

Ball State University
Master of Arts Degrees
in
Counseling (Clinical Mental Health
and Rehabilitation)
and
Social Psychology (General and Dual Major)
Program Descriptions and
Application Information
Revised June 1, 2019



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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 2019 but may be changed without notice.

Mission Statements

Counseling Psychology, Social Psychology and Counseling 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 counselors and prepare them to work in a variety of community and rehabilitation counseling 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. Two program options are offered for the MA in counseling (clinical mental health counseling and rehabilitation counseling). A dual major in social psychology and clinical mental health or rehabilitation 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 organizations (e.g., American Counseling Association, American Mental Health Counseling Association, American Rehabilitation Counseling Association).

Program Descriptions

MA with a Major in Counseling

The MA degree program with a major in counseling is an entry level, terminal-degree program for persons interested in training for careers in the helping professions. This program is designed to foster students' professional identity as counselors and to prepare them to work in a variety of community and rehabilitation settings. Students will complete an intensive supervised internship, which will provide them with a field experience in the application of counseling and psychotherapeutic procedures, assessment, and evaluation techniques.

The specific training goals for students pursuing master's degrees in counseling include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development. The goals are as follows:

- **Develop Professional Counselor Identity**
Students will understand the history of professional counseling, have knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, and knowledge and understanding of professional ethics.
- **Develop Sensitivity to Social and Cultural Diversity**
Students will be sensitive to diversity issues and will develop awareness of power and privilege. They will develop awareness of self and others, and necessary knowledge and skills to work effectively with diverse populations. Students will develop strategies for eliminating barriers, prejudice, oppression and discrimination.
- **Understand Human Growth and Development**
Students will develop an understanding of a range of counseling theories consistent with a developmental perspective. Students will be able to develop culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
- **Gain Knowledge of Career Development**
Students will learn about theories and models of career development, career counseling, and decision making. They recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings and will use the necessary tools to advocate for and facilitate skill development aiding career and educational development, and employment opportunities in a global economy.
- **Understand Counseling and Helping Relationships**
Students will learn about theories and models of counseling and consultation. They will develop interviewing, diagnostic, counseling, and case conceptualization skills. Students will learn to develop treatment, intervention, and prevention plans consistent with their theoretical orientation, and will be able to assess the effectiveness of their interventions. They, will be able to critically evaluate the

therapeutic literature, and will follow best practices in their work with individuals, couples, families, groups, and organizations.

- **Gain Knowledge in Assessment and Testing**
Students will learn about the nature and meaning of assessment in counseling. They will learn to assess client risk to self and others, and will learn about clinical judgment and statistical concept relevant in test and measurement. They will learn about the use of assessment to aid with diagnosis and treatment planning and will learn about ethical and culturally relevant strategies for selecting, administering, and interpreting assessment results.
- **Gain Knowledge in Research and Program Evaluation**
Students will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. Students will learn about qualitative, quantitative and mixed research designs used in research and program evaluation, and will learn about ethical and culturally relevant strategies for conducting, interpreting and reporting results of research and program evaluation.
- **Prepare for Professional Certification or Licensure**
Students will take relevant coursework preparing them for professional certification or licensure in counseling at the master's level.
- **Develop Reflective Practice**
Students will develop a high degree of self-understanding, will develop strategies for personal and professional self-evaluation, and will develop self-care strategies appropriate for the counselor role.

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 MA degree in counseling can choose from two curriculum tracks: clinical mental health or rehabilitation counseling.

In the clinical mental health counseling track, 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 and psychology, including electives. After completing the program, students are eligible for licensure as mental health counselors in the state of Indiana. Interested students are encouraged to examine licensure requirements in other states and plan accordingly in their course work.

