Ph.D. with a Major in Counseling Psychology

Program Description and Application Information

Fully Accredited by the American Psychological Association since 1982

Recognized as the 2005 Department of the Year by the American Psychological Association of Graduate Students

Department of Counseling Psychology,
Social Psychology and Counseling
College of Health
Teachers College 605
Ball State University
Muncie, Indiana 47306-0585
Phone (765) 285-8040; Fax (765) 285-2067
http://www.bsu.edu/counselingpsych
cpsydoc@bsu.edu

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Note: This publication is not intended to replace but rather to supplement the Ball State University Graduate Catalog and the Guidelines for Doctoral Degree Programs of College of Health.

Inquiries about the accreditation status of our Doctoral Program can be made to:
American Psychological Association
Office of Program Consultation & Accreditation
750 First Street NE
Washington, D.C. 20002-4242
Phone: (202) 336-5979; Fax: (202) 336-5978
Email: apaaccred@apa.org
Website: http://www.apa.org/ed/accreditation

Information contained in this publication was revised on September 19, 2016 but may be changed without notice.
Department of Counseling Psychology & Guidance Services
Our department’s mission is to make a significant contribution to the fields of psychology and counseling through research, practice, service, and/or teaching, grounded in social justice and diversity paradigms tied to developmental, systems, holistic, and strength-based theories and strategies.

Philosophy of Training. We train students to become highly competent scientist-professionals in counseling, counseling psychology, and/or social psychology to conceptualize and assist persons in the context of their relationships, educational and organizational settings, communities, environments, and the larger world. Students are taught to address and advocate for the psychological, social, spiritual, vocational, educational, and physical well-being of individuals, families, groups, and organizations.

Our training philosophy is based on the principles and strategies reflected in our respective professional accrediting bodies (e.g., American Psychological Association; Council for Accreditation of Counseling and Related Educational Programs; Council on Rehabilitation Education). We have a particular focus on educational equity, equality for all groups, health and wellness, peace and human security, environmental preservation and enhancement, and sustainability. These principles and strategies are connected, in part, to the concepts reflected in UNESCO’s Education for Sustainability Guidelines* and positive psychology.


Ranking of Department and University
The Department of Counseling Psychology, Social Psychology and Counseling (CPSY) was ranked 11th for scholarly productivity in four esteemed psychology journals, according to a study published in The Counseling Psychologist in 2005, and 8th in publications in The Counseling Psychologist in a study conducted in 2010. The American Psychological Association of Graduate Students recognized our Department as the 2005 Department of the Year. Three of our students were honored with the prestigious Ball State University Distinguished Doctoral Dissertation of the Year Award and one student has received an APA Minority Fellowship.

Ball State University was ranked as the nation's top wireless campus in a 2005 survey conducted by Intel Corporation and published in U.S. News & World Report. Additionally, in 2007, at its Annual National Role Models Conference, Minority Access recognized Ball State as a university committed to diversity. In 2006 and 2007, The Princeton Review named Ball State as one of the best universities in the Midwest.

Ph.D. with a Major in Counseling Psychology
“Counseling psychology draws upon and contributes to psychological knowledge, particularly in the following domains: vocational behavior…human cognition…human learning and behavior change…human communication and interpersonal behavior…and the nature of optimal person-environment fit” (Blocher & Biggs, 1983).

The primary goals and purposes of counseling psychology are inherently applied and broadly defined. Counseling Psychologists are concerned with normal human development throughout a broad range of personal, vocational, interpersonal, community, and cultural contexts. Counseling as a profession must address the cultural diversity that exists worldwide. It must also acknowledge the inequities that have existed, for example, as a result of ethnocentrism (e.g., racism), sexism, marginalization, structural violence, ageism, classism, societal trauma, and negative bias toward physically and emotionally disabled individuals. The doctoral program offered through CPSY was developed to train psychologists capable of meeting these goals in a wide variety of settings with diverse multicultural populations. Moreover, the CPSY Department at Ball State University is strongly committed to the training and professional representation of students from diverse cultural and ethnic communities from around the world.

Counseling Psychologists have been described as the generalists of applied psychology. To the degree that this characterization is valid, some confusion regarding the appropriate role of counseling psychology is understandable. However, we believe that Counseling Psychologists offer a perspective and several services that, taken as a whole, are unique among psychological specialties. Unlike their colleagues in clinical psychology, who frequently describe themselves as concerned with severely disturbed clients, Counseling Psychologists historically have been concerned with “hygiology, with the normalities even of abnormal persons, with locating and developing personal and social resources and adaptive tendencies so that the individual can be assisted in making more effective use of them” (Thompson & Super, 1964). Thus, although the Counseling Psychologist may work with an acutely disturbed person, he or she is primarily interested in helping that person
develop the skills needed to prevent such disturbances and to help other, better functioning people reduce unnecessary stress and enjoy life more. Achieving the goal of improving an individual’s psychological development has traditionally involved such services as psychological assessment and individual and group counseling. These services have been rendered to both adults and younger people. Another particularly important service of the Counseling Psychologist has been vocational and career counseling. According to some (Fitzgerald & Osipow, 1986), this activity may be one of the Counseling Psychologist’s major contributions to his or her clients; given the importance of job and career to self-esteem and life satisfaction, it is indeed difficult to dispute this assertion.

