



**BALL STATE
UNIVERSITY**

W E F L Y

Master of Arts Degrees in Counseling:
Clinical Mental Health and Rehabilitation

Master of Arts Degree in Social Psychology and Clinical Mental
Health Counseling

Master of Arts Degree in Social Psychology

Program Descriptions and Application Information Revised
September 2025

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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 2024-25 but may be changed without notice.

Department 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, strength-based theories, and strategies.

Master of Arts in Social Psychology Program Information

Mission Statement.

Social psychology focuses on the way individuals relate to one another, how the presence of other people can affect individual behavior within groups, and how people influence others' behavior, thoughts, and feelings. The MA program in social psychology is designed to give students a strong background for entry into professions such as applied or institutional research, social policy, human resources, or community college teaching. We also prepare students for further graduate study in a doctoral program.

Program Description

Our program offers a comprehensive overview of the major content areas of social psychology. In each class, you'll be exposed to both classic and contemporary research and will complete assignments designed to build your research skills. All courses emphasize social justice, diversity, equity, and inclusion. Our students also develop their research skills by joining faculty research labs. As a student in our program, you will gain experiences and training that will prepare you for employment in applied social psychology or to pursue doctoral training in this or a related field.

Course Requirements

Required Courses (19 hours)

SOPS610	Social Psychology (3)
SOPS615	Social Cognition (3)
SOPS640	Social Psychology of Attitudes (3)
SOPS630	Social Psychology of Prejudice and Discrimination (3)
SOPS 661	Professional Development (1)
CPSY 653	Research Methods in Counseling and Social Psychology (3)
EDPS642	Analysis of Variance(3)

One course from EDPS: (3 hours)

EDPS 741	Applied Regression Analysis(3)
EDPS 742	Multivariate Statistics (3)
EDPS 743	Factor Analysis (3)
EDPS 744	Structural Equation Modeling(3)
EDPS 746	Theory of Measurement(3)

Elective Courses (9-12 hours)

EDPS 602	Institutional Research (3)
SOPS625	Psychology of Gender (3)
SOPS620	Group Dynamics (3)
SOPS655	Counseling Applications of Social Psychology (3)
SOPS660	Contemporary Social Psychology (3)
SOPS635	Social Psychology of Health (3)
SOPS695	Internship in Applied Social Psychology
Res697	Research Project(1-3)
THES	Thesis (6)

Approved Electives (up to six hours) from Educational Psychology or Psychological Science or Sociology

Research Requirement
CPSY 653

TOTAL: 30-33 Credits

Admission Requirements and Application Material

Department Requirements

Have completed at least 15 semester hours or 24 quarter hours of undergraduate psychology courses or courses from related areas such as sociology or anthropology. You will also list courses that demonstrate your verbal and quantitative skills.

Earned a minimum of a 3.0 GPA in the required psychology courses.

Two professional and academic reference letters and names and contact information for two additional references, Vita or résumé statement of purpose. We strongly recommend you have experiences including research (e.g., publications, honor's thesis, professional presentations, or research assistantship) or applied experience (e.g., internships, volunteering, leadership in organizations).

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.

International Candidates

Students who are not citizens or permanent residents of the U.S., need to apply as International Students. This includes prospective students with pending U.S. Permanent Resident applications.

Requirements and Procedures

There are different requirements and procedures for you depending on whether you're a traditional graduate student, exchange, or an online student. Applicants should allow sufficient time (minimum 2 months) 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.

International Admissions website: <http://www.bsu.edu/international>

Application Deadlines and Evaluation Timeline

February 1 (priority) or June 1 (final)

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. Incomplete applications are not reviewed. It is the applicant's responsibility to ensure that all required materials are received on or before the deadline.

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.

Master's in Social Psychology	Priority Deadline for Fall/Summer February 1	*Final Deadline for Fall June 1 st
Evaluation	Decision Emails will be sent out around the end of February	Decision Emails will be sent out around the end of June
Deadline for candidates to Accept or Decline Offer of Admission	April 15th	One week following Decision Letter

Master of Arts Counseling Programs Information

Mission Statement

The mission of the master's programs 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 working with diverse clientele. Intensive, supervised practicum sequence and internships are required, providing real-life work experience in the application of 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 counseling is also offered.

Philosophy of Training for Counseling Programs

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).

Goals/Objectives

The MA degree programs are an entry level, terminal-degree programs for persons interested in training for careers in the helping professions. They are designed to foster students' professional identity as counselors and to prepare them to work in a variety of community and rehabilitation settings working with diverse clients. Students will complete a clinical training sequence including pre-practicum, supervised practica and internship, which will provide them with a field experience in the application of counseling and psychotherapeutic procedures, assessment/appraisal, 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, assessment/appraisal, helping relationships and counseling theories and techniques (individual, group, family, couples), research and program evaluation, career development, reflective practice, and preparation for certification/licensure. Students' acquisition of knowledge and skills as defined in the training goals are assessed throughout training including in practicum, on internship, in the content exam (CPCE, CRC), via an exit survey, and through the annual evaluation.

- **Develop Professional Counselor Identity**

Students will acquire knowledge about the history of counseling, ethics, legal standards, and credentialing. They will exhibit behaviors reflecting the professional values of counseling and psychology across settings, will integrate ethical and legal standards in their professional conduct, and utilize supervision and consultation effectively.