The rehabilitation counseling track is designed to train counselors to meet the staffing needs of public, nonprofit, and private rehabilitation agencies in Indiana. Students are educated and trained to assist persons with disabilities in developing their potential across a number of dimensions: psychosocial, physical, vocational, and economical. The program is dedicated to preparing counselors who possess both the skills and desire to provide quality services to persons facing barriers related to living, working, and socializing in the community. The program is designed to prepare counselors who will be strong advocates for persons with disabilities and who will assist those with disabilities to become their own advocates in order to make independent life choices. An internship, in a rehabilitation setting under the supervision of a certified rehabilitation counselor (CRC), is required. The rehabilitation counseling track is accredited by CACREP .(The Council for Accreditation of Counseling and Related Educational Programs)

MA 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 two program tracks from which students may choose: general social psychology or the dual major in social psychology and clinical mental health counseling. The master's degree in social psychology is designed to prepare students for entry into a doctoral program in social psychology or a related field. Graduates also pursue careers or to applied settings such as institutional research, human resources, or marketing research.

Faculty—Research and Teaching Interests

Stefanía 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, practica.

Dr. Ægisdóttir is the director of the Clinical Mental Health Counseling program and a Fellow of the American Psychological Association.

Lina L. Burkhart, Ph.D., HSPP

University of Virginia, 2003

Clinical interests: Intervention and assessment services with children, adolescents, and families; parent/caregiver-child relationships; parenting; integrated behavioral health services for individuals across the age span.

Dr. Burkhart is the Director of the Counseling Practicum Clinic and Assistant Clinical Professor

Sharon Bowman, Ph.D., ABPP

Southern Illinois University, 1989

Research interests: diversity, including race/ethnicity, women, and LGBT; mentoring and supervision.

Teaching interests: supervision; multicultural counseling; and practicum.

Dr. Bowman is the Department Chairperson and a Fellow of the American Psychological Association.

Yuichung (Jacob) Chan, Ph.D. CRC

University of Wisconsin, Madison, 2009

Research interests: positive psychology and rehabilitation, vocational rehabilitation, ageing population, evidenced-based practice, cross-cultural studies, and psychosocial aspects of disability.

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

Dr. Chan is the director of the Rehabilitation Counseling program

Lawrence Gerstein, Ph.D.

University of Georgia, 1983

Research interests: peace, community, and cross-cultural psychology; social justice; applications of social psychology; Eastern philosophy.

Teaching interests: research; peace psychology; social justice; brief and family therapy.

Dr. Gerstein is the director of the Center for Peace and Conflict Studies and a Fellow of the American Psychological Association.

Ashley Hutchison, Ph.D.

Ball State University, 2013

Research interests: international and multicultural issues, emotion expression, sexual violence prevention, and vocational psychology

Teaching interests: multicultural counseling, career counseling, research methods, theories, professional training issues

Dr. Hutchison is the director of the doctoral program in Counseling Psychology.

Mary E. Kite, Ph.D.

Purdue University, 1987

Research interests: Gender stereotyping, ageism, sexual minority prejudice, scholarship of teaching and learning.

Teaching Interests: Psychology of Prejudice and Discrimination, Social Cognition, Psychology of Diversity, Research Methods, Classroom Pedagogy

Dr. Kite is the Director of the Social Psychology Masters program. She is a Fellow of the American Psychological Association and the Association for Psychological Science.

Kristin M. McGovern, Ph.D.

Virginia Commonwealth University, 1998

Research interests: work-family interface; career development; attachment; marital and family dynamics; gender issues; giftedness and high achievers; stress and coping; life satisfaction.

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

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

Donald Nicholas, Ph.D., ABPP

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.

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

Paul Spengler, Ph.D.

State University of New York, 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.

Theim, Kelsey

Molly Tschopp, Ph.D. CRC

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.

