Ball State University

Master of Arts Degrees

in

Counseling (Clinical Mental Health, School, and Rehabilitation)

and

Social Psychology (General, Applied, and Double Major)

Program Descriptions and Application Information

Revised July 2012

Department of Counseling Psychology
and Guidance Services
Ball State University, Teachers College Room 622
Muncie, Indiana 47306-0585
(765) 285-8040 Fax (765) 285-2067
www.bsu.edu/counselingpsychology

Contents

Program Descriptions 4
Faculty—Research and Teaching Interests 7
University Facilities, Services, and Support 10
Muncie 12
Academic Background Requirements for Admission 12
Recruitment and Retention of Culturally Diverse Applicants . . . 13
Application Procedures 15
Application Deadlines 15
Application Materials 17
Departmental Evaluation Process 18
Advising, Course Sequence, Transfer Credits,
Course Substitutions, Retention, and Endorsement Policy. . . . 18
Student Remediation Policy. 20
Internship 28
Program Curricula
M.A. in Counseling, Clinical Mental Health Track 29
M.A. in Counseling, School Track 30
M.A. in Counseling, Rehabilitation 32
M.A. in Social Psychology, General 33
M.A. in Social Psychology, Applied 34
M.A. with Double Major in Social Psychology and
Counseling 36
School Counselor Requirements for Those Who Have
Completed a Master's in Counseling from Ball State 37

This publication is not intended to replace but rather to supplement the *Ball State University Graduate Catalog.*

Information contained in this publication was revised in 2012 but may be changed without notice.

Mission Statements

Counseling Psychology and Guidance Services Departmental Mission Statement

Our 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.

Mission Statement for the Master's in Counseling Program

The mission of the master's program in Counseling at Ball State University is to prepare students for a career in the helping professions. The program will help students develop a professional identity as a counselor and prepare them to work in a variety of community and school settings. Intensive, supervised practica and internships are required, providing real-life work experience in the application of basic psychotherapeutic procedures and evaluation techniques in an approved and appropriate setting. Three program options are offered for the MA in counseling (clinical mental health counseling, school counseling, and rehabilitation counseling). A double major in social psychology and counseling is also offered.

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.

*http://portal.unesco.org/education/en/ev.php-URL_ID=38232&URL_DO=DO_TOPIC&URL_SECTION=201.html

Program Descriptions

M.A. with a Major in Counseling

The M.A.-degree program with a major in counseling is an entry level, terminal-degree program for people interested in training for careers in the helping professions. This program is designed to allow a student to begin developing a professional identity as a counselor so that he or she can work in a variety of community and school settings. An intensive supervised internship is required, providing actual work experience in the application of basic psychotherapeutic procedures and evaluation techniques in an approved and appropriate setting.

The specific training goals for students pursuing master's degrees in counseling are as follows:

- To master the skills necessary to foster natural human and organizational development in individuals, couples, families, and groups seeking assistance.
- To learn about prevention, consultation, psychoeducation, research design, ethics, traditional psychotherapy, and personal and career counseling in order to develop the basic skills needed to provide services to individuals, couples, families, and different types of organizations.
- To become familiar with both theoretical and empirical rationales for choosing certain approaches to help people with their problems.
- To learn how to design and implement intervention programs to decrease the incidence of maladaptive behavior.
- To learn how to work effectively with the community and various community agencies.
- To prepare for professional certification or licensure in counseling at the master's level.
- To promote a high degree of self-understanding.
- To promote the development of professional ethics and responsibility.
- To develop a thorough understanding of and sensitivity to multicultural issues and diverse patterns of behavior.

To supplement their graduate study, students are encouraged to hold student membership in the American Counseling Association (ACA). Students are also advised to learn about and apply for appropriate state and national certification and licenses, which differ from state to state.

Students pursuing this degree can choose from three curriculum tracks: clinical mental health, rehabilitation or school counseling. The clinical mental health counseling track is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students learn about current trends in mental health counseling, roles and professional identity of mental health counselors, structures and operations of professional organizations, ethical and legal considerations related to counseling, and multicultural issues in mental health counseling. Students also learn about the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. Further, students gain knowledge and skills in diagnosis, assessment, treatment, referral, and prevention related to mental health issues. To gain real-world experience, students complete two semesters of practica and a 900-hour field internship. The track requires students to earn a total of 60 credit hours from courses in counseling psychology, educational psychology, and approved electives. After completing the program, students are eligible for licensure as mental health counselors in the state of Indiana and other states.

The rehabilitation counseling track is designed to train counselors to meet the staffing needs of public and nonprofit rehabilitation agencies in Indiana. Students are trained to foster independent living skills and improve employment opportunities for people with physical, mental, and emotional disabilities. An internship, in a rehabilitation setting under the supervision of a certified rehabilitation counselor, is required. The rehabilitation counseling track is accredited by the Council on Rehabilitation Education (CORE).

The school counselor track is designed to prepare students for certification as pre-K-12 school counselors. The school counseling program is accredited by CACREP. School counseling students at Ball State University will be assessed along the following CACREP, Core School Services Professional Standards, and the specific Standards for School Counseling Professionals.

CACREP Standards: foundations of school counseling, contextual dimensions of school counseling, and knowledge and skill requirements for school counseling.

Core School Services Professional Standards: students and the learning process, educational and learning systems and organization, family and community, assessment, intervention, legal issues, ethics, and professionalism.

Standards for School Counseling Professionals: leadership, student assistant services, education and career services.