- **Develop Sensitivity to Social and Cultural Diversity**

Students will develop an understanding of self as shaped by individual and cultural diversity. They will learn advocacy skills to address institutional and social barriers that impede access, equity, and success for clients and will utilize their knowledge of diversity in assessment, consultation, and treatment of clients.

- **Understand Human Growth and Development**

Students will develop knowledge of variety of counseling theories consistent with a developmental perspective. They will apply this knowledge in their case formulation, diagnoses, and treatment planning. They will understand the relationship between biological basis of behavior and functioning and develop evidence-based skills to promote resilience and wellness for clients across the lifespan.

- **Understand Career Development and the Role of Work**

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 the role of work in all counseling settings. Students will be able to advocate for and facilitate skill development aiding career and educational development, and employment opportunities for their clients in a global economy

- **Understand Counseling and Helping Relationships**

Students will learn about theories and models of counseling and psychotherapy. They will develop interviewing, diagnostic, counseling, and case conceptualization skills and will learn to develop treatment, intervention, and prevention plans. They will be able relate effectively with individuals, groups, and communities, and be skilled in developing a therapeutic alliance/helping relationship. Students will be skilled in critically evaluating the therapeutic literature, and will follow best practices in their work with individuals, couples, families, groups, and organizations.

- **Gain Knowledge in Assessment/Appraisal and Testing**

Students will learn about the nature and meaning of appraisal methods in counseling. They will be able to identify and avoid applying heuristics and biases in their assessment, will be able to assess risk to self and others, perform mental status exams, and will gain knowledge and understanding of statistical concepts relevant to test and measurement, as well as ethics in appraisal. Students will be able to apply this knowledge to increase their clinical judgment accuracy, and in selecting, administering, and interpreting assessment data to aid in their diagnostic accuracy and treatment planning.

- **Gain Knowledge in Research and Program Evaluation**

Students will understand the importance of research in advancing the counseling profession. 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. Students will use this knowledge to be able to critique research to inform their counseling practice and incorporate evidence-based practice into their counseling work.

- **Prepare for Professional Certification or Licensure**

Students will take relevant coursework and participate in supervised clinical training preparing them for professional certification or licensure in counseling at the master's level. Students will be knowledgeable about the licensure requirements in the State they aspire to practice, and will pass relevant national exams (CPCE, CRC) as evidence of their academic and clinical training.

- **Develop Reflective Practice**

Students will develop a high degree of self-understanding, will utilize strategies for personal and professional self-evaluation, and will apply 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) and/or American Mental Health Counselors Association (AMHCA).

Students are also advised to learn about requirements for relevant state and national certification and licenses, which differ from state to state and plan their course work accordingly.

Students pursuing MA degree in counseling can choose from two curriculum tracks: clinical mental health or

rehabilitation counseling. We also offer an MA program in social psychology and clinical mental health counseling.

Program Descriptions

Clinical Mental Health Counseling Concentration (CMHC)

In the clinical mental health counseling concentration, 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 diversity 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 semester-long practicum sequence and a 600-hour field internship. This concentration 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 counselor associate (LMHCA) and mental health counselors (LMHC) in the state of Indiana. Students are encouraged to examine licensure requirements in other states and plan accordingly in their course work. The CMHC concentration is accredited by Masters in Psychology and Counseling Accreditation Council (MPCAC) until 2032.

Rehabilitation Counseling Concentration

The rehabilitation counseling concentration 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 concentration is currently not accredited.

Social Psychology and Clinical Mental Health Counseling

This program combines the academic challenge of social psychology with the hands-on, practical application of clinical mental health counseling. This program is an excellent choice if you enjoy the process of learning and applying your skills to help people. Students in this program are prepared for work within the counseling field in addition to being immersed in psychological theory and research. More specifically, students will 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, research in social psychology/counseling, and multicultural issues. 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 semester-long practicum sequence and a 600-hour field internship. This concentration requires students to earn a total of 60 credit hours from courses in counseling (48 credits) and social psychology (12 credits). All electives are in social psychology. After completing the program, students are eligible for licensure as mental health counselor associate (LMHCA) and mental health counselors (LMHC) in the state of Indiana. The dual program also prepares students for a Ph.D. program in counseling psychology as students have an opportunity to join social psychology research teams. The dual program in Social Psychology and CMHC is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) until 2032.

Course Requirements for Counseling Programs

MA in Counseling, Clinical Mental Health Counseling (CMHC)

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 Diverse (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 Courses:

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

48 semester hours. (60 credit hours if adding Mental Health Licensure Courses)

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)

CPSY653	Research in Counseling Psychology and Guidance (3)
CPSY678	Theories and Techniques of Counseling the Culturally Different (3)
CPSY688	Process and Techniques of Group Counseling (3)
CPSY689	Case Management in Rehabilitation Counseling (3)
CPSY695	Field Internship in Counseling (6)
EDPS603	Psychology of Human Development (3)

Additional Courses Required for Mental Health Licensure (LMHC) in Indiana:

CPSY605	Introduction to Clinical Mental Health Counseling (3)
CPSY609	Counseling Ethics (3)

Choose two of the Following (6 credits):

CPSY690	Addictions (3)
CPSY690	Trauma. (3)
CPSY624	Program Development and Evaluation (3)

*After taking at least 30 credit hours, students must take the CRC exam or the Comprehensive Exam to graduate.