University Facilities, Services, and Support

Facilities of the Department of Counseling Psychology, Social Psychology and Counseling

NOTE: The CPSY Department, Counseling Practicum Clinic, and the majority of the College of Health departments will move to the newly constructed Health Professions Building (HPB) in the Fall, 2019

The CPSY departmental offices are located on the 4th floor of the HPB. The department operates an in-house community counseling clinic, the Ball State University Counseling Practicum Clinic, which is located on the 1st floor of the HPB. The clinic has been established as a clinical training and research facility for graduate students in the CPSY department and allows for significant opportunities for the provision of intervention and prevention services, instruction, modeling, and supervision. Individuals from the Muncie and surrounding communities can receive low-cost counseling and psychological services for a variety of presenting concerns. The clinic serves children, adolescents and adults through individual, group, couples, and family counseling modalities. The clients are counseled by the CPSY graduate students under the supervision of, and in consultation with, the faculty.

The clinic has a full-time director who is responsible for the overall administration and operation of the clinic and ensuring that the provision of services is consistent with professional ethical guidelines and standards, and state law. The clinic also has a full-time Clinic Coordinator, whose major responsibility is to manage the daily operation of the clinic. Lastly, there is a Clinic Training Advisory Committee (CTAC), which consists of the Clinic Director, Department Chair, Clinic Coordinator, Clinic Assistants, and faculty/professors who teach practicum courses. This committee assists the Clinic Director in the overall administration and operation of the clinic and oversees training activities.

The Counseling Practicum Clinic has 20 counseling rooms, including a sand tray therapy room, play therapy rooms, family therapy rooms, and group therapy spaces. All counseling rooms are equipped with a state-of-the-art video recording system, which allows not only for recording but live observation. There is a large Interprofessional Work/Charting Room located on the 1st floor of the HPB, that is equipped with computers where students are able to complete clinical documentation in the electronic health-record system. This work area also consists of 12 private rooms which can be used for reviewing video-recordings of counseling sessions, engaging in supervision meetings, or working together with other students in small groups. The HPB has many other work areas for College of Health students, which includes a library and a large area specifically reserved for students with graduate assistantships. As stated earlier, the 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*

Approximately 22,000 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; Ball State offers health-insurance coverage for individuals and families for a fee. The Office of Housing and Residence Life, (765) 285-8000 or (765) 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 Rinker 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 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.

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, Social Psychology and Counseling. Students are encouraged to apply for assistantships in other offices on campus. These areas and their corresponding phone numbers are:

Academic Assessment, Office of	(765) 285-5974
Academic Research, Office of	(765) 285-1600
Burris Laboratory Schools	(765) 285-1131
Principal	(765) 285-8600
Rinker Center for International Programs	(765) 285-5422
Communication Studies, Department of	(765) 285-1882
Counseling Center	(765) 285-1736
Disability Services, Office of	(765) 285-5293
Elementary Education, Department of	(765) 285-8560
Family and Consumer Sciences, Department of	(765) 285-5932
Fisher Institute of Health and Well-Being	(765) 285-8259
Health Education	(765) 285-3775
Housing and Residence Life, Office of	(765) 285-8011
Guardian Scholars Office	(765) 285-5538
Indiana Academy	(765) 285-8102
Learning Center	(765) 285-1006

Library Service	(765) 285-5277
Student Affairs, Office of	(765) 285-5344
Student Life, Office of	(765) 285-2621
Teacher Education Services, Office of	(765) 285-1168

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 located in Muncie, Indiana, a city of approximately 71,000 residents. Muncie is located 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 will be recommended for admission to the Graduate School by the department. If the applicant meets the Graduate School admission requirements, the applicant will be admitted. The Graduate School's admission policies include 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.

Departmental Requirements

MA in Clinical Mental Health and Rehabilitation Counseling, MA in Social Psychology-General

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 relevant master's program.

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 15.