More recently, Counseling Psychologists have offered a variety of other services that can enhance a client’s psychological development, including couples and family counseling, sex therapy, school counseling, health psychology, prevention, and gerontological counseling. Further, Counseling Psychologists consult in educational, medical, vocational, governmental, and correctional settings. In addition, Counseling Psychologists increasingly serve as program developers and evaluators of treatment, prevention, and intervention programs. Counseling Psychologists also engage in social action and justice work, and conduct research and hold academic positions in university settings. Counseling Psychologists rely heavily on multicultural models to conceptualize and assist their various clients.

The major thrust of our program is to prepare students to perform these roles within the best traditions of professional practitioners and scientists of psychology. Toward this end, we have set several goals for successful doctoral candidates. We view these goals as mutually interdependent and reinforcing; they are not mutually exclusive.

Before proceeding we should note our program and curriculum are constructed according to what has been called the scientist-professional model of professional training in psychology (Meara et al., 1988). Our program emphasizes developing the skills needed by both the practitioner and the scientist. Like any psychology program, ours is dependent upon its content on the theory and empirical data that make up the enterprise of psychology. Accordingly, successful students must demonstrate competence throughout the spectrum of psychological theory and method.

We believe our program goals reflect our consensual definition of counseling psychology, professional strengths, and programmatic purposes. We list the eight goals of our training program in this publication so that prospective students may compare them to their own professional interests.

Program Competencies
All doctoral students will achieve competence in the following 16 competencies:
1. Professional Identity
2. Individual & Cultural Diversity
3. Ethics and Legal Standards and Policy
4. Professional Values & Attitudes
5. Reflective Practice/Self-Assessment/Self-Care
6. Scientific Knowledge & Methods
7. Research and Evaluation
8. Relationships
9. Interprofessional/Interdisciplinary Systems
10. Consultation/Interprofessional Collaboration
11. Intervention and Prevention
12. Assessment
13. Teaching
14. Supervision
15. Social Justice
16. Management & Leadership (optional)

Faculty 2015-16: Research and Teaching Interests
Charlene Alexander, Ph.D. (University of Nebraska, 1992)
Research interests: international counseling; multicultural counseling competency development; school counseling; racial and ethnic identity measurement and assessment. Teaching interests: school counseling; ethical issues; school counseling administration and supervision. Alexander is the Ball State University Associate Provost for Diversity.

Sharon Bowman, Ph.D. (Southern Illinois University, 1989)
Research interests: diversity, including race/ethnicity, women, and LGBT; mentoring and supervision. Teaching interests: supervision; multicultural counseling; and practicum. Bowman is the Department Chairperson and is a Fellow of the American Psychological Association.
Jacob Yui-Chung Chan, Ph.D. (University of Wisconsin – Madison, 2009)  
Research interests: positive psychology; community participation; aging;  
physical & psychiatric disabilities. Teaching interests: assessment; research;  
vocational rehabilitation; positive psychology; psychosocial aspects of  
disability.

Lawrence H. Gerstein, Ph.D. (University of Georgia, 1983)  
Research interests: peace, community, and cross-cultural psychology; social  
justice; applications of social psychology; emotion; Eastern philosophy.  
Teaching interests: research; peace psychology; social justice; brief therapy.  
Gerstein is director of the Center for Peace and Conflict Studies, a George  
and Frances Ball Distinguished Professor, and Fellow of the American  
Psychological Association.

Theresa Kruczek, Ph.D. (Ball State University, 1991)  
Research interests: child and adolescent survivors of child sexual abuse;  
treatment outcome; prevention; child mental health risk and resiliency  
factors; family systems and school issues. Teaching interests: family  
systems; child and adolescent counseling; pediatric psychology; school  
issues. Kruczek is director of the practicum clinic.

Donald Nicholas, Ph.D. (University of Southern Mississippi, 1983)  
Research interests: health psychology and behavioral medicine; psychosocial  
oncology; men and cancer. Teaching interests: practicum training;  
psychopathology; behavioral medicine, psychopharmacology. Nicholas is  
director of the counseling psychology doctoral program.

Kristin Perrone-McGovern, Ph.D. (Virginia Commonwealth University,  
1998)  
Research interests: applied affective neuroscience; neuropsychological  
assessment; attachment relationships; giftedness; vocational psychology and  
work-family interface; gender roles; positive psychology. Teaching interests:  
practicum training; counseling skills and theories; research methods; group  
therapy; career theories and counseling; couples therapy. McGovern is a  
Fellow of the American Psychological Association.

Paul Spengler, Ph.D. (State University of New York at Albany, 1991)  
Research interests: clinical judgment and decision-making; stereotyping and  
prejudice; psychotherapy processes; and emotionally focused couples  
therapy. Teaching interests: assessment; psychotherapy theory and research;  
family therapy; emotionally focused couples therapy; research methods;  
practicum training. Spengler is a Fellow of the American Psychological  
Association and director of the master’s internship program.