MA in Social Psychology and Clinical Mental Health Counseling (SP & CMHC)

All of the following courses:

CPSY605	Introduction to Clinical Mental Health Counseling (3)
CPSY606	Pre-Practicum Interviewing Skills (3)
CPSY607	Appraisal Methods in Counseling (3)
CPSY610	Career Theories and Realities (3)
CPSY621	Theories and Techniques of Counseling (3)
CPSY636	Psychopathology (3)
CPSY637	Psychopharmacology (3)
CPSY644	Practicum in Counseling (3)
CPSY646	Advanced Practicum (3)
CPSY653	Research in Counseling Psychology and Guidance (3)
CPSY678	Theories and Techniques of Counseling the Culturally Different (3)
CPSY688	Process and Techniques of Group Counseling (3)
CPSY695	Field Internship in Counseling (6)
EDPS603	Psychology of Human Development (3)

Two Courses From:

SOPS615	Social Cognition (3)
SOPS620	Group Dynamics (3)
SOPS640	Attitudes (3)
SOPS655	Counseling Applications (3)

One of the following courses:

SOPS625	Psychology of Gender (3)
SOPS630	Social Psychology of Prejudice (3)
SOPS635	Social Psychology of Health (3)

One of the following courses:

EDPS641	Statistical Methods in Educational and Psychological Research (3)
EDPS642	Intermediate Statistics (3)

*After taking at least 30 credit hours, you must take the Content Exam (CPCE) Student must pass this exam 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.

Admission Requirement and Application Procedures: MA in Counseling and Social Psychology and Clinical Mental Health Counseling

Departmental Requirements

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.

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.

Application Material Required by the Department

All applications are completed online via the Graduate School online application portal. The following material is required:

- Letters of Recommendation: MA Clinical Mental Health Counseling, MA Rehabilitation Counseling, and dual program in Social Psychology and Clinical Mental Health Counseling require two (2) Letters of recommendation (uploaded directly to the Graduate School online application). Letters should be provided by persons familiar with your academic and professional performance.
- Transcripts: Unofficial Transcripts should be uploaded to the online application portal. If the Department recommends admittance to one of our programs, an Official Transcript must be sent directly from the institution to 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 admissions@bsu.edu
- Supplemental Materials- (e.g., short answer questions, statement of goals, and curriculum vita/resume). These vary by program and need to be uploaded to the online application)

Application Material 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.

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 Deadline

MA Counseling Application Deadlines: March 1 (Priority Deadline) & June 1 (Second Deadline if spots are open)
MA Social Psychology & Clinical Mental Health (Dual) Application Deadlines: March 1 (Priority) & June 1 (Final)

Master's program applications for counseling are evaluated by the department once to twice a year, in the spring and summer if all openings are not filled by the priority deadline of March 1. 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.

Incomplete applications are not reviewed. It is the applicant's responsibility to ensure that all required materials are received on or before the deadline. 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.

Evaluation Timeline

	Spring Deadline/Evaluation.	Summer Deadline/Evaluation
MA Counseling & MA Social Psych & Clinical Mental Health applications	Priority deadline for fall/summer March 1st	*Final deadline for fall June 1 st
Departmental evaluations of MA Counseling & MA Social Psych & Clinical Mental Health	Decision emails will be sent out around the end of March to middle April	Decision emails will be sent out around the end of June
Acceptance deadline for candidates to accept or decline offer of admission	April 15th	One week following decision letter

*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.

International Candidates

You need to apply as an International Student, if you are not a citizen or permanent resident of the U.S. This includes prospective students with pending U.S. Permanent Resident applications.

Requirements and Procedures

There are different requirements and procedures for international candidates depending on if they are a traditional graduate student, exchange, or an online student.

Applicants should allow sufficient time (minimum 2 months) 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.

International Admissions website: <https://www.bsu.edu/admissions/international>

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 average is a strong indicator 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). 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 30 openings a year in the clinical mental health and dual social psychology and clinical mental health counseling programs combined.

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 Diversity Committee in

the department. The committee meets regularly to review multicultural issues relevant to contributing a diverse perspective to the course work and training experience of all students. An additional goal of the committee is to help the department reflect this sensitivity and commitment to diversity issues by recruiting and retaining graduate students from diverse groups underrepresented in the profession.