To enhance the training of school counselors, students are strongly encouraged to hold student memberships in the Indiana School Counselor Association (ISCA), http://isca-in.org, and the American School Counseling Association (ASCA), www.schoolcounselor.org. Attendance at local school board meetings and advocating for the roles and responsibilities of school counselors are required of school counselor trainees.

M.A. with a Major in Social Psychology

Social psychology studies the differences in how people affect others and are affected by them and by their social and physical environments. The emphasis is on how people think, feel, and act toward one another in society. Thus, social psychology encompasses a diverse array of basic and applied research and applications. Social psychology offers a unique perspective on human behavior through its synthesis of individual and sociocultural determinants of behavior.

There are three program tracks from which students may choose: general, the double major in social psychology and counseling, and applied social psychology. The master's degree in social psychology is designed to prepare students for entry into a doctoral program or to support careers in such fields as education, criminology, anthropology, and personnel work. Employment opportunities for doctoral-level social psychologists can be found in academia; private industry in training, program evaluation, labor management, personnel work, and marketing research; and applied research grants from the government and various organizations.

Ph.D. in Counseling Psychology

This program, fully accredited by the APA, requires a master's degree in psychology or a related field for admission. The program follows a scientist/practitioner model of training. Admission and curriculum requirements are explained in a separate departmental booklet.

Faculty—Research and Teaching Interests

Charlene Alexander, Ph.D.
University of Nebraska, 1992

Research interests: multicultural counseling, school counseling, and international psychology.

Teaching interests: school counseling; ethical issues; school counseling administration and supervision.

Dr. Alexander directs the School Counseling program; she is also a past president of the Indiana School Counselor Association.

Sharon Bowman, Ph.D.
Southern Illinois University, 1989

Research interests: diversity, including race/ethnicity, women, and LGB; mentoring and supervision; disaster psychology.

Teaching interests: supervision; diversity; professional issues in counseling; practicum.

Dr. Bowman is the Department Chairperson and is a Fellow of the American Psychological Association (Divisions 17 and 45).

Austin Chapman, ABD
Indiana University, 2012

Research interests: these are equally broad, falling under the banners of stereotyping and prejudice, group identification, self-regulation and metacognition, distributed social cognition, and embodied cognition.

Teaching interests: these span a wide range including fundamental courses such as group processes and intergroup relations, attitudes, judgment and decision making, and social cognition as well as specialty topics such as multinomial and agent-based modeling of social processes.

Austin Chapman is an assistant professor of the Department of Counseling Psychology and Guidance Services and Interim Director of the M.A. Social Psychology Program.

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.

Dr. Gerstein is director of the doctoral program in counseling psychology, director of the Center for Peace and Conflict Studies, a George & Frances Ball Distinguished Professor, and a Fellow of the American Psychological Association.

Theresa A. 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.

Dr. Kruczek is the director of the Counseling Practicum Clinic.

Donald Nicholas, Ph.D.
University of Southern Mississippi, 1983

Research interests: health psychology and behavioral medicine; psychosocial oncology; evidence-based practice; men and cancer.

Teaching interests: practicum training; psychopathology; behavioral medicine, psychopharmacology, psychotherapy outcome, evidence-based practice.

Kristin M. McGovern, Ph.D.
Virginia Commonwealth University, 1998

Research interests: work-family interface; intersection of neuropsychology and counseling psychology; brain-behavior relationships; attachment; gender issues; couples; life satisfaction.

Teaching interests: practicum training; counseling skills; counseling theories; group therapy; career theories and counseling; couples therapy.

Paul Spengler, Ph.D.
State University of New York at Albany, 1991

Research interests: clinical judgment; test construction; psychotherapy and career counseling; counseling persons with disabilities.

Teaching interests: assessment; psychotherapy theory and research; family therapy; research methods; practicum training.

Dr. Spengler is a Fellow of the American Psychological Association.

Molly Tschopp, Ph.D.
University of Wisconsin-Madison, 2002

Research interests: social justice and advocacy; psychosocial aspects of chronic illness and disability; psychiatric rehabilitation; wounded veterans.

Teaching interests: foundations of rehabilitation counseling; medical and psychosocial aspects of disability; practicum/internship training

Dr. Tschopp directs the Rehabilitation Counseling program.

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; practical training/practicum; career issues/theories.

Dr. Ægisdóttir directs the Clinical Mental Health Counseling program.

Yui Chung (Jacob) Chan, Ph.D.
University of Wisconsin, Madison, 2009

Research interests: positive psychology and rehabilitation, psychosocial aspects of chronic illness & disability, evidenced-based practice, chronic pain, and integrative health care.

Teaching interests: rehabilitation counseling, research methods, and theories.

University Facilities, Services, and Support

Facilities of the Department of Counseling Psychology

Departmental, instructional, and research facilities at Ball State are exceptional. The facilities of the Department of Counseling Psychology occupy the sixth floor of the Teachers College building and include ten practicum rooms, an observation corridor, and group observation rooms. Most facilities on the floor are linked to a central control room for use of video media. The department operates an in-house counseling practicum clinic that serves about six hundred clients a year from Muncie and surrounding communities. The clinic provides practicum and internship experience for students enrolled in the graduate counseling programs. The clients are counseled by students under the supervision of, and in consultation with, the faculty. Some practica may be offered off campus; for example, at a local elementary school or rehabilitation office.