Molly Tschopp, Ph.D. (University of Wisconsin – Madison, 2002)  
Research interests: implications of chronic illness; attitudinal barriers to  
rehabilitation and recovery; empowerment and advocacy issues; mental  
health service provision. Teaching interests: rehabilitation counseling;  
medical and psychosocial aspects of disability. Tschopp is the director of the  
masters program in rehabilitation counseling.

Stefania Ægisdóttir, Ph.D. (Ball State University, 2000)  
Research interests: psychological help-seeking; coping; test development;  
cross-cultural/international psychology; generalization of psychological  
concept across nations; psycho-education; community outreach; prevention;  
application of social psychology constructs to counseling. Teaching interests:  
research methodology; assessment; program development and evaluation,  
multicultural counseling; career issues/theories. Ægisdóttir is the director of  
the masters program in Clinical Mental Health Counseling and a Fellow of  
the American Psychological Association.

University Facilities, Services, and Support  
Facilities of Department of Counseling Psychology, Social Psychology  
and Counseling  
The departmental and instructional facilities of the CPSY department occupy  
the 6th floor of the Teachers College building. The CPSY Department also  
operates an in-house counseling clinic, the Ball State Practicum Clinic,  
serving about 600 clients per year from central Indiana. The Practicum  
Clinic is located in the basement of Teachers College, along with the Department of  
Educational Psychology’s (EDPS) Psychoeducational Diagnostic  
Intervention Clinic (PDIC) and their Neuropsychology Lab. The Practicum  
Clinic provides practicum and master’s internship experiences for students  
enrolled in the graduate counseling programs. The clients are counseled by
Recreational activities such as a symphony orchestra, concert and artist series, and sports facilities on campus are offered free or at reduced rates for students.

Living in Muncie
The university is located in Muncie, Indiana, a city of approximately 70,000 residents. Muncie is in east central Indiana, about 60 miles northeast of the state capital, Indianapolis. Other nearby cities include Fort Wayne (80 miles away), Cincinnati (120 miles away), and Chicago (200 miles away).

Multicultural Programming Committee
Ball State is committed to increasing the recruitment, enrollment, and retention of students from diverse cultural and ethnic backgrounds. The CPSY Department shares this commitment; a more diverse student body provides a better learning environment for all students. In 1988, the Department established a Multicultural Programming Committee (MPC) to assist in recruitment and retention of diverse students. MPC includes a mix of faculty and graduate students. One of MPC’s goals is to increase the number of applicants from cultural groups underrepresented in the profession, and to ensure that all applicants receive fair consideration. MPC’s second goal is to encourage a multicultural perspective in the coursework and training experiences of all students, regardless of cultural background.

Admission Requirements and Evaluation
Prospective students must complete two separate applications. Applicants must apply online to the Graduate School, but must also submit a “paper” application to the department. Applications may be submitted to both offices at the same time; however, the Graduate School must make the initial admissions decisions before the department may offer admission.

Interested persons may telephone the Departmental office toll free at (877) 486-7608 (ext. 58040), write to the director of training, Dr. Donald Nicholas, at the Departmental address, send an e-mail to dnicola@bsu.edu or cpsydcc@bsu.edu, or visit our website, http://www.bsu.edu/counselingpsych, for more information. To find out more information about the Graduate School application process, please see their website:(http://www.bsu.edu/gradschool).
General Background of Candidates Selected
The Department prefers candidates who have strong backgrounds in psychology and work experience related to counseling psychology. Candidates may hold a bachelor's or master's degree. In terms of bachelor's-level applicants, we prefer individuals who majored in psychology, but this is not required. Master's-level applicants must have majored in counseling, counseling and guidance, psychology, educational or school psychology, clinical psychology, social work, or a related field. Candidates admitted with only a bachelor's degree will first pursue a master's degree in counseling in our program and will be officially admitted into the doctoral program upon successful completion of their master's degree. Until this time, they will be conditionally admitted into the doctoral program.

Application Dates
All application materials must be received by December 1.

Tentative Timetable:
Initial Screening          Mid- to Late December
Notification of admission status Late December to Early January
Interviews                Late January or Early February

Candidates begin the program and assistantships in August.

Background Required
Bachelor's candidates:
1. Bachelor’s degree from an accredited institution and have an overall bachelor’s GPA of at least 3.2 on a 4.0 scale.
2. Completed at least 15 semester or 24 quarter hours in undergraduate psychology classes with a GPA of 3.2 in such courses. Psychology majors are preferred, but this is not required.
3. Combined GRE (Verbal & Quantitative) of at least 302 (new scoring) or 1100 (old scoring).