Statistics of Candidates 2023-2025 Academic year

Students Admitted by Concentration/Degree					
Concentration	Year	Male	Female	International	Undergraduate Major
CMHC	2023	7	22	3	29 - Psychology
	2024	13	20	7	29-Psychology, 4-Other
	2025	6	21	7	27-Psychology, 2-Other
REHAB	2023	0	6	0	6 - Psychology
	2024	3	4	1	4-Psychology, 3-Other
	2025	2	5	0	5-Psychology, 1-Other
DUAL	2023	1	5	0	5 - Psychology, 1 -Other
	2024	0	1	0	1-Psychology
	2025	2	5	1	6-Psychology, 1-Other

Admitted Students' Age and GPA			
	Year	Mean	Distribution
Student Age at Admission	2023	23.8	21-45
	2024	26	21-55
	2025	23.6	21-33
Undergraduate GPA	2023	3.69	3.08-4.00
	2024	3.67	3.0948-4.0
	2025	3.78	3.225-4.0

Students Denied Admission by Concentration/Degree		
Concentration	Year	Number Denied
CMHC	2023	48
	2024	80
	2025	49
REHAB	2023	1
	2024	4
	2025	1
DUAL	2023	14
	2024	15
	2025	12

Total Applications				
Concentration	Year	Evaluated	Offers Given	Offers Accepted
CMHC	2023	99	51	29
	2024	117	37	33
	2025	107	58	24
REHAB	2023	9	8	6
	2024	11	7	7
	2025	8	7	6
DUAL	2023	24	10	6
	2024	23	8	1
	2025	21	9	7

Advising

Modality of Delivery

Most courses in the Counseling (CMHC and RC) and Social Psychology and Counseling (SP & CMHC) programs are delivered in person on campus, with selected courses offered online to provide flexibility. Online delivery may include synchronous or asynchronous components. Specific course modalities are noted in the course schedule each term.

Course Sequence

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

Required Course sequence and prerequisites:

First semester: CPSY 605 Introduction to Clinical Mental Health Counseling or CPSY 603 Introduction to Rehabilitation Counseling
CPSY 606 Pre-practicum Interviewing Skills

And any of these two:

CPSY 621 Theories and Techniques of Counseling
CPSY 636 Psychopathology
CPSY 678 Diversity

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

All students in the MA Counseling Programs are assigned a faculty advisor/mentor who can guide them through the program and answer question and provide guidance relevant to the student's career goals. The faculty advisor/mentor will complete an annual evaluation of their students' progress in their program.

Internship

For students in the MA Counseling Concentrations and Social Psychology and Clinical Mental Health Counseling, the programs require 600 hours of internship (twenty hours a week in fall and spring semesters). It is optional to continue in the summer semester to gain more hours.

Transfer Credits, Course Substitution, and GPA Requirements

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 University. 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 (CPSY 606), practica (CPSY 644 & 646), and internship (CPSY 695);
- A satisfactory completion of the Counselor Preparation Comprehensive Examination (CPCE) or the Certification for Rehabilitation Counselor (CRC) exam, as appropriate.

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 Diversity Committee in the department. The committee 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 committee is to help the department reflect this sensitivity and commitment to diversity by recruiting and retaining graduate students from cultural groups underrepresented in the profession.

Facilities and Services

The CPSY departmental offices are located on the 4th floor of the Health Professions Building. The department has a research laboratory for social psychological research that includes meeting space, computer equipment, and data collection software. Small group research can be conducted in the department's conference room, which includes video display. The department has a research pool that can be used for data collection. Students also have access to EEG equipment for neuroscience research.

Advising

All students in the social psychology MA program are assigned an academic advisor who can guide them through the program and help design a course sequence that meets the student's individual career goals. In addition, there is a bi-weekly meeting for all social psychology students that addresses career and graduate school issues.

Information for all MA Programs

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.

Annual Evaluations of MA Students and Faculty Mentors/Advisors

All MA students in the CPSY department are assigned a faculty mentor/advisor upon admission into their program, in addition to a student mentor (2nd year student). Students are encouraged to contact their faculty mentor/advisor for guidance and questions about the program and their professional development. Each year following spring break, MA students undergo an annual evaluation of their progress in the program. This evaluation is coordinated by students' faculty mentor/advisor, who will set up a meeting with their student mentees where they will review students' progress and experience in the program, career goals, and provide feedback to students about their progress. This annual meeting is also an opportunity for students to ask questions relevant to their training and professional development. Students are required to bring an unofficial transcript to this meeting and be prepared to ask questions and voice any concerns they may have about their program.

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 programs 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.

Faculty Research and Teaching Interests

Stefanía Ægisdóttir, Ph.D., HSPP

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 and Dual 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., HSPP, ABPP, LMHC.

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, HSPP

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.

Allison Cipriano, Ph.D.

Allison Cipriano, Ph.D. (she/hers) is an Assistant Professor of Social Psychology in the Department of Counseling Psychology, Social Psychology, and Counseling. She is a graduate of Ithaca College (B.A. in psychology), Ball State University (M.A. in social psychology) and University of Nebraska-Lincoln (Ph.D. in social psychology).

Dr. Cipriano's research interests include stigma, identity, sexual and gender-based violence, community, and factors affecting wellbeing for those with multiple marginalizations (e.g., those minoritized by their sexuality, gender, race/ethnicity, etc.). Her work currently focuses on plurisexual (i.e., attracted to multiple genders) women.

Her teaching interests include gender, sexuality, prejudice and discrimination, diversity, intersectionality, research methods, and pedagogy.

Dr. Cipriano is the director of the Social Psychology master's program.

Nicholas Lee, Ph.D., HSPP

Ball State University, 2015

Research interests: psychotherapy process and outcome, couple and family therapy interventions, Emotionally Focused Couples Therapy (EFT), clinical training, and the intersection of chronic health issues and relationship well-being.