University Student Services

Approximately 18,600 undergraduate and graduate students are enrolled at Ball State University. Several university offices offer programs to help students who need various kinds of support. The Office of Scholarship and Financial Aid, (765) 285-5600, has information about and applications for student loans. The Health Center provides care for acute illness and injuries with an outpatient clinic and an infirmary; the Health Center also provides health-insurance coverage for singles and families. The Office of Housing and Residence Life, (765) 285-8000 or 285-5095, has information about the graduate residence halls, family housing, and some off-campus housing. Disabled Student Development is available to assist students with special needs. Ball State's campus is designed to be accessible to students with physical disabilities. Ball State has won national recognition for its programs and services for students with disabilities. In 1987 and 1991 the American Association of State Colleges and Universities/National Organization on Disability honored the university with two awards, the Disability Recognition Award for Creative Funding and Programming and the Recognition Award for Program Excellence. The Multicultural Center administers a variety of special programs, and the Center for International Programs offers activities and support for international students. The Counseling and Psychological Services Center (an APA-approved internship site) is available for free testing, study-skills assistance, and personal counseling. The center also offers training opportunities for graduate

students majoring in counseling to provide counseling and outreach services to clients served by the center. The Fisher Institute for Wellness and Gerontology works collaboratively with the department, providing both research and practice opportunities.

Recreational activities such as the local symphony orchestra, sports facilities, and concert and artist series on campus are offered free or at reduced rates for students.

Graduate Assistantships

A limited number of graduate assistantships are available in the Department of Counseling Psychology and Guidance Services. Students are encouraged to apply for assistantships in other offices on campus. These areas and their corresponding phone numbers are

Learning Center . . . . . (765) 285-1006
Burris Schools . . . . . (765) 285-1131
Office of Teacher Education Services . . . . . .(765) 285-1168
Office of Academic Assessment . . . . . (765) 285-5974
Office of Academic Research . . . . . .(765) 285-1600
Counseling Center . . . . . (765) 285-1736
Department of Communication Studies . . . . . (765) 285-1882
Office of Student Life . . . . . (765) 285-2621
Health Education . . . . . (765) 285-3775
Library Service . . . . . (765) 285-5277
Disabled Student Development. . . . . .(765) 285-5293
Office of Student Affairs. . . . . .(765) 285-5344
Center for International Programs. . . . . .(765) 285-5422
Guardian Scholars Office . . . . . (765) 285-5538
Department of Family and Consumer Sciences . . . . (765) 285-5932
Office of Academic Assessment . . . . . (765) 285-5974
Office of Housing and Residence Life. . . . . (765) 285-8011
Indiana Academy . . . . . (765) 285-8102
Institute for Wellness and Gerontology . . . . . .(765) 285-8259
Department of Elementary Education . . . . . .(765) 285-8560
Burris Laboratory School . . . . . (765) 285-8600

These offices may have individual applications or may simply require a résumé and cover letter. Applicants are responsible for pursuing positions in other areas. Students must be admitted to a degree program before they can be awarded assistantships. Tuition for students with assistantships is waived for the calendar year, but semester fees are assessed. The stipends for assistantships may vary but typically pay between $5,000 and $7,000 for the academic year.

Muncie

Ball State University is in Muncie, Indiana, a city of approximately 71,000 residents. Muncie is in east central Indiana, about sixty 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).

Academic Background Requirements for Admission

Graduate School Requirements

Candidates must be admitted for graduate study by the Graduate School before the department can recommend admission into the program. Applicants must meet the Graduate School's admission policies, including a 2.75 overall grade-point average (on a 4.0 scale) in undergraduate course work from all universities attended, or a 3.0 G.P.A. in the second half of undergraduate course work. Consult the current *Ball State University Graduate Catalog* for further information. Admission by the Graduate School does not guarantee admission into the program.

Departmental Requirements

M.A. in Counseling, Clinical Mental Health, School and Rehabilitation, M.A. in Social Psychology, All Tracks

Applicants must have completed either 15 semester hours or 24 quarter hours of undergraduate psychology courses, with at least an overall G.P.A. of 3.0 in these courses, for their application to be eligible for consideration. Educational, social, counseling, or general psychology courses are acceptable. Any exceptions to this requirement must be approved by the director of the master's program.

School Counseling Track for Master's Degree Holders

Candidates who already have master's degrees in counseling from Ball State University may pursue course work to become eligible for the standard school-services license. This determination will be made by the school counseling program director. Send a letter of request and a transcript to the program director. Additional course work and experience may be necessary to meet the equivalency of the departmental M.A.-degree program in school counseling.

Professional School Services License

Candidates with school-services standard licenses who want to pursue the professional license must have five years' experience in accredited schools as school counselors with at least half time in counseling to be eligible for the professional license.

Recruitment and Retention of Culturally Diverse Applicants

Ball State University is committed to increasing the enrollment and professional representation of students from diverse cultural, ethnic, and religious communities. This commitment has resulted in the establishment of a Multicultural Programming Committee (MPC) in the department. The MPC meets regularly to review multicultural issues relevant to contributing a multicultural perspective to the course work and training experience of all students. An additional goal of the MPC is to help the department reflect this sensitivity and commitment to multicultural issues by recruiting and retaining graduate students from cultural groups underrepresented in the profession.

For application requirements and deadlines for international students, see page 16.