Statistics of Candidates Fall 2019

Candidates Given Offers of Admission According to Concentration or Degree

Concentration/Degree	Males	Females	Disabled	Minorities	International	Undergrad Major
<i>Clinical Mental Health Counseling</i>	5	14	0	3	0	17-Psychology 2- Other
<i>Rehabilitation Counseling</i>		4	0	2	0	4- Psychology
<i>Dual Social Psychology and Clinical Mental Health Counseling</i>	2	3	0	0	0	5- Psychology

	Mean	Distribution
<i>Age at admission</i>	23	21-28
<i>Overall undergraduate GPA</i>	3.56	3.11-3.946
<i>GRE scores (V+Q)</i>	301	283-319

Candidates Denied According to Concentration/Degree

<i>Counseling-Clinical Mental Health Counseling</i>	5
<i>Counseling- Rehabilitation</i>	0
<i>Dual Social Psychology and Clinical Mental Health Counseling</i>	1

Total # of applications evaluated: 52

Total # of applications given offers of admission: 33

Total # who accepted: 28

Application Procedures

Prospective students must apply online to the Graduate School. You will be able to choose the program you want to apply to from here.

[Application](#)

MA Counseling Application Deadlines: February 1 & June 1

MA Social Psychology Application Deadlines: February 1 & June 1

MA Social Psychology & Clinical Mental Health (Dual) Application Deadlines: February 1 & June 1

Master's program applications for counseling and for social psychology are evaluated by the department once to twice a year, in the spring and summer if all openings are not filled by the first deadline. If you plan to apply for the June 1st deadline, you should contact the department **before applying**. This is to ensure there are still spaces available.

Incomplete applications are not reviewed. It is the applicant's responsibility to ensure that all required materials are received on or before the deadline. Applicants are strongly encouraged to contact the department before the deadline to check on their application status.

We strongly recommend that applicants submit the online application to the Graduate School at **least a month** before the departmental deadline. This will allow time for recommendation letters to be uploaded and GRE scores to be posted to your file.

All Degree Programs

	Spring Evaluation	Summer Evaluation
Application deadline to the Graduate School (will evaluate both International and domestic)	February 1 st	*June 1 st
Application deadline for International Applicants to the International Office	December 1 st	
CPSY Departmental evaluation of SOPS/Counseling complete applications	Late February	Late June
Acceptance or denial emailed to SOPS/Counseling applicants	Mid-March	Late June
Deadline for candidates to accept or decline offer of admission	April 15	Late June

*If you plan to apply for the June 1st deadline, you must contact the department before applying. This is to ensure there are still spaces available.

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

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 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 deadlines. If you plan to apply for the June 1st deadline, you must contact the department before applying. This is to ensure there are still spaces available.

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

Taking Program Coursework before Admission

Applicants who have not yet been admitted by the department may request permission to enroll in program courses 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

Once the Department has recommended admittance to one of our programs, official transcripts from your degree seeking institution must be sent to the Graduate School. The Graduate School makes the final decision on admittance after the evaluation of your official transcripts.

Materials Required by the Department

1. Three letters of recommendation (uploaded directly to the Graduate School online application)
2. GRE General Test scores (sent directly from GRE Testing Service to the Graduate School code 1051)
3. Unofficial Transcripts
4. Supplemental Materials- (e.g., short answer questions, statement of goals, and curriculum vita/resume. These vary by program and will be uploaded to the online application)

Transcripts: Unofficial transcript should be uploaded to the online application. If the Department recommends admittance to one of our programs, an Official Transcript must be sent directly from the institution to the Graduate School.

- Mail – Send official copies to the Graduate School, Ball State University, 2000 W. University Ave., West Quad 100, Muncie, IN 47306.
- Electronic – Official electronic transcripts may be submitted by an institution directly to bsutrans@bsu.edu.

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. 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 (GRE), 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 visit <http://www.ets.org/gre>. 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. The GRE institution code for Ball State University is 1051.

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 information in 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 above 144 on the quantitative section of the GRE). The graduate degree programs are extremely competitive, and the department is limited to a total of around forty openings a year in the master's programs, including about 25 openings a year in the clinical mental health counseling program.

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

It is recommended that students make an appointment with the graduate admissions coordinator before their first semester 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 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 Advanced Practicum in Counseling (not

required in rehabilitation track)

Fourth and/or

Fifth semester(s): CPSY 695 Field Internship in Counseling

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

Transfer credits must be approved by both the program director and the Graduate School. 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 under any circumstances.