Master's candidates
1. Master’s degree from an accredited institution and have an overall master’s GPA of at least 3.2 on a 4.0 scale.
2. Completed four graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. If Theories and Techniques are taken as one class, then Practicum and two other classes in counseling or counseling psychology are required in addition to the Theories/Techniques class.
3. Combined GRE (Verbal & Quantitative) of at least 298 (new scoring) or 1000 (old scoring). At our discretion, the Department may admit one applicant a year with GREs below 298 (new scoring) or 1000 (old scoring) assuming the applicant is outstanding in other areas and is competitive with others in the applicant pool.

Materials To Be Submitted for Application

International candidates: Applicants from other countries and applicants who live in the United States but are not American citizens must first be reviewed and cleared by the Rinker Center for International Programs, then admitted by the Graduate School, before they are eligible for admission to the department. International students must meet all of the university’s admission requirements for foreign students. Contact the Rinker Center for International Programs for the application process. Applicants must complete all application materials required by both the department and the center. Applicants should allow sufficient time (minimum 2 months) for the Rinker Center for International Programs to process the application and determine eligibility for admission before the departmental deadline of December 1.

Contact the Rinker Center for International Programs at (765) 285-5422, or see their website at http://www.bsu.edu/international for instructions.

The CPSY departmental “paper” application materials can be found at http://bsu.edu/counselingpsychology
Materials required by the Graduate School before December 1 deadline:

1. **Online Graduate School Application**: Application found on the Graduate School Website:
   http://cms.bsu.edu/academics/collegesanddepartments/gradschool/admissions/application-process

2. **Three (3) Letters of Recommendation**: Applicants must submit three letters of reference directly to the Graduate School online application. Letters should be provided by persons familiar with your academic and professional performance.

3. **An Official Transcript from Every Institution of Study**: This includes transcripts from institutions granting degrees and institutions at which courses were taken outside a degree program or for transfer credit. Transcripts must be issued directly from the institution of study. (If you are a student or graduate of Ball State, the Graduate School will obtain your transcripts that are already on file).

4. **Graduate Record Examination Scores – General Test** (verbal, quantitative, and analytical scores). Scores more than five years old are not accepted. The Graduate School will forward scores to the Department. Use the code 1051 when having scores sent to Ball State University.

Send the following application materials listed below **together in one packet** to the Department of Counseling Psychology, Social Psychology and Counseling on or before December 1st deadline. This ensures a timelier processing of materials. When this is not possible, the applicant is responsible for ensuring that any required materials that are missing are received by our department.

**Departmental Application Form.** This form can be found on our website. The following documents must be attached to the application form:

(a) brief autobiography (no more than 2 pages)
(b) vita
(c) matching interest form (see form on website).

Applications without these documents will be considered incomplete.

Send to the following address:

Department of Counseling Psychology, Social Psychology and Counseling
Attn: Graduate Admissions Coordinator
Doctoral Admissions
Teachers College, Room 605
Ball State University
Muncie, IN 47306-0585

You also have the option to email your Departmental Application Materials to cpsyapps@bsu.edu as PDF files

**GRE Scores**: Applicants must register to take the Graduate Record Examination (GRE) approximately four to six weeks before the testing date. A computerized version of the exam is given weekly. Please note that it takes approximately six weeks for the scores to be sent to the Graduate School at Ball State University, so we recommend taking the GRE no later than early October. Information regarding the GRE (including registration application and list of test sites) can be obtained from many college testing centers, by calling the Graduate Record Examination Service at (609) 771-7670, or by visiting their website: http://www.ets.org/gre.

**Applicant Evaluation by the Department**

The application review is a three-step process. Credentials submitted by applicants are reviewed by the Department at each step. Successful candidates will be those who reach Step 3.

**Step 1.** To be considered for Step 1, candidates must have been reviewed by the Graduate School and must have:

1. Received by date of entry a bachelor's degree or master's degree from an accredited graduate institution.
2. An overall undergraduate (bachelor’s-level applicants) or graduate (master’s-level applicants) grade-point average of at least 3.2 on a 4.0 scale.
3. For applicants with a bachelor's degree, taken at least 15 semester or 24 quarter hours in undergraduate psychology classes with a GPA of 3.2 in such courses. Psychology majors are preferred, but this is not required. For applicants with a master's degree, taken four or more graduate
courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. **Consideration will be given to a master's degree applicant only if the person is currently enrolled in or has completed a beginning practicum or its equivalent.** If the applicant is presently enrolled in such a practicum, acceptance to the doctoral program will be contingent upon its successful completion (with a grade of B or better).

4. Submitted all required application materials by the deadline.

**Step 2.** If conditions of Step 1 are met, the following criteria are considered:

1. **Quality of Transcripts.** Preference will be given to applicants with broad training in psychology. The Graduate School minimum GPA is 3.2 on a 4.0 scale, but successful applicants to the program generally have undergraduate or graduate GPAs higher than 3.5.

2. **Types of Experience.** Applicants who have experience in counseling psychology or closely related subjects are preferred.