Statistics of Candidates Spring 2010*

Candidates Given Offers of Admission According to Track

Track	Males	Females	Disabled	Minorities	International	Undergraduate Majors	
						Psychology	Other Fields
Clinical Mental Health	5	20	0	0	2	22	3
Counseling—School	2	11	0	1	2	7	6
Counseling—Rehabilitation	2	1	0	2	0	2	1
Social—General	3	2	0	0	0	5	1
Social—Applied	0	0	0	0	0	0	0
Double Major	1	6	0	0	0	7	0

	Mean	Distribution
Age at admission	23.9	20-56
Overall undergraduate GPA	3.54	2.77–4.0
GRE scores (V + Q)	1093	830–1360

Candidates Denied According to Track

Counseling - Clinical Mental Health	7
Counseling - School	4
Counseling - Rehabilitation	2
Social - General	0
Social - Applied	0
Double Major	3

Total # of applications evaluated: 70
Total # of applicants given offers of admission: 54
Total # who accepted: 41
* Does not include candidates applying for summer

Application Procedures

All degree applicants must submit separate application materials to the university's Graduate School and the Department of Counseling Psychology and Guidance Services. The programs offered by the department are selective-admissions programs and require additional application materials. Application materials may be submitted to both offices at the same time; the Graduate School, however, must complete its admission process before the department may offer admission.

Application Deadlines: February 1 and June 15

Applications are evaluated by the department twice a year, in the spring and summer. Incomplete applications are ineligible for review unless they are completed by the next evaluation deadline. It is the applicant's responsibility to ensure that all required materials are postmarked and received by the department by the deadline. Applicants should contact the department before the deadline to check on their application status. Applications to the rehabilitation track are evaluated as soon as they are completed.

It is strongly recommended that the application be submitted to the Graduate School a month before the departmental deadline. **Applicants who have complete applications in the department but have not been admitted by the Graduate School before the deadline will not be evaluated by the department.**

All Degree Programs

	Spring Evaluation	Summer Evaluation
Deadline to be admitted by the Graduate School (or the Center for International Programs) and have completed the departmental application	February 1	*June 15
Departmental evaluation of all complete Applications	late February	early July
Departmental letters of acceptance or denial mailed to all applicants	March	July
Deadline for candidates to accept or decline offer of admission	April 15	July

*Applicants admitted in the summer evaluation are still eligible to begin coursework the following fall semester.

International Candidates

Applicants from other countries and applicants who live in the United States but are not American citizens must be admitted by the Center for International Programs, not 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 Center for International Programs at (765) 285-5422 for an application. Applicants must complete all application materials required by *both* the department and the center, and mail *all* materials directly to the Center for International Programs. Applicants should allow sufficient time (2 months) for the International Center to process the application and determine eligibility for admission before the departmental deadlines of February 1 or June 15. Contact the Center for International Programs at (765) 285-5422 or see their Web site at www.bsu.edu/international for an application.

An acceptance by the Center for International Programs and all departmental application materials must be received by the department by February 1 or June 15.

Non-degree Candidates

There are typically no application deadlines for non-degree candidates. Non-degree status applies to those who already hold a standard school services license for counseling and wish to pursue the professional school services license. This status also applies to those who already have master's degrees in counseling or related fields and want to take coursework (without earning a second master's degree) that will make them eligible for the standard school services license. These candidates are evaluated individually and should submit a letter of request and transcripts to the master's program director, who will determine eligibility. These candidates may be asked to submit complete application materials to the department for further evaluation.

Taking Program Coursework before Admission

Applicants who have not yet been admitted by the department may enroll in program courses for only one semester before admission to a degree program; however, only nine semester hours may apply toward the program if the student is admitted. Taking coursework before admission does *not* guarantee acceptance into the programs. Departmental permission is required to register. A completed departmental application must be on file before this request is approved.

Application Materials

Materials Required by the Graduate School

Contact the Graduate School at (765) 285-1297 or see their Web site at www.bsu.edu/gradschool for an application to graduate study and a catalog. The Graduate School requires official transcripts from each institution attended.

Materials Required by the Department

Departmental application
Three letters of recommendation
Scores on the GRE General Test (sent directly from GRE Testing Service)
Notification of admission from the Graduate School or Center for International Programs

Send all materials to the attention of the Graduate Admissions Coordinator, Department of Counseling Psychology and Guidance Services, Teachers College 622, Ball State University, Muncie, Indiana 47306. A description of these materials follows:

Departmental application: This form can be accessed at the department's website (www.bsu.edu/counselingpsychology). This form must be received before a file can be created for you.

Transcripts: Applicants must have official transcripts sent from *all* institutions attended. If you graduated from Ball State University, however, you do not need to send an official copy of your transcripts, since the department can request them.

Letters of recommendation: Applicants must submit three letters of reference. Letters should be provided by persons familiar with your academic and professional performance. Candidates applying for admission to the social psychology programs should arrange for at least two of their letters to come from former professors.

GRE scores: Applicants must register in advance to take the Graduate Record Exam, which is offered year-round. Official scores of the general test are required. Contact the testing center of any university counseling service for an application, call the Graduate Record Examination Service at (609) 771-7670, or see the web page at www.gre.org. The telephone number of the testing center at Ball State is (765) 285-1278. Scores older than five years are not accepted. GRE scores should be sent directly from the testing service to the Graduate School, which will forward them to the department.

Departmental Evaluation Process

Evaluation of applicants is based solely on the credentials submitted; interviews are not usually held. However, at the discretion of the admissions committee, some applicants may be interviewed as part of the selection process. None of the application materials are reviewed in isolation. Although high grade-point averages and high GRE scores are strong indicators of success in the program, applied counseling experience (either paid or volunteer), research experience, letters of recommendation, and the departmental application are also considered. (Successful applicants usually have a GPA above a 3.0 and scores higher than 153 on the verbal section, and 144 on the quantitative section of the GRE.) The degree programs are extremely competitive, and the department is limited to a total of forty to fifty openings a year in the master's programs.