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 dual majors: passing an ethics exam; **a grade of B or better in pre-practicum, practicum, and internship courses; and satisfactory** completion of the Counselor Preparation Comprehensive Examination or the Certification for Rehabilitation Counselor exam, as appropriate.

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, Social Psychology, and Dual Major in Social Psychology and Clinical Mental Health

Department of Counseling Psychology, Social Psychology and Counseling

Rationale and Procedures

This document has been developed to delineate the procedures used by the master's 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 master's degree training programs in the Department of Counseling Psychology, Social Psychology and Counseling 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 master's 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 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., Pfof, 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 have 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. Section IV applies only the MA in Counseling Psychology (not to the MA in Social Psychology) Guidelines for Student and Training Program Responsibilities

The master's training offered by the Department of Counseling Psychology, Social Psychology and Counseling 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 master’s 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 the student’s master’s degree program in writing of such a challenge within seven (7) business days of the committee’s decision.
 1. The director of the relevant master’s degree program 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 the relevant program, 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 the relevant master's program 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 the student's master's degree program 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 the master's 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 for Master's in Counseling Students

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

Program Curricula

MA 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:

- EDPS 603 Psychology of Human Development (3)
- PSYS 613 Developmental Psychology (3)

One of the following courses:

- EDPS 641 Statistical Methods in Educational and Psychological Research (3)
- EDPS 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)

*After taking at least 30 credit hours, students must take the Content Exam (CPCE). Students must pass this exam in order to Graduate. The test is offered in the Fall and Spring Semesters. (Summer as needed). Students can only attempt this exam three times to pass.

MA 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)
EDPS 603	Psychology of Human Development (3)

Additional Courses Required for Mental Health Licensure in Indiana:

CPSY 605	Introduction to Clinical Mental Health Counseling (3)
CPSY 646	Advanced Practicum (3)
CPSY 695	Field Internship in Counseling (3)

Highly Recommended Elective Courses:

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

*After taking at least 30 credit hours, students must take the CRC exam in order to graduate.

MA in Social Psychology, General

30 semester hours

Four of the following courses:

- SOPS 610 Social Psychology (3)—**Required course**
- SOPS 615 Social Cognition (3)
- SOPS 620 Group Dynamics (3)
- SOPS 640 Social Psychology of Attitudes (3)
- SOPS 655 Counseling Applications of Social Psychology (3)
- SOPS 660 Contemporary Social Psychology (3)

Research Methods Course:

- CPSY 653 Research in Counseling Psychology and Guidance (3)

One of the following courses:

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

Electives:

- RES 697 Research Paper (3)
- THES 698 Thesis (6)

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.

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

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

MA with Dual Major in Social Psychology and Clinical Mental Health Counseling—60 semester hours

Four of the following courses:

- SOPS 610 Social Psychology (3)—**Required Course**
- SOPS 615 Social Cognition (3)
- SOPS 620 Group Dynamics (3)
- SOPS 640 Social Psychology of Attitudes (3)
- SOPS 655 Counseling Applications of Social Psychology (3)
- SOPS 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:

- EDPS 603 Psychology of Human Development (3)
- PSYS 613 Developmental Psychology (3)

One of the following courses:

- EDPS 641 Statistical Methods in Educational and Psychological Research (3)
- EDPS 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)

*After taking at least 30 credit hours, you must take the Content Exam (CPCE) Student must pass this exam in order to Graduate. The test is offer in the Fall and Spring Semesters. (Summer as needed) Students can only attempt this exam three times to pass.

Internship

For students in the dual and clinical mental health track, the program requires 600 hours of internship (approximately twenty hours a week in fall, spring semesters). It is optional to continue in the summer semester to gain more hours. To fulfill the requirement for mental health counseling licensure in Indiana, students need to complete 600 hours of internship. Students in the rehabilitation counseling track must also complete an internship of 600 hours in a rehabilitation setting for 6 credit hours.

Professional Organizations

[APA gradPSYCH](#)

[American Psychological Association](#)

[American Counseling Association](#)

[National Rehabilitation Association](#)

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