3. **Test Scores.** Applicants with a bachelor's degree must have a combined GRE (Verbal & Quantitative) of at least 302 (new scoring) or 1100 (old scoring). Applicants with a master's degree must have a combined GRE (Verbal & Quantitative) of at least 298 (new scoring) or 1000 (old scoring). Applicants with a master's degree with scores below 298 (new scoring) or 1000 (old scoring) are encouraged to apply but should have substantial evidence of other academic and professional experience and accomplishments. At our discretion, the Department may admit one applicant a year with GREs below 298 (new scoring) or 1000 (old scoring) assuming the applicant is outstanding in other areas and is competitive with others in the applicant pool.

4. **Professional/Scholarly Activity.** Preference will be given to applicants who have completed a thesis, published professional articles, or have presented research, conducted workshops, or presented other material to professional societies, or assisted with research.

5. **Letters of Reference.** Consideration will be given to the qualification ratings circled on the three recommendation forms as well as to the written comments.

6. **Applicant’s Autobiography, Professional Goals, Philosophy of Human Behavior and Counseling, Vita, Multicultural and Social Justice Experiences and Interests, and Matching Interest Form.** Preference will be given to applicants whose personal goals match the purposes of counseling psychology and the goals of the program. The autobiography will also serve as an example of the applicant’s writing skills.

**Step 3.** Faculty review each applicant’s file according to the listed criteria and rank each person individually. Composite ratings are then computed and ranked. Using these rankings, two groups of applicants are designated:

*Invited for interview.* Approximately 25 applicants are invited for a one-day, on-campus interview. Applicants meet with faculty and students, and are introduced to the Ball State campus. If an on-campus interview is not possible, alternate procedures will be arranged.

*Not invited for interview.* These persons are denied admission for the coming year.

Once interviews are completed, faculty’s final rankings are compiled and offers are made based on these rankings. Applicants who receive an offer have until April 15 to decide whether to accept the invitation to join the program.

**Applicant Pool**

80+ applications have been considered annually in recent years. Ten students are admitted annually into the counseling psychology program. Typically, however, 2 students are already admitted prior to the interview day. These 2 students had been conditionally admitted earlier into the PhD program with a bachelor’s degree.

**Attrition Rate**

<table>
<thead>
<tr>
<th>Year of first enrollment</th>
<th>Number of students enrolled</th>
<th>Number and percentage who graduated with doctorate</th>
<th>Number and percentage still enrolled in program</th>
<th>Number and percentage no longer enrolled for any reason other than graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>10</td>
<td>10 (100)</td>
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</tr>
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<td>2010</td>
<td>10</td>
<td>8 (80)</td>
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<td>2011</td>
<td>10</td>
<td>7 (70)</td>
<td>2 (20)</td>
<td>1 (10)</td>
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<td>2012</td>
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<td>7 (70)</td>
<td>1 (10)</td>
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<td>2014</td>
<td>10</td>
<td>0 (0)</td>
<td>10 (100)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>
Acceptance of Offer for Admission to the Program
The Department supports the following statement adopted by the Council of Graduate Schools in the United States:

Resolution for Graduate Scholars, Fellows, Trainees, and Assistants
Acceptance of an offer of financial support (e.g., graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties. Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In instances where a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, s/he may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>Caucasian</td>
<td>9 (0%)</td>
<td>10 (0%)</td>
</tr>
<tr>
<td>Women</td>
<td>African American</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>International</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
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<tr>
<td></td>
<td>Multi-racial</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Curriculum Requirements
Basic Requirements
Please note the following curriculum reflects the required coursework and experiences in our doctoral program. Applicants with only a bachelor's degree must also complete coursework and experiences required in one of our Department's master's programs in counseling. These programs include clinical mental health counseling, school counseling, rehabilitation counseling, or a double major in social psychology and clinical mental health counseling.

Total hours. 105 (minimum) to 111 semester hours of graduate work beyond a bachelor’s degree are required for graduation.

Minimum Time On-Campus. Two full-time academic years after the master’s degree are required, but three years are preferred.

Major. The major must consist of a minimum of 73 semester hours of graduate work. Depending on the student’s background, students will have a 73-hour major with two 15-hour cognates (a total of 103 semester hours) or a 73-hour major with one 24-hour cognate (a total of 97 semester hours).

Transfer Course Work. Courses successfully completed during the student’s master’s program may be used to meet some course requirements, subject to approval of the director of the doctoral program and the student’s doctoral committee. Students must complete at least 48 hours in the doctoral program at the Ball State campus.

Doctoral Assistantship and Residency. All students are required to complete at least 2 academic years in residence as full-time students in the program, after a master’s degree has been obtained. Although only 2 years are required, students are strongly encouraged to complete a third year on campus, during which the dissertation is completed, before beginning an internship. Bachelor’s-level students admitted to the doctoral program will be offered assistantships in the Department as they come available. The typical assignment for such persons will be work in the Practicum Clinic or CPSY Office. All first-year doctoral students entering with a master’s degree are required to accept the assistantship. However, one first-year student each year may decline the assistantship, with the permission of the Department. The request must be made in writing when the offer of admission is accepted; approval will be determined once the doctoral class is complete. Students may decline the assistantship after the first year. Summer monies are usually available. During the assistantship period, a full-time commitment to the program is required. The assistantship carries a stipend. For the 2015/16 Fall and Spring Semesters, our doctoral students will earn approximately $10,834.
For students on assistantship, tuition is waived for the entire calendar year; however, student fees are to be paid by the student. The assistantship training assignments constitute an integral part of the doctoral training program. Students must complete four training assignments during the course of their program whether or not the assistantship is accepted. These include teaching undergraduate courses, staffing the Department’s Practicum Clinic, serving as a research assistant, and supervising master’s-level trainees. Most master’s-level students are able to graduate from the program in four to five years, including the internship year. Most bachelor’s-level students are able to graduate from the program in six years, including the internship year.