Advising, Course Sequence, Transfer Credits, Course Substitutions, Retention, Endorsement Policy, and Remediation

It is recommended that students make an appointment before their first semester with the graduate admissions coordinator for help with course scheduling and registration. An orientation meeting with the program director is held at the beginning of fall semester for all new candidates.

It is recommended that students in the counseling program take these prerequisite and experiential courses in this sequence:

First semester:	CPSY 605	Introduction to Clinical Mental Health Counseling
	or	
	CPSY 600	Introduction to School Counseling
	or	
	CPSY 603	Introduction to Rehabilitation Counseling
	CPSY 606	Pre-practicum Interviewing Skills
	CPSY 621	Theories and Techniques of Counseling
Second semester:	CPSY 644	Practicum in Counseling
Third semester:	CPSY 646	Clinic Internship in Counseling (not required in rehabilitation track)
Fourth and/or Fifth semester(s):	CPSY 695	Field Internship in Counseling

Rehabilitation students should check with the graduate admissions coordinator; their sequence may vary slightly.

Transfer credits must be approved by the Graduate School and by the program director. However, no credits earned in graduate research courses taken at another university may be applied toward the master's degree at Ball State. Consult the *Graduate Catalog* for further information on transfer credits.

Course substitutions must be approved by the program director. Undergraduate courses cannot be substituted for graduate courses.

All university graduate students must maintain a 3.0 grade-point average after completing 9 semester hours of courses; students will be placed on probation if this average is not maintained. Departmental retention policies include the following requirements for counseling and double majors: passing an ethics exam; a grade of B or better in pre-practicum, practicum, and internship courses; and satisfactory completion of either the Counselor Preparation Comprehensive Examination or the Certification for Rehabilitation Counselor exam, or the school counselor portfolio.

Endorsement Policy

Students may request an endorsement (i.e., a verbal or written recommendation) from program faculty in order to gain employment or credentials. Students and graduates of the Ball State MA in Counseling Program will be endorsed by counseling faculty only for positions or credentials for which they have been adequately prepared. Students should seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experience. Before giving an endorsement, faculty will first check student records (e.g., GPA, program requirements, graduation status) to ensure that students and graduates are only endorsed for employment or credentials for which they have been adequately trained.

Student Remediation Policy

Masters Program in Counseling
Department of Counseling Psychology
And Guidance Services

Rationale and Procedures

This document has been developed to delineate the procedures used by the Masters training program to (a) evaluate student performance, (b) respond to problematic or inadequate student performance, and (c) ensure that due process is accorded all parties during the evaluative and review process.

The document is divided into seven sections:

I) Introductory Remarks, II) Definition of Academic Problematic Behavior; III) Due Process—General Guidelines, IV) General Guidelines for Student and Training Program Responsibilities; V) Student Evaluation, Review, and Due Process Procedures, VI) Grievance Procedures, and VII) Remediation Considerations.

I. Introductory Remarks

The faculty of the counseling Masters Degree training program in the Department of Counseling Psychology and Guidance Services has the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner. This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act. In cases in which an ADA impairment is identified or suspected the affected student would be directed to the Office of Disabled Student Development to document the impairment and the appropriate accommodations.

II. Definition of Academic/Professional Problematic Behavior

For purposes of this document, problematic behavior is defined broadly as an interference in academic/professional functioning that is reflected in one or more of the following ways:

A. An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behavior.

B. An inability and/or unwillingness to acquire and integrate academic/professional skills in order to reach an acceptable level of competency.

C. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.

Evaluative criteria that link this definition of problematic behavior to particular academic/professional behaviors are incorporated in the specific evaluation for academic/professional courses and through student's clinical supervision. Evaluations are completed at several intervals (e.g. ongoing supervision) during each student's Masters training.

While it is a professional judgment as to when a student's behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically become require remediation when they include one or more of the following characteristics:

A. The student does not acknowledge, understand, or address the problem when it is identified.
B. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
C. The quality of services delivered by the student is sufficiently negatively affected.
D. The problem is not restricted to one area of academic/professional functioning.
E. A disproportionate amount of attention by faculty/training personnel is required to address the student's problems.
F. The student's behavior does not change as a function of feedback, remedial efforts, and/or time.
G. The problematic behavior has ethical or legal ramifications for the department.
H. The student's behavior when representing the department negatively affects the public view of the department.

Adapted from:

Lamb, D., Presser, N., Pfost, K., Baum, M., Jackson, V., & Jarvis, P. (1987). Confronting professional impairment during the internship: Identification, due process, and remediation. *Professional Psychology: Research and Practice, 18,* 587-603.

III. Due Process: General Guidelines

Due process ensures that decisions made about student's progress in the program are not arbitrary or personally based and requires that programs identify specific evaluative procedures that are applied to all students and has appropriate appeal procedures available to the student so he/she may challenge the program's action. General due process guidelines include:

A. Presenting students, in writing, with the program's expectations related to academic/professional functioning;
B. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, the content exam, and individual evaluations from practicums and internships;
C. Articulating the various procedures and actions involved in making decisions regarding problematic behavior;
D. Communicating, early and often, with students about any suspected difficulties;
E. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;
F. Providing a written procedure to the student that describes how the student may appeal the program's action.
G. Ensuring that students have sufficient time to respond to any action taken by the program;
H. Using input from multiple professional sources when making decisions or recommendations regarding the student's performance; and
I. Documenting, in writing to all relevant parties involved, the action taken by the program and its rationale for such action.

