the Association of Native American Students (ANAS) student organizations. The ANA supports the academic, social, and cultural needs of Asian and Native American students, faculty, and staff at the university. It also serves as an informational resource center regarding the Asian and Native American experience and creates an appreciation and understanding of the diverse Asian and Native American cultures represented within the community. The center also plays a vital role in serving as a cultural liaison to the university and Dayton communities. Please visit https://www.wright.edu/multicultural-affairs-and-community-engagement/cultural-centers/asian-and-native-american-center for more information.

Bolinga Black Cultural Resources Center

The Bolinga Black Cultural Resources Center's focus is to serve the community through a series of programs highlighting African American issues, culture, and heritage in a spirit of unity, harmony, and love. Related to this is the center's day-to-day functioning as an office that addresses the gamut of academic, cultural, and personal concerns of WSU’s black students. The center's ongoing campus-based programs consist of a variety of cultural and educational components. Please visit https://www.wright.edu/multicultural-affairs-and-community-engagement/cultural-centers/bolinga-black-cultural-resources-center for more detailed information.

Latino Affairs

The mission of the office of Latino Affairs is to foster a supportive environment that
enhances the success of Latino students, the Latino community, and the economic development of the region. They recruit, retain, graduate, connect, and advance Latino students at WSU.
Please visit [www.wright.edu/latino-affairs](http://www.wright.edu/latino-affairs)

**Office of LGBTQA Affairs**

The office of Lesbian, Gay, Bisexual, Transgender, Queer, and Ally (LGBTQA) Affairs was founded in 2015. The mission of the LGBTQA Affairs office is to serve all WSU students, staff, faculty, and alumni through four core tenants: Advocacy, Community Engagement, Education, and Support. The office also serves the WSU community through a variety of programming and educational activities.

**UCIE**

The University Center for International Education co-ordinates WSU’s ambassador Programs, exchange and study abroad programs, as well as managing the academic and administrative responsibilities of the international students at Wright State. Visit [www.wright.edu/ucie](http://www.wright.edu/ucie) for more information.

**Women’s Center**

The Women’s Center at WSU transforms our community by advocating for equality, eliminating gender-based barriers, and providing diverse educational opportunities for the benefit of all. The Women’s Center, in close and strategic collaboration with partners and stakeholders, will transform WSU so that women and gender variant individuals experience an inclusive, safe environment in which all people are supported, challenged, encouraged and connected.

**STUDENT ORGANIZATIONS**

**Chi Sigma Iota Counseling Academic and Professional Honor Society International**

**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, and be recommended for membership in the CSI by the chapter.
For more information visit: [http://www.csi-net.org](http://www.csi-net.org)

**Phi Delta Kappa** is an international association for professional educators. The organization's mission to promote quality education, with particular emphasis on publicly supported education, as essential to the development and maintenance of a democratic way of
Membership in Phi Delta Kappa International is by direct application to Phi Delta Kappa International or by invitation from or self-nomination to a local chapter. For more information on joining PDK visit: http://www.pdkintl.org

THE GRADING SYSTEM

Your academic achievement is indicated by the following letter grades and points used in calculating the Grade Point Average (GPA)

A: Highest quality; 4 points per credit hour
B: Second quality; 3 points per credit hour
C: Third quality; 2 points per credit hour
D: Lowest quality; 1 point per credit hour
F: Failed; 0 points per credit hour
X: Failure to complete a course for which registered, without officially withdrawing; 0 points per credit hour
L: Audit; given only if arranged when registering
N: No report; the instructor did not report a grade
P: Passing; given only for separately approved courses
M: Satisfactory performance; final grade assigned upon completion of the project
U: Unsatisfactory performance
I: Incomplete; given only when part of the required work is missing and arrangements have been made with the instructor to complete the work. If the work is not completed by the end of the following semester, the "I" grade is automatically converted to an "F", and the course grade is recalculated unless the instructor submits another "I" grade. Work for an incomplete received spring semester does not have to be completed until the end of the following fall semester.
W: Withdraw; given when students withdraw or drop a course during the fourth through seventh week of classes or equivalent or for courses in which students successfully petition for withdrawal. GPA is obtained by dividing the number of quality points earned at WSU by the number of GPA hours attempted.

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 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.
- 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 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 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.

**Thesis**

A thesis is optional for most programs. A student's thesis supervisor (chair of the thesis committee) must be a full member of the graduate faculty. Two other members of the committee must hold at least associate status. Programs may require more members on the committee than stated above. Students preparing a thesis should secure a copy of the Graduate Thesis/Dissertation Handbook, published by the School of Graduate Studies and available in the Graduate School Office. Students should seek the advice of their research supervisors and programs for further details. Students are required to meet all standards as prescribed in the Graduate Thesis/Dissertation Handbook. Deviation from stated the Dean, School of Graduate Studies, allows policy or style requirements only with prior approval. Published articles or manuscripts resulting from the student's work may not be employed to supplant, in whole or in part, the thesis requirement.

The topic of the thesis should come from the student's personal exploration in his/her field. The formal petition for approval of topic must clearly set forth the problem, the intended organization, and the methods of development. The student’s thesis supervisor and committee must approve the topic.

Students should consult with the thesis committee as to the course(s) and number of credit hours for which they should register while working on an approved thesis topic. Students must successfully complete an oral examination of the thesis prior to submission of the thesis to the School of Graduate Studies.