Teaching interests: practicum training, therapy process and outcome, psychopathology, Emotionally Focused Couples Therapy (EFT)

Kristin M. Perrone, Ph.D. HSPP. LMHC

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. Neuropsychology, ERP.

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

Dr. Perrone is the director of the doctoral program in Counseling Psychology and a Fellow of the American Psychological Association.

Andrew D. White, Ph.D.

Ph.D. (Indiana University - Bloomington, 2024)

Research interests: Motivation and goal pursuit, stereotyping and prejudice, identity and intersectionality, diversity science. Many of Dr. White's current interests center around utilizing psychological theory to promote the success and wellbeing of marginalized students in STEM.

Teaching interests: Dr. White's teaching interests focus on experimental social psychology, gender and sexual identity, and intersections of social psychology with applied contexts (e.g., education, work, and the community).

Molly Tschopp, Ph.D. CRC, HSPP

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 is the Internship Coordinator for the MA Counseling Programs.



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
Burriss 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 \$7,000 and \$10,000 for the academic year.

Graduate Assistant Hiring

Degree Requirements – A graduate-level student must have completed (i.e., earned and have their degree conferred by the degree-granting institution) the bachelor's degree (and also the master's degree if required by a doctoral program) before the beginning of the semester or term in which the graduate assistantship begins.

Official transcripts must be on file with Graduate Admissions located in the Office of Admissions before a GA hire letter will be issued unless an exception is made by the Dean of the Graduate School. A first-term student must meet minimum admissions requirements as outlined in the Graduate Catalog to be eligible for an assistantship their first semester. Students who receive earned admission are not eligible for a graduate assistantship while they remain on earned admission status. GPA – Students must earn and maintain a minimum cumulative graduate grade point average (3.000 for master's level or 3.200 for doctoral and specialist level) to continue in an assistantship. They must also complete the minimum required graduate course load each semester. Any assistants with an academic year GA assignment whose performance falls below the established minimums (either for grade point average or graduate credit hours earned) at the end of their fall term will be reviewed by the hiring unit to determine if they can continue the assistantship in the spring semester. The hiring unit will make a recommendation to the Dean of the Graduate School either to terminate the GA assignment prior to the spring term or request the GA be allowed to continue through the end of the GA assignment. The final decision rests with the Dean of the Graduate School. Graduate assistants whose cumulative grade point average is below the established minimums and who are allowed to continue through the end of their GA assignment cannot be reappointed to a new assistantship until their grades reach the required minimums.

Graduate Teaching Evaluation Process

Policy and Procedures

POLICY

The Department of Counseling Psychology, Social Psychology & Counseling (CPSY) recognizes the importance of teaching in its mission. Evaluation of teaching is one important component to help students receive the best possible educational experience. The procedures for teaching evaluations are mandatory for all graduate students who teach for the department.

PROCEDURES

Graduate student instructors are assigned a teaching supervisor for the course of the semester. Instructors are expected to be in regular contact with their teaching supervisors; this may include, but is not limited to, a regularly scheduled supervisory meeting. All issues related to teaching are directed first to the teaching supervisor, then to the Department Chair. Instructors will be evaluated on their teaching materials and via their student evaluations at the end of the semester.

A. TEACHING SUPERVISOR EVALUATION OF TEACHING

All Graduate student instructors must provide a copy of their intended syllabus to their teaching supervisor prior to the beginning of the semester. The syllabus must be approved before posting to Canvas or printing for distribution in class. The teaching supervisor must be granted Canvas access for each class. In addition, the teaching supervisor shall be provided with copies of exams or assignments for the course if requested.

The teaching supervisor will observe the graduate student instructor's teaching within the first six weeks of the semester. Department approved forms for faculty teaching evaluations will be used for student teaching evaluations.

The evaluations will be discussed with the instructor, and copies of the written forms will be provided to both the student instructor and the Department Chair within two weeks of completion.

B. STUDENT EVALUATIONS

Mandatory student evaluations are to be conducted each semester on a regular schedule. These evaluations must as a minimum satisfy the following:

1. All courses with an enrollment of 4 or more students will be evaluated each semester. Approximately two weeks before the end of the semester, students receive an e-mail message from the University directing them to complete evaluations for their courses; the e-mail prompt is repeated for a two-week period.

CPSY instructors are evaluated on the questions listed below:

- My instructor explains the course objectives clearly.
- My instructor explains course content clearly.
- My instructor effectively engages me in the learning process.
- My instructor treats me with respect.
- My instructor provides opportunities for students to engage in the learning process.
- My instructor provides timely feedback.
- My instructor is available for consultation (e.g., email, office hours, by phone, by videoconference, or by appointment).
- This course has clear objectives.
- This course is effective in meeting its objectives.

This course has assignments related to the objectives of the course.
This course has a clear grading system.
This course broadens my perspective and/or knowledge.
My instructor effectively explains concepts covered in this course.
My instructor seems well prepared for class.
Relationships among course topics are clearly explained.
My instructor deals fairly and impartially with me.
I would enjoy taking another course from this instructor.
I like the way the instructor conducts this course.
This course is up-to-date with developments in the field.
Exams (or other forms of evaluation) are fair.