IV. Guidelines for Student and Training Program Responsibilities

The masters training offered by the Department of Counseling Psychology and Guidance Services offers essential academic and practical experiences that foster the goal of developing a "well-rounded" professional counselor. As a result, there are several general expectations and responsibilities of all students regarding their academic/professional performance in attaining program goals as well as their individual personal goals. Likewise, there are general responsibilities that the program assumes in assisting the student to attain an acceptable level of academic/professional competency. These expectations and responsibilities are identified below:

A. Training Program's Expectations and Responsibility of Students

The expectation of the students are divided into three major areas: 1) knowledge of and conformity to relevant academic/professional standards, (2) acquisition of appropriate academic/professional skills, and (3) appropriate management of personal concerns and issues as they relate to academic/professional functioning.

B. General Responsibilities of the Training Program

The faculty of the training program is committed to providing an environment to assist students in integrating personal values and attitudes, functioning as individuals, and meeting their academic/professional goals. The faculty will provide students with information regarding academic/professional standards and guidelines as well as information regarding relevant legal regulations that govern the practice of counseling. In addition, departmental standards are provided to students in the program handbook.

V. Initial Procedures for Responding to Inadequate Performance by a Student

The review process may be initiated by any faculty member, including course instructor, assistantship supervisor, research supervisor, practicum/clinic supervisor, thesis chair, or any member who evaluates a student's performance as "inadequate for a student-in-training" in an area of academic/professional standards, academic/professional competency, or personal functioning. This evaluation of "inadequate for a student-in-training" will be communicated to the Graduate Studies Committee. If a student receives a rating of "inadequate for a student-in-training" in any of the major categories of evaluation, the following procedures will be initiated:

A. The Graduate Studies Committee will meet to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.
B. The student will be notified in writing that such a review is occurring and the Graduate Studies Committee will receive any information or statement from the student related to his/her response to the rating. The student may attend the meeting in his/her own defense.
C. In discussing the inadequate rating and the response, if available, the Graduate Studies Committee may adopt any one or more of the following resolutions:

    1. Take no further action.
    2. Issue an "acknowledgment notice" to the student which formally acknowledges:

        a. that the committee is aware of and concerned with the rating;
        b. that the rating has been brought to the attention of the student; and
        c. that the Graduate Studies Committee will work with the student to rectify the problem or skill deficits addressed by the rating.

    3. Put the student on "probation" which defines a relationship such that the Graduate Studies Committee actively and systematically monitors for a specified length of time the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The probation is a written statement to the student and includes:

        a. the actual behaviors associated with the inadequate rating;
        b. the specific recommendations for rectifying the problem;
        c. the time frame for the probation during which the problem is expected to be ameliorated; and
        d. the procedures designed to ascertain whether the problem has been appropriately rectified and the consequences for compliance/noncompliance.

    4. Recommend termination from the program.

D. The Director of Masters Degree Program in Counseling will then meet with the student to review any specified conditions. The student may choose to accept the conditions or may choose to challenge the action.

VI. Situations in Which Grievance Procedures are Initiated

There are two situations in which grievance procedures can be initiated: (1) When the student challenges the action taken by the Graduate Studies Committee or (2) when the Graduate Studies Committee is not satisfied with the student's action in response to its action and there is a continuation of inadequate performance. If a student believes the grievance involves illegal discrimination, then the student should contact the Office of University Compliance and/or other relevant university offices (e.g. Office of Disabled Student Development, Ombudsperson's Office, Dean of Students).

A. If the student challenges the action taken by the committee as described previously, he/she must inform the Director of Masters Degree Program in Counseling in writing of such a challenge within seven (7) business days of the committee's decision.

   1. The Director of Masters Degree Program in Counseling will convene the Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.
   2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
   3. The Graduate Studies Committee will submit a report to the student, the Director of Masters Degree Program in Counseling, and the Department Head within five (5) business days of the hearing completion which will include recommendations for further action. Decisions of the committee will be made by majority vote.
   4. Further action will follow departmental and university grievance guidelines.

B. If the Graduate Studies Committee determines that there has not been sufficient improvement in the student's behavior to remove the inadequate rating under the conditions stipulated, the Graduate Studies Committee will communicate this in writing to the student. The Graduate Studies Committee may then recommend:

1. Continuation of the probation for a specified time.
2. Suspension whereby the student is not allowed to continue engaging in certain designated academic/professional activities until there is evidence that the behavior in question has improved.
3. Termination from the program.

Within five (5) business days of the receipt of the committee's determination, the student may respond to the action by (1) accepting the action or (2) challenging the GSC's action.

A. If a challenge is made, the student must inform the Director of Masters Program in Counseling in writing of such a challenge within seven (7) business days of the Graduate Studies Committee's decision. The student must also include a statement concerning why he/she believes the Graduate Studies Committee's action is unwarranted. A lack of response by the student will be interpreted as complying with the Graduate Studies Committee's sanction.

    1. If a challenge is made, the Director of Masters Degree Program in Counseling will convene the Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.
    2. A review hearing will be conducted in which the challenge is heard and the evidence presented.

        a. The Graduate Studies Committee will submit a report to the student, the Director of Masters Degree Program in Counseling and the Department Head within seven (7) business days of the hearing completion, which will include recommendations for further action. Decisions of the committee will be made by majority vote.
        b. Further action will follow departmental and university grievance guidelines.

VII. Remediation Considerations

It is important to have meaningful ways to address problematic behavior once it has been identified. Several possibilities and perhaps concurrent courses of action designed to remediate problematic behavior include but are not limited to:

A. Increasing academic/professional supervision, either with the same or other faculty members;
B. Changing the format, emphasis, and/or focus of academic/profession supervision;
C. Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the student evaluation process;
D. Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
E. Recommending, when appropriate, a leave of absence.