At a student's request, the School of Graduate Studies will make a format check of any thesis, or portion thereof, prior to final deposit. This review will evaluate the format and style as established in the Graduate Thesis/Dissertation Handbook. This review is intended to ‘minimize the likelihood that a thesis will not meet minimum standards and require revision which will delay deposit beyond the deadline. However, it in no way guarantees the acceptability of the final copy. To allow ample time for completing the deposit copy, students are advised to arrange for a format check well in advance of the deposit deadline.

One unbound copy of the thesis must be deposited in the School of Graduate Studies Office not later than 30 days after the end of the semester in which the degree will be granted (due dates are published by the Graduate School and distributed to the Departments and program offices). The copy submitted to the Graduate School is sent to the University Libraries, where a microfilm copy is made. The microfilm copy is considered an archival copy and is deposited in the closed stack in the library. The hard copy originally submitted is bound and then made available for circulation in the library. The final copy of the thesis presented to the Graduate School should follow the form prescribed in the Graduate Thesis/Dissertation Handbook and should be carefully produced, free of errors in style, mechanics, and format. In order to protect loose pages, as the manuscript is handled during the review, approval, and binding processes, it should be submitted to the Graduate School office in a sturdy closed container, such as a typing or duplicating paper box. Because some Departments or programs require additional copies, students should consult their advisors to determine the total number of copies needed. The Paul Laurence Dunbar Library assumes the responsibility and expense of binding the final copy submitted to the School of Graduate Studies Office.
Departments are responsible for binding copies retained by them. Students interested in having their own copies bound must consult the secretary for Administrative Services in the Paul Laurence Dunbar Library, room 126.

The signature of the Department chair on the approval page of the thesis verifies only that the student has successfully passed the oral defense and that the format is acceptable to the Department. The final copy must be approved and signed by the Dean, School of Graduate Studies, before a degree will be granted.

A student desiring to participate in the December or May graduation ceremony must either have turned in his/her final thesis/dissertation copy or have scheduled the defense with the committee prior to the graduation date. The defense date may occur within the 30-day period following graduation. The Department should notify the Graduate School, by memorandum proper to the graduation ceremony, of the scheduled defense date.

**Second Master's Degree**

Students who have been awarded a master's degree from a regionally accredited institution may earn another master's degree by taking a minimum of twenty-two semester hours of graduate credit. These hours must be taken at WSU, and no transfer credit can be applied toward the twenty-two semester hour requirement. Departments or programs may require additional work depending upon the length of a degree program or pre-requisites for individual students. Admission policies and procedures for a second master's degree are the same as those for the first degree, except that in those instances where the first degree was earned at Wright State, no additional application fee will be required.

**Transfer Credit**

Upon the recommendation of the student's advisor and the approval of the concerned Department/college and the School of Graduate Studies, graduate credit (courses) completed at another regionally accredited academic institution may be transferred to a student's graduate academic record and applied toward the requirements of the student's graduate degree program at Wright State. A student may transfer graduate credit if all of the following conditions are met:

- The student's advisor reviews the transfer of credit request and recommends that the course(s) be accepted for transfer credit.
- The student was admitted and enrolled as a graduate student at the institution where the graduate credit was completed. In addition, the student must be or have been in good standing at that institution.
- The graduate credit to be transferred is within the seven-year time limit for completing a master's degree. Graduate credit transferred toward a program's elective credit requirement does not have to meet the seven-year time limit.
- The amount of credit to be transferred does not exceed nine hours.
- The student has a program of study on file in the School of Graduate Studies. The program of study must clearly reflect the student's required courses (professional, core, advanced, introductory, general, etc.) and elective courses. Transfer courses do not have to be placed on the program of study until they are reviewed by faculty advisor and approved by both the faculty advisor and department chair.
- School of Graduate Studies has approved the courses.
• The grade for the credit is "B" or better, or equivalent as determined by the School of Graduate Studies. The School of Graduate Studies may require additional information from the student and/or the institution in order to determine grade equivalency.
• An official transcript reflecting the credit to be transferred is on file in the School of Graduate Studies.
• The credit to be transferred has not been applied toward an awarded degree.
• The student is actively pursuing a graduate program at Wright State and has currently completed at least three credit hours of degree requirements.
• The School of Graduate Studies approves the transfer of credit request.

Graduate courses completed at Wright State in non-degree status and later applied toward degree requirements are not considered as transfer credit from outside the University. Students may apply with program approval up to twelve hours of current graduate course work completed in non-degree status toward program requirements in addition to allowed transfer credit.

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/.

Applications for graduation may be obtained in the School of Graduate Studies, E344 Student Union, or at the School of Graduate Studies website, www.wright.edu/sogs/, under "Graduation Application." A fee of $35 must be paid to the bursar, the completed application should be returned to the School of Graduate Studies, E344 Student Union. If the degree requirements are not completed at the time specified, another application (no fee), which will replace any previously submitted, must be filed.

Commencement is held twice annually, in December and May. Students who complete their degree requirements in August and December may participate in the December ceremony. May and August graduates may participate in the May ceremony.

THE HUMAN SERVICES FACULTY

Stephen Fortson
Eric Anderson
Barbara Dunaway
Huma Bashir
John Conteh
Tara Hill
Mary Huber
Adrienne Johnson
Gina Oswald
Carl Sabo
Ryan Taylor
Donna Tromski-Klingshirn
Annie Welsh