2. Students are also prompted to report any attempt by the instructor or other students to influence responses on the evaluation.
3. Instructors are granted electronic access to their evaluations no earlier than one week after grades have been posted for the term. The CPSY Department Chair also receives access to the electronic evaluations at that time.
4. Teaching evaluations are to be discussed with the teaching supervisor no later than the second week of the semester after the teaching experience is completed.

DISMISSAL FROM TEACHING DUTIES

On rare occasions, graduate student instructors will be relieved of their teaching duties; the assistantship will be adjusted accordingly or pay will be prorated for those courses taught. Depending on the circumstances, students may no longer be allowed to teach for the Department. Student evaluation and teaching observations are conducted to provide students with constructive criticism during their early teaching careers. Negative comments on these evaluations will not result in dismissal from teaching per se. Undergraduate student complaints will follow the same policy and procedures as outlined for faculty members. Dismissal from teaching duties will result from other serious circumstances surrounding the ineffectiveness in student's teaching. These situations include, but are not limited to, those outlined below:

- Repeated cancellation of classes. Notification of all class cancellations must be documented with the department administrative assistants
- Repeated failure to respond to students on a consistent and timely basis
- Extremely negative comments toward and/or altercations with individual students
- Substantiated claims of bias, prejudice, and/or a history of differential treatment of certain students

GA Funds and Costs

<https://www.bsu.edu/academics/collegesanddepartments/gradschool/funding-graduate-study>

CPSY Department Facilities

The CPSY departmental offices are located on the 4th floor of the Health Profession Building (HB). The department operates an in-house community counseling clinic, the Ball State University Counseling Practicum Clinic (CPC), located on the 1st floor of the HB. 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 Muncie and surrounding communities can receive low-cost counseling and psychological services for a variety of presenting concerns at this clinic, which offer counseling services for children, adolescents and adults through individual, group, couples, and family counseling modalities. Clients are counseled by CPSY graduate students under the supervision of, and in consultation with licensed faculty.

A full-time clinic director is responsible for the operation and administration of the Counseling Practicum Clinic, in addition to ensuring that the provision of services is consistent with professional ethical guidelines and state law. The clinic also has a full-time Clinic Coordinator, whose major responsibility is to manage daily operation. A Clinic Training Advisory Committee (CTAC), consisting of the Clinic Director, Department Chair, Clinic Coordinator, Clinic

Assistants, and faculty/professors who teach practicum courses assist the Clinic Director in the overall administration and operation of the clinic and oversees all 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 for recording and live observation of sessions.

There is a large Interprofessional Work/Charting Room located on the 1st floor of the HB, which is equipped with computers where students are able to complete clinical documentation in an electronic health-record system used in the clinic. This work area also consists of 12 private rooms which can be used for reviewing video-recordings of counseling sessions, engaging in supervision meetings, and working together with other students in small groups. The HB 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. Ball State University was ranked as the nation's top wireless campus in a 2005 survey conducted by Intel Corporation and published in U.S. News & World Report.

University Student Services

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 a 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.

Visit Campus: <https://www.bsu.edu/admissions/graduate>

Graduate School Orientation: <https://www.bsu.edu/academics/collegesanddepartments/gradschool/newly-admitted-students/graduate-school-orientation>

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).

Muncie website: <https://www.cityofmuncie.com/>

Professional Organizations

American Psychological Association: <https://www.apa.org/>

American Counseling Association: <https://www.counseling.org/>

American Mental Health Counselor Association: <https://www.amhca.org/>

Indiana Counseling Association: <https://indianacounseling.org/>

National Rehabilitation Association: <https://nationalrehab.org/>

Indiana Psychological Association: <https://www.indianapsychology.org/>

Student Remediation Policy

Masters Programs 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.

Introductory Remarks

The faculty of the counseling Master's Degree training programs in the Department of Counseling Psychology, Social Psychology & Counseling (CPSY) 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 Student Disability Services to document the impairment and the appropriate accommodations.

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.

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 they 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.

Guidelines for Student and Training Program Responsibilities

The master's training offered by CPSY 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 is 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.

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 (GSC). 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 GSC 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 GSC will receive any information or statement from the student related to their response to the rating. The student may attend the meeting in their own defense.
- C. In discussing the inadequate rating and the response, if available, the GSC 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 GSC 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 GSC 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 dismissal from the program.
- D. The relevant Master’s Program Director 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.

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 GSC or (2) when the GSC 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 Student Disability Services, Ombudsperson’s Office, Dean of Students).

- A. If the student challenges the action taken by the committee as described previously, they must inform the relevant Master’s Program Director in writing of such a challenge within seven (7) business days of the committee’s decision.
 1. The relevant Master’s Program Director will convene the GSC. The student retains the right to hear all facts with the opportunity to dispute or explain their behavior.
 2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
 3. The GSC will submit a report to the student, the relevant Master’s Program Director, and the Department Chair 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 GSC determines that there has not been sufficient improvement in the student’s behavior to remove the inadequate rating under the conditions stipulated, the GSC will communicate this in writing to the student. The GSC 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. Dismissal 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 relevant Master's Program Director in writing of such a challenge within seven (7) business days of the GSC decision. The student must also include a statement concerning why they believe the GSC's action is unwarranted. A lack of response by the student will be interpreted as complying with the GSC's sanction.
 - 1. If a challenge is made, the relevant Master's Program Director will convene the GSC. The student retains the right to hear all facts with the opportunity to dispute or explain their behavior.
 - 2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
 - a. The GSC will submit a report to the student, the relevant Master's Program Director and the Department Chair 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.