When a combination of the interventions mentioned in this policy do not, after a reasonable time period (as pre-determined by the student and Graduate Studies Committee), rectify the problematic behavior, or when the student seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, such as:

A. Giving the student limited endorsement, including the specification of those settings in which he/she could function adequately;
B. Recommending and assisting in implementing a career shift for the student; and/or
C. Terminating the student from the program.

All of the steps mentioned in this policy must be appropriately documented and implemented in ways that are consistent with due process procedures.

Reviewed by University Affirmative Action Office 1/97
Reviewed/approved by University Compliance 9/14/2007

Internship

For students on the clinical mental health track, the minimum requirement for internship is six hundred clock hours (approximately twenty hours a week in two semesters). To fulfill the requirement for mental health counseling licensure in Indiana, students need to complete nine hundred clock hours of internship. Students in the school track must do a full academic year of internship (six hundred hours) for 6 credit hours. Students in the rehabilitation counseling track must complete an internship of six hundred clock hours in a rehabilitation setting for 6 credit hours.

Program Curricula

M.A. in Counseling, Clinical Mental Health Track
60 semester hours

All of the following courses:

CPSY 605	Introduction to Clinical Mental Health Counseling (3)
CPSY 606	Pre-practicum Interviewing Skills (3)
CPSY 607	Appraisal Methods (3)
CPSY 610	Career Theories and Realities (3)
CPSY 621	Theories and Techniques in Counseling (3)
CPSY 636	Psychopathology (3)
CPSY 637	Psychopharmacology (3)
CPSY 644	Practicum in Counseling (3)
CPSY 646	Advanced Practicum (3)
CPSY 653	Research in Counseling Psychology (3)
CPSY 678	Counseling the Culturally Different (3)
CPSY 688	Process and Techniques of Group Counseling (3)
CPSY 695	Field Internship in Counseling (6)

One of the following courses:

EDPSY 603	Psychology of Human Development (3)
PSYSC 613	Developmental Psychology (3)

One of the following courses:

EDPSY 641	Statistical Methods in Educational and Psychological Research (3)
EDPSY 642	Intermediate Statistics (3)

Electives: 12 hours of approved electives

Highly Recommended Elective Course:

CPSY 609	Counseling Ethics (3)
CPSY 624	Program Development and Evaluation (3)
CPSY 695	Field Internship in Counseling (3)

M.A. in Counseling, School Track
51 semester hours

All of the following courses:

CPSY 600	Introduction to School Counseling (3)
CPSY 606	Pre-practicum Interviewing Skills (3)
CPSY 607	Appraisal Methods in Counseling (3)
CPSY 610	Career Theories and Realities (3)
CPSY 614	Career Counseling, Assessment, and Intervention (3)
CPSY 621	Theories and Techniques of Counseling (3)
CPSY 644	Practicum in Counseling (3)
CPSY 646	Advanced Practicum (3)
CPSY 653	Research in Counseling Psychology and Guidance (3)
CPSY 685	Organization of the Guidance Program (3)
CPSY 688	Process and Techniques of Group Counseling (3)
EDPSY 603	Psychology of Human Development (3)
CPSY 695	Field Internship in Counseling* (in a school setting) (6)

One of the following courses:

CPSY 631	Introduction to the Study of Personality (3)
*CPSY 636	Psychopathology (3)

One of the following courses:

*CPSY 678	Theories and Techniques of Counseling the Culturally Different (3)
EDMUL 670	Social and Cultural Minorities in American Education (3)
EDMUL 660	Multicultural and Multiethnic Education in American Schools (3)

One of the following courses:

*EDCUR 610	Elementary School Curriculum (3)
*EDCUR 620	Secondary School Curriculum (3)
*EDCUR 630	Junior High and Middle School Curriculum (3)
EDSEC 695	Dynamics of the Secondary School Classroom (3)
EDSEC 534	Discipline: Improving Student Behavior in Secondary Schools (3)
*EDEL 626	Discipline and Classroom Management: Some Practical Approaches (3)
SPCED 600	Education of Exceptional Children

* Strongly recommended

Upon completion of the program, students must apply to and be recommended by the Teachers College Educational License Office in

order to receive a standard-grade license for school counselor, issued by the Indiana State Department of Education.

Additional Courses Required for MH Licensure in Indiana:

CPSY 605	Introduction to Clinical Mental Health Counseling (3)
CPSY 636	Psychopathology (3) (If not taken during program)
CPSY 695	Field Internship in Counseling (6)
EDPSY 641	Statistical Methods in Educational and Psychological Research (3)

Highly Recommended Elective Courses:

CPSY 609	Counseling Ethics (3)
CPSY 624	Program Development and Evaluation (3)

M.A. in Counseling, Rehabilitation
48 semester hours

All of the following courses:

CPSY 603	Introduction to Rehabilitation Counseling (3)
CPSY 606	Pre-practicum Interviewing Skills (3)
CPSY 607	Appraisal Methods in Counseling (3)
CPSY 608	Psychosocial Aspects of Rehabilitation (3)
CPSY 610	Career Theories and Realities (3)
CPSY 621	Theories and Techniques of Counseling (3)
CPSY 635	Medical Aspects of Disability in Rehabilitation (3)
CPSY 636	Psychopathology (3)
CPSY 644	Practicum in Counseling (3)
CPSY 653	Research in Counseling Psychology and Guidance (3)
CPSY 678	Theories and Techniques of Counseling the Culturally Different (3)
CPSY 688	Process and Techniques of Group Counseling (3)
CPSY 689	Case Management in Rehabilitation Counseling (3)
CPSY 695	Field Internship in Counseling (6)
EDPSY 603	Psychology of Human Development (3)