Dissertation. DISS 799, Doctor’s Dissertation, must be taken for a minimum of 10 hours. The dissertation must be psychological and scientific in content, method, and analyses.

Program of Study
During his or her doctoral program, each student must complete the following course work:

A. Psychological Foundations
   1. Biological aspects of behavior
      One of the following courses is required:
      PSYS 668 Physiological Psychology (3)
      EDPS 652 Neuropsychological Assessment (3)
   2. Cognitive aspects of behavior
      One of the following courses is required:
      PSYS 616 Perception & Cognition (3)
      EDPS 765 Theories of Learning (3)
   3. Affective aspects of behavior
      The following courses are required:
      CPSY 636 Psychopathology
      CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
      PSYS 613 Developmental Psychology (3)
      CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
      CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)

   4. Social aspects of behavior
      The following course is required:
      SOPS 610 Social Psychology (3)
   5. Individual differences in behavior
      The following courses are required:
      EDPS 650 Individual Testing (Wechsler Scales) (3)
      CPSY 636 Psychopathology (3)
      CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
      PSYS 613 Developmental Psychology (3)
   6. History and systems of psychology
      The following course is required:
      PSYS 691 Systems of Psychology (3)
   7. Psychological Measurement
      The following course is required:
      EDPS 746 Theories of Measurement (3)
   8. Human Development

CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 749 Individual Supervision Experience in Counseling Psychology (1-6)
CPSY 799 Internship in Counseling Psychology (0)
The following course is required:
PSYS 613 Developmental Psychology (3)

9. Dysfunctional behavior or psychopathology
The following courses are required:
CPSY 636 Psychopathology (3)
CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 799 Internship in Counseling Psychology (0)

B. Counseling Psychology Foundations
1. Professional orientation and ethics
The following courses are required:
CPSY 797 Doctoral Seminar in Counseling Psychology (3)
CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 799 Internship in Counseling Psychology (0)

2. Theories & methods of assessment & diagnosis
The following courses are required:
CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 799 Internship in Counseling Psychology (0)
EDPS 650 Individual Testing (Wechsler Scales) (3)

One of the following courses is required:
CPSY 652 Projective Personality Appraisal (3)
CPSY 657 Objective Personality Appraisal (3)

3. Theories & methods of effective interventions
The following courses are required:
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 799 Internship in Counseling Psychology (0)

4. Theories & methods of consultation
The following courses are required:
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 799 Internship in Counseling Psychology (0)

5. Theories & methods of supervision
The following courses are required:
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)

6. Theories & methods of evaluating the efficacy of interventions
The following courses are required:
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
CPSY 720 Advanced Theories of Counseling (3)
CPSY 722 Theories and Techniques of Supervision (2)
CPSY 740 Practicum in Counselor Supervision (1)
CPSY 799 Internship in Counseling Psychology (0)

7. Cultural & individual diversity
   The following courses are required:
   CPSY 678 Theories and Techniques of Counseling the Culturally Diverse (3)
   CPSY 799 Internship in Counseling Psychology (0)

8. Lifelong learning
   The following courses are required:
   CPSY 610 Career Theories and Realities (3)
   CPSY 797 Doctoral Seminar in Counseling Psychology (3)
   CPSY 688 Process and Techniques of Group Counseling (3)
   CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
   CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
   CPSY 749 Individual Supervised Experience in Counseling Psychology (1-6)
   CPSY 722 Theories and Techniques of Supervision (2)
   CPSY 740 Practicum in Counselor Supervision (1)
   CPSY 799 Internship in Counseling Psychology (0)
   DISS 799 Doctoral Dissertation (10)

9. Practicum courses
   The following courses are required after admission to the doctoral program even if they or equivalent courses were taken before admission:
   CPSY 746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology (3)
   CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)
   CPSY 722 Theories and Techniques of Supervision (2)
   CPSY 740 Practicum in Counselor Supervision (1)

   A minimum of 400 hours of practicum is required, of which at least 150 hours are in direct service experience and at least 75 hours are in formally scheduled supervision. Prior to internship, students must be enrolled in CPSY 749, Individual Supervised Experience in Counseling Psychology (1-6), every semester seeing clients through the Department Clinic and/or community.