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 GSC), rectify the problematic behavior, or when the student seems unable or unwilling to alter their 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 they could function adequately;
- B. Recommending and assisting in implementing a career shift for the student; and/or
- C. Dismissing 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.

NOTE: this document was last modified March 27, 2023. The Graduate School and University Compliance reviewed the document and noted they do not need to approve our changes. SLB.

Graduate Student Appeals Process

I. Rationale

The purpose of this document is to outline procedures for an appeal and to specify recourse available to graduate students who believe that decisions have adversely influenced their progress in graduate school. It is the intent of Ball State University to address and resolve fairly and expeditiously appeals of graduate students. Students should refer to the *Code of Student Rights and Responsibilities* for more information.

II. Parties in the Appeal

The two parties in the appeal process shall include the appellant and the decision makers representing the unit having made the original adverse decision to be appealed, hereafter referred to as the “decision makers.”

III. Basis for an Appeal

Graduate students may appeal adverse decisions impacting their progress toward a graduate degree. There are three permissible reasons to request an appeal:

- Allegation of violation of approved departmental, collegiate, and/or university policies, including those set forth in the *Graduate Catalog*.
- Allegation of unfair treatment on the part of the decision makers.
- Allegation of discriminatory treatment on the part of the decision makers.

Grade appeals should be conducted according to the process outlined in Section 6.5 of the *Code of Student Rights and Responsibilities*.

When an appellant alleges violation of approved departmental, collegiate, or university policies, including those set forth in the *Graduate Catalog*, then he or she must cite the specific policies that the decision makers failed to follow. When filing an appeal, the appellant must also provide a summary of the way(s) in which the policies were violated and how such violation(s) adversely affected the appellant.

Unfair treatment is defined as decisions that are arbitrary or capricious or are clearly not supported by the evidence. When an appellant alleges unfair treatment on the part of the decision makers, then he or she must cite the specific treatment engaged in by the decision maker. When filing an appeal, the appellant must also provide a summary of the reasons why the decision in question was clearly not merited by the evidence available to the decision makers and must also attach to the summary specific and detailed evidence in support of the reasons listed in the summary.

Discriminatory treatment is defined as decisions based upon constitutionally or statutorily prohibited reasons, including unlawful discrimination. When an appellant alleges discriminatory treatment on the part of the decision maker(s), then he or she must cite the specific treatment engaged in by the decision maker(s). When requesting an appeal, the appellant must also provide a summary of the prohibited reasons upon which he or she believes the decision was based. These prohibited reasons are contained within the Ball State University anti-discrimination policy. The appellant must provide a detailed summary of the evidence that supports the appellant’s allegation.

When a request for reconsideration or appeal is filed that alleges discriminatory treatment on the part of the decision makers, a representative from the Office of University Compliance shall serve in an advisory capacity to the committee or hearing panel at each level of appeal.

IV. Actions of the Appellant

Appeals must be considered first at the departmental (if no appropriate department, appeal goes directly to the college) and college level before being forwarded to the Graduate Education Committee (GEC). Graduate students must initiate an appeal by submitting a formal written request for the adverse decision to be reviewed to the department chairperson (or college dean, if appropriate) within 10 working days of the date of the adverse decision.

V. Actions of the Department

If a request for an appeal is determined to have an appropriate claim by the department chairperson in consultation with the graduate program director or designate, then the appellant's decision maker(s) will reconsider the adverse decision. The appellant's decision maker(s) will render a decision within 15 working days of the department's receipt of the request for an appeal. Within five working days of the decision, the outcome will be communicated in writing to the student, the department chairperson, and the program director or designate.

VI. Appeal of Adverse Decisions

A graduate student may appeal an adverse departmental decision to the appropriate college dean's office. The appellant must submit a formal written request for a college appeal within 10 working days of the date of the adverse department decision. Within 15 working days of the receipt of the appeal in the college dean's office, the decision of the college dean must be communicated in writing to the appellant, the department chairperson, and the program director or designate.

Following adverse decision at the college level, a graduate student may appeal said decision by submitting a formal written request to the dean of the Graduate School within 10 working days of the notification of the adverse decision. The dean of the Graduate School will forward the appeal to the Graduate Education Committee (GEC) for resolution.

VII. Actions of the Graduate Education Committee

Upon receipt of a formal appeal, the Executive Committee of the GEC will review the request (See III for required materials). At the discretion of the Executive Committee, a determination will be made regarding the disposition of the request for appeal based only on the permissible reasons outlined in III above. Under all circumstances the Executive Committee will make the final determination of the status of the appeal within 10 working days of its receipt. There are no appeal procedures beyond the appeal to the Executive Committee of GEC.

Before an appeal can be considered, the appellant must show that alleged violations of the department, college, university, or Graduate School are a substantial failure to follow stated policies which negatively impacted academic progress.