Additional Courses Required for MH Licensure in Indiana:

CPSY 605	Introduction to Clinical Mental Health Counseling (3)
CPSY 646	Advanced Practicum (3)
CPSY 695	Field Internship in Counseling (3)
EDPSY 641	Statistical Methods in Educational and Psychological Research (3)

Highly Recommended Elective Courses:

CPSY 609	Counseling Ethics (3)
CPSY 624	Program Development and Evaluation (3)

M.A. in Social Psychology, General
30 semester hours

Four of the following courses:

SOPSY 610	Social Psychology (3)
SOPSY 615	Social Cognition (3)
SOPSY 620	Group Dynamics (3)
SOPSY 640	Social Psychology of Attitudes (3)
SOPSY 655	Counseling Applications of Social Psychology (3)
SOPSY 660	Contemporary Social Psychology (3)

One of the following courses:

CPSY 653	Research in Counseling Psychology and Guidance (3)
RES 697	Research Paper (3)
THES 698	Thesis (6)

One of the following courses:

EDPSY 641	Statistical Methods in Educational and Psychological Research (3)
EDPSY 642	Intermediate Statistics (3)

Electives:

The remaining degree requirements may be completed with these courses from educational psychology, psychological science, sociology, counseling psychology, and anthropology. The director of the master's program in social psychology must approve courses not on this list that are sought as electives.

SOPSY (any courses not already taken to fulfill the four-course requirement)

EDPSY 603, 625; **PSYSC** 573, 584, 623, 668, 691, 695; **SOC** 502,520, 521, 522, 527, 531, 541, 572, 600; **CPSY** 610, 631, 636, 662, 664

M.A. in Social Psychology, Applied
40 semester hours

Students must complete a minimum of 28 hours of core course requirements and 12 hours in one area of emphasis.

All of the following courses:

SOPSY 610	Social Psychology (3)
SOPSY 620	Group Dynamics (3)
SOPSY 640	Social Psychology of Attitudes (3)
SOPSY 690	Seminar in Applied Social Psychology (1)
PSYSC 573	Industrial Psychology (3)
PSYSC 623	Theories of Personality (3)
MGT 500	Managing Organizational Behavior (3)
EDPSY 641	Statistical Methods in Educational and Psychological Research (3)
EDPSY 642	Intermediate Statistics (3)

One of the following courses:

PSYSC 680	Research Techniques in Psychology (3)
CPSY 653	Research in Counseling Psychology and Guidance (3)

Complete 12 hours in one area of emphasis:

Students must meet the prerequisites for courses offered by the College of Business and have an approval memo from the social psychology program director. Refer to the *Graduate Catalog* for prerequisites.

A. Management

BL 665	Law, Ethics, and Public Policy in Business (3)
ECON 509	Survey of Economics (3)
MKG 505	Survey of Marketing (3)
PSYSC 574	Organizational Development: A Psychological Perspective (3)
FIN 500	Corporate Finance (3)
SOPSY 695	Internship in Social Psychology (3)

B. Testing

EDPSY 646	Tests and Measurements (3)
MGT 661	Human Resources Management (3)
PSYSC 575	Psychology of Selection and Placement (3)
SOPSY 695	Internship in Social Psychology (3)

C. Personnel

CPSY 610	Career Theories and Realities (3)
CPSY 614	Career Counseling, Assessment, and Intervention (3)
MGT 661	Human Resource Management (3)
MBA 601	Leadership (3)
SOPSY 695	Internship in Social Psychology (3)

M.A. with Double Major in Social Psychology and Counseling—60 semester hours

All of the following four courses:

SOPSY 610 Social Psychology (3)
SOPSY 620 Group Dynamics (3)
SOPSY 640 Social Psychology of Attitudes (3)
SOPSY 655 Counseling Applications of Social Psychology (3)

The following two courses may be taken as electives:

SOPSY 615 Social Cognition (3)
SOPSY 660 Contemporary Social Psychology (3)

All of the following courses:

CPSY 605 Introduction to Clinical Mental Health Counseling (3)
CPSY 606 Pre-practicum Interviewing Skills (3)
CPSY 607 Appraisal Methods in Counseling (3)
CPSY 610 Career Theories and Realities (3)
CPSY 621 Theories and Techniques of Counseling (3)
CPSY 636 Psychopathology (3)
CPSY 637 Psychopharmacology (3)
CPSY 644 Practicum in Counseling (3)
CPSY 646 Advanced Practicum (3)
CPSY 653 Research in Counseling Psychology and Guidance (3)
CPSY 678 Theories and Techniques of Counseling the Culturally Different (3)
CPSY 688 Process and Techniques of Group Counseling (3)
CPSY 695 Field Internship in Counseling (6)

One of the following courses:

EDPSY 603 Psychology of Human Development (3)
PSYSC 613 Developmental Psychology (3)

One of the following courses:

EDPSY 641 Statistical Methods in Educational and Psychological Research (3)
EDPSY 642 Intermediate Statistics (3)

Highly Recommended Elective Courses:

CPSY 609 Counseling Ethics (3)
CPSY 624 Program Development and Evaluation (3)
CPSY 695 Field Internship in Counseling (3)

School Counselor—Standard License

(For Those Who Have Completed a Master's in Counseling from Ball State)

Courses will be determined by the school counseling program director, based on the master's degree transcript.

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.

2611-05 **uc**