C. Research (Design, Methodology, and Statistics)
   1. Before beginning the dissertation, students will have received training in the conduct and design of research through participation in research assistantship assignments and the following courses:
      CPSY 753 Advanced Research Methods in Counseling Psychology (3)
      ID 705 Research Colloquium (2)
      EDPS 642 Intermediate Statistics (3) (minimum grade of B)

   2. Students are expected to complete the following:
      i. Write a research dissertation
      ii. Be involved with faculty members in continuing research during residency
      iii. Demonstrate writing skills associated with and appropriate to research in counseling psychology.

   3. Students are expected to demonstrate proficiency in the following areas:
      i. Statistical methods as demonstrated by a grade of A or B in one of the following courses:
         EDPS 741 Applied Regression Analysis for the Social Sciences (3)
         EDPS 742 Multivariate Statistical Techniques (3)
         EDPS 743 Introduction to Factor Analysis (3)
      ii. Research techniques as demonstrated by a grade of A or B in the following courses:
         CPSY 753 Advanced Research Methods in Counseling Psychology (3)
         ID 705 Research Colloquium (2)
4. After successful completion of comprehensive exams, committee approval of a dissertation prospectus, and admission to candidacy to the doctor’s degree, students may enroll in DISS 799, Doctoral Dissertation. A minimum of ten hours of DISS 799 is required. Further, post-internship, students must enroll in 3 hours of DISS 799 each Fall and Spring Semester until they graduate.

D. Cognates
Cognates may be in any of several specified subjects. There is flexibility in the development of areas of greatest interest for each candidate and areas related to the person’s anticipated employment setting. A student must have either one 24-hour cognate in psychology or two 15-hour cognates, at least one of which must be in psychology. The most commonly chosen cognates for students in the program are:

<table>
<thead>
<tr>
<th>Consultation</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in Counseling Psychology</td>
<td>School Counseling</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>School Psychology</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>Health Psychology</td>
<td>Rehabilitation Counseling</td>
</tr>
<tr>
<td>Couple and Family Counseling</td>
<td>Wellness Management</td>
</tr>
</tbody>
</table>

Cognates (con’t.)

<table>
<thead>
<tr>
<th>Psychological Assessment</th>
<th>Vocational Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methodology</td>
<td>Sports Psychology</td>
</tr>
<tr>
<td>Neuropsychology</td>
<td>Other graduate programs</td>
</tr>
<tr>
<td>Anthropology</td>
<td>directly related to the student’s professional goals</td>
</tr>
</tbody>
</table>

Time to Completion
Since the graduating class of 2008, it has taken students entering with a master’s degree on average 5.3 years to complete their doctoral degree (Median = 5.11 years; Mode = 4 years) with the percentage of these students completing their Ph.D. degrees in the following number of years: 3 (3.45%); 4 (72.4%), 5 (17.2%), 6 (3.45%), 7 (3.45%), 8 (0%), 9 (0%), and 10 (0%). Since 2008, it has taken students entering with a bachelor’s degree (n = 7) on average 6 years to complete their master’s and doctoral degrees (Median = 6 years; Mode = 6) with 1 (14.3%) finishing in 5 years, 5 (71.4%) finishing in 6 years, and 1 (14.3%) in 7 years. Note that this data is based on graduation rates through July 2015.

Doctoral Committee Formation
Upon admission, the Director of the Doctoral Program advises each student until a doctoral committee is appointed. The student’s doctoral committee will consist of two faculty from the Department of Counseling Psychology, Social Psychology and Counseling (one of whom serves as the chairperson), one or two cognate representatives, and an at-large university member who is chosen by the student or appointed by the Graduate School. A doctoral committee chair is not identified until the tenth week of the fall semester of the first year at the earliest. Committee selection is based on mutual agreement between the student and the faculty members selected. In general, each faculty member in the Counseling Psychology Department is limited to chairing three committees over a two-year period and serving as a member of two committees for each entering class.

Examinations
Students will be required to take comprehensive preliminary examinations (written and oral, see Graduate Catalog), normally after completing one and one-half to two years on campus in the program. Students must pass the examinations prior to applying for internship. A practitioner’s skills examination, also required of all students, will normally be completed during the student’s second year and must be passed prior to applying for internship as well. All doctoral students, including graduates of our master’s program, must complete an APA ethics examination prior to seeing clients. A score of 80% on this examination is considered a pass. Students must successfully defend their dissertation proposal by February 1 of the year in which they submit rankings for internship.

Internship
CPSY 799, Internship in Counseling Psychology (0 credit hours), must be taken for an academic year, full-time, or its equivalent over two years, for a minimum time of 1,500 hours. The recommendation is that students take a calendar year internship, or its equivalent over two years, for a minimum time of 2,000 hours in an APA-approved site. Sites not approved by APA must adhere to the department’s internship policy.

In general, our students have done extremely well in securing an excellent internship placement. Most have been placed in one of their top three ranked internship sites. As of the 2015-16 internship year, 142 students had secured a one-year, full time, paid doctoral internships since the 2000-01 internship
year. One hundred forty-four students had applied for internship (98.6% rate of placement). One hundred thirty-three students (93.7%) were placed in APA/CPA approved sites. For the 2015-2016 internship year, eight of our students applied and all (8) were matched in APA internships.