If the Executive Committee of GEC determines that the appeal should go forward, it will appoint a Graduate Appeals Panel and establish an appeals file. The stakeholders, including the appellant, at least one department and one college representative, and the members of the Graduate Appeals Panel, must be given at least 10 working days notice of the hearing date, time, and place. The burden of proof is upon the appellant.

VIII. Graduate Appeals Panel

The Graduate Appeals Panel shall consist of three graduate faculty members and two graduate students. A designee of the dean of the Graduate School shall serve as a nonvoting ex officio member.

The members of the panel shall elect one of the three graduate faculty members as the panel chair. The graduate faculty members and graduate students serving on the panel shall not be members of the departments or colleges from which the appeal originates, nor shall they have a demonstrated conflict of interest in regards to the appeal.

IX. Graduate Appeals Hearing

Within 15 working days of receipt of a written appeal by the Graduate Appeals Panel, a hearing will be conducted with the Graduate Appeals Panel, the appellant, witnesses for the appellant, representative(s) of the decision makers, and other witnesses with direct information about the appeal (unless an extension is granted by the Executive Committee of the GEC).

The chairperson of the Graduate Appeals Panel shall conduct the hearing with a view for generating a complete understanding of the circumstances surrounding the appeal. As such, each party shall be granted up to 30 minutes of testimony to present relevant information to the panel. Parties may not question each other directly but may pose questions in writing to the panel chairperson, who may disallow the questions. The chairperson may also disallow documentation or witnesses. A testifying witness may only be in the hearing room when he or she is testifying or when the testifying witness is being questioned following rebuttal. The student shall be given the option of presenting first or second. Following the presentations, each party may request an additional five-minute rebuttal. Following the rebuttal, members of the panel may question the parties and witnesses to clarify relevant details. The hearing may not be audiotaped or videotaped. The chairperson of the Graduate Appeals Panel will designate a secretary from the panel to keep minutes of the proceedings.

Immediately following the hearing, the Graduate Appeals Panel will consider the evidence and judge whether additional information is needed to inform its recommendation. Within five working days of the hearing, the panel must offer a written recommendation to the dean of the Graduate School whether to grant or deny the appeal. Copies of the recommendation must also be provided to the appellant, the decision makers, the dean of the college, and the chairperson of the Graduate Education Committee. The dean of the Graduate School must specify a recommended course of action to the appropriate parties.

X. Attendance at Hearing

In addition to the appealing party, the decision makers, and the members of the Graduate Appeals Panel, the following persons and no others will be permitted to attend the hearing: one current student or one full-time university employee invited by the appellant and one full-time university employee invited by the decision makers to assist the respective parties. Both parties may invite non-testifying witnesses, but said witnesses must be approved in advance by the Graduate Appeals Panel. Other university-affiliated person(s) whose presence is required for the hearing may also be approved by the Graduate Appeals Panel.

XI. Use of Witnesses for the Hearing

The appealing party or the decision makers may call witnesses as necessary. Witnesses must be affiliated with the university. The time used by the witness in her/his initial testimony shall be counted as part of the allotted time of the person who calls that witness. Time spent answering any questions by the other party or the Graduate Appeals Panel shall not be counted as part of the time allotted to the person who calls the witness.

The Graduate Appeals Panel may call or recall persons to give additional testimony concerning the issues involved in the case.

XII. Materials Used in Hearing

The appellant must provide copies of any previous departmental and college rulings. The student must also provide a written statement outlining the basis of the appeal and provide any supporting documentation, not to exceed a total of 20 pages.

The decision makers may present materials, not to exceed a total of 20 pages, no less than five days prior to the hearing. All records and decisions generated by the appeal shall be retained in the appeals file which shall reside in the office of the dean of the Graduate School for a period of 10 years, after which they shall be shredded.

XIII. Confidentiality of Appeal Hearing

The Graduate Student Appeals Panel members shall not retain in their possession any personal files, materials received during the appeal procedure, or notes taken during the meetings of the Graduate Student Appeals Panel. All copies of said materials shall be returned to the Graduate School by the Appeals Panel chairperson and shredded.

No party, Graduate Student Appeals Panel member, or other participant or observer in the appeal procedure shall reveal any facts, documents, or testimony gained through participating in or observing the hearing to any other person, unless required by a court of law to do so or upon the advice of the university's legal counsel.

XIV. Additional Procedures

The chairperson of the Graduate Student Appeals Panel, in consultation with the chairperson of the Graduate Education Committee or his/her designee and under specific, compelling facts, may modify procedures or establish additional procedures for the conduct of hearings in order to ensure that they are conducted in a fair and orderly manner, provided that such procedures shall not be inconsistent with the procedures stated herein. Whenever possible, all parties must be notified of any modifications and additions to procedures in advance of the hearing.

XV. Withdrawal of an Appeal

The appellant may submit a written request to withdraw the appeal at any time. The appeal file will be disposed in accordance to Section XII of this document.

XVI. Finality

The decision of the appeal by the dean of the Graduate School will be final. There are no appeals procedures at the university beyond the dean of the Graduate School.

See: <https://bsu.smartcatalogiq.com/en/2023-2024/graduate-catalog/the-graduate-school/graduate-student-appeals-process/>