<table>
<thead>
<tr>
<th>Pre-doctoral Internship Placements 2009 to 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Placement</td>
</tr>
<tr>
<td>Counseling Center</td>
</tr>
<tr>
<td>Hospital</td>
</tr>
<tr>
<td>Veteran’s Administration</td>
</tr>
<tr>
<td>Air Force</td>
</tr>
<tr>
<td>Status of Internship Placement</td>
</tr>
<tr>
<td>APA Approved Site</td>
</tr>
</tbody>
</table>

Performance Requirements

Comprehensive Review of Practitioner Skills

A major objective of the program is that our students function as capable practitioners upon graduation. Our system for ensuring competence involves two evaluation procedures. The first consists of a series of faculty evaluations of practitioner skills. All doctoral students are required to see clients throughout their time on campus. Their activity with their clients is supervised and evaluated by the faculty through either group or individual supervision. Almost all regular faculty members are licensed psychologists with state certification or are license-eligible. Deficiencies in practice are determined and necessary corrections effected. Practitioner skills are developed through a variety of experiential courses, each requiring direct client contact and formal supervision. During assistantship rotation, students are assigned to the Practicum Clinic office, where they have further client contact. In all of these activities, the student’s committee monitors the student’s experiential activities, as does the director of training.

A second and additional means of evaluating student competence is an evaluation procedure modeled after the ABPP examinations. In this evaluation, students submit samples of their best work to a panel of the faculty for evaluation. It should be noted that any work appropriate to the role of a Counseling Psychologist (e.g., counseling, career development, workshop planning, teaching, research, psycho-education, consultation, social action) is acceptable. The description of this procedure follows.

A. Evaluating Practitioner Skills

Three faculty members are elected each year to serve as evaluators of practitioner skills of doctoral students. This committee conducts oral examinations twice a year; the specific times are announced at the beginning of each semester. Students qualify to sit for this examination after presenting to the committee a portfolio of practitioner skills appropriate to the role of a Counseling Psychologist. The portfolio must include digital recordings, case conceptualizations, and written materials along with other documents, such as teaching evaluations and summaries of outreach, research, and other projects. These materials must be presented to the committee at least two weeks before the scheduled examinations. If the committee judges these materials to be acceptable, the student is invited to take the examination. If either the portfolio materials or the oral examination is judged by the committee to be unsatisfactory, the committee makes specific recommendations to the student regarding improvements needed. Students not satisfactorily completing this requirement are eligible to re-submit their portfolios for the next examination. In no case may a student apply for internship before having successfully completed this requirement. A student who does not satisfactorily complete this examination in three attempts is recommended for termination from the program.

B. Guidelines for Committee to Evaluate Practitioner Skills of Doctoral Students

The following list of general skills and professional behavior is used to determine competencies of the student to be evaluated. The competent counseling psychology practitioner demonstrates:

1. Personal commitment to development of professional competencies
2. Appropriate verbal and nonverbal communication skills
3. Problem-identification and assessment skills
4. Case conceptualization and theoretical integration skills
5. Goal-setting skills
6. Appropriate multicultural counseling skills
7. Appropriate plans for client change
8. Effective intervention strategies
9. Understanding of counseling process factors
10. Ability to evaluate counseling progress and assess outcomes
11. Termination and referral skills
12. Understanding and use of ethical principles in practice
Graduation
Formal application for graduation must be made through the Graduate School according to the deadlines established by that office. One of the several forms required by the Graduate School is an updated course-check sheet, which must be approved by the director of training. The Department requires two hardbound copies of the completed dissertation: one for the Department and one for the student's chairperson. Over the years, our graduates have secured excellent positions in a host of settings.

Positions Held by Counseling Psychology Doctoral Graduates (July 2006 to July 2014) from Available Information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty member</td>
<td>24</td>
</tr>
<tr>
<td>Psychologist at university or college</td>
<td>20</td>
</tr>
<tr>
<td>Psychologist in private practice</td>
<td>12</td>
</tr>
<tr>
<td>Psychologist in VA</td>
<td>7</td>
</tr>
<tr>
<td>Psychologist in hospital</td>
<td>9</td>
</tr>
<tr>
<td>Psychologist in community agency</td>
<td>6</td>
</tr>
<tr>
<td>Psychologist in admin (academic non-teaching, school district)</td>
<td>3</td>
</tr>
<tr>
<td>Psychologist in military</td>
<td>2</td>
</tr>
<tr>
<td>Psychologist in correctional facility</td>
<td>2</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>2</td>
</tr>
</tbody>
</table>

Licensure of Doctoral Graduates 2006 to 2016

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with PhDs conferred on transcript in time period</td>
<td>86</td>
</tr>
<tr>
<td>Number of students with PhDs conferred on transcripts who became licensed doctoral psychologists in time period</td>
<td>71</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>83%</td>
</tr>
</tbody>
</table>

Note. Of the 86 graduates, 5 live in countries where licensure is not required. If these graduates are not included in the calculation above, the licensure percentage increases to 88%.