Program Overview

The mission of the master’s program in school counseling at Ball State University is to prepare professional school counselors to be change agents in preK-12 schools. The program will help students develop a professional identity as a school counselor with particular focus on social justice and equity in schools. Students are exposed to a range of theoretical perspectives and also challenged to view students as embedded in a complex system which inevitably shapes their everyday lives. Intensive, supervised practica and internships are required, providing real-life work experience in the application of prevention, intervention, and evaluation techniques in preK-12 schools.

The school counseling program is structured to educate students in accordance with the Indiana school counseling licensure requirements as well as standards set forth by the American School Counselor Association (ASCA) for School Counselor Preparation Programs (ASCA CAEP SPA) and accepted by CAEP 2019. Standards are linked below. (https://www.schoolcounselor.org/getmedia/573d7c2c-1622-4d25-a5ac-ac74d2e614ca/ASCA-Standards-for-School-Counselor-Preparation-Programs.pdf)

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

❖ Apply American School Counselor Association’s (ASCA) Model to facilitate student development in terms of academic, career, and personal/social development.

❖ Implement a comprehensive school counseling program that promotes and enhance student academic, career, and personal/social development.

❖ Know how the multiple roles and functions of professional school counselors relate to missions of schools.

❖ Appreciate ethical and legal challenges that school counselors commonly confront in schools within their local communities.

❖ Intervene with culturally and economically diverse students in one-to-one meetings, and in group/classroom settings on educational, career, social, emotional, or personal factors affecting academic achievement and social integration.

❖ Develop clinical skills for competently addressing multiple challenges in which students in schools are facing according to socioeconomic status, race/ethnicity, gender, ability status, nationality and sexual orientation.

❖ Assess influences of multiple factors affecting the personal, social, career, and academic functioning of students within cultural contexts.
❖ Conduct, evaluate, and design school counseling outcomes research using data-driven program evaluation models to inform school system decision-making and accountability.

❖ Understand how School Counseling programs can enhance academic missions of schools.

❖ Apply principles, strategies, programs, and practices necessary for closing the achievement and opportunity gaps and enhancing college/career readiness for all students.

❖ Build collaborative partnerships with parents, agencies, and community stakeholders for promoting access, equity, and social justice in schools.

❖ Consult with other professionals and administrators about how best to address developmental needs of culturally and economically diverse students.

❖ Acquire leadership and advocacy skills for removing barriers that impede student learning and academic success in schools and within their local communities.

In order to meet these objectives, students are expected to demonstrate competence in 8 common core areas and 3 school counseling specialty areas. They include:

**Common Core Areas:**
1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

**School Counseling Specialty Areas:**
1. Foundations
2. Contextual Dimensions
3. Practice

The program is designed to foster student growth and development in each of these areas through coursework and over 800 hours of field-based experiences in practicum and internship. Further, the coursework and field experiences are guided by the ASCA National Model which provides the framework for comprehensive, data-driven school counseling programs in prek-12 schools.

**Student Enrollment Data:**
<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Completed</th>
<th>Student Demographics</th>
</tr>
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<tbody>
<tr>
<td>2019-2021</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>2 Male 10 Female 0 Non-binary</td>
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<tr>
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<tr>
<td>2020-2022</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>2 Male (-1*) 6 Female (-2*) 0 Non-binary</td>
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<tr>
<td></td>
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<tr>
<td>2021-2023</td>
<td>15</td>
<td>11</td>
<td>9</td>
<td>2 Male 11 Female (-2*) 0 Non-binary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 (-1*)</td>
</tr>
</tbody>
</table>

#Self-identified
* Indicates number of students in that demographic category who elected for voluntary exit from program
School Counseling Faculty

Theresa A. Kruczek, Ph.D., HSPP & PSC (Inactive)
School Counseling
Program Director
Theresa received her Ph.D. in Counseling Psychology from Ball State University in 1991. She has been part of the Ball State School Counseling faculty since 2000. She works closely with schools both locally and internationally to implement and evaluate classroom social-emotional learning curriculum and promote multicultural competency in school counseling students. She and her colleagues developed a dating violence prevention program for middle and early high school students. She routinely collaborates with school counselors and faculty at Ball State’s University schools -- which include Burris Laboratory School and the Indiana Academy for Math, Science, and the Humanities. She also works closely with Muncie Community Schools to implement trauma-informed Multi Tiered Systems of Supports (MTSS) and social-emotional curriculum. Her research interests include: trauma prevention; program development for students who have had adverse childhood experiences (ACEs); prevention and intervention program evaluation; bioecological models of trauma risk and resilience factors; and developing multicultural counseling competencies. Her teaching interests include: child and adolescent counseling; supporting students with exceptionalities; trauma informed school practices, and school-based family counseling.

Sherri Barrow, M.Ed., (PSC), Field Experience Coordinator
Sherri has more than 18 years of experience in business, training, and education. With the last 15 years in urban education from PK – 12th grade. She is currently a PhD Candidate in Counselor Education and Supervision program with Capella University. Her research interests include urban education, school counselors, sustaining educators personally and professionally. Sherri is joining the Ball State University, Department of Educational Psychology this year as an Assistant Teaching Professor in the School Counseling Program.
Charlene Alexander, Ph.D., (PSC) - Chief Strategy Officer

Charlene was the Program Director for our MA Program in School Counseling from 1997-2013. She then became the BSU’s first Associate Provost for Diversity and Interim Associate VP for Community Engagement. Under her leadership, Ball State developed its first Diversity Strategic plan and released the first statement on the importance of Diversity and Inclusion. Dr. Alexander’s efforts led to BSU receiving the Higher Education Excellence in Diversity (HEED) Award in 2016. In 2017 Dr. Alexander left BSU to serve as the Vice President and Chief Diversity Officer of Oregon State University until the Fall 2021, at which time she returned to BSU to serve in her current role as Chief Strategy Officer. Dr. Alexander remains an affiliate faculty with the School Counseling Program. Dr. Alexander earned her Ph.D. in Counseling Psychology from the University of Nebraska. She received her MS in School Counseling and BA in Psychology from Creighton University.

Affiliate Faculty

Rachel Anderson, M.Ed., (PSC)

Rachel has over twenty-five years' experience serving at-risk students in the urban school setting through behavioral consulting, as a special education teacher and a teacher in the juvenile system. In 1994 Rachel received her masters degree in Agency and Community counseling from Xavier University and a clinical counseling endorsement in 1999. She became a licensed school counselor in 2004. Rachel has taught on the elementary, secondary, and collegiate levels, as well as provided mental health services to students and their families in the school, community, and home settings. In her role as a high school counselor she has worked relentlessly to encourage first generation students to attend college which could change the trajectory of their future. Rachel currently works as a school counselor at Burris Laboratory School where she serves as a site supervisor for practicum and internship students. She also teaches classes within the program as needed.
Wilfridah “Winnie” Mucherah, Ph.D.,
Chairperson, Department of Educational Psychology

Winnie Mucherah is a professor of Developmental Psychology and has been at Ball State since 2000. Her research interests include classroom climate, self-concept and academic achievement and reading motivation among middle school students. She was involved in the award winning immersive learning project, School Within the Context of Community. She has earned national recognition for her cross-cultural research in motivation and academic achievement, primarily among Kenyan adolescents. She has forged several research collaborations with universities in Kenya and served as a Fellow for the Center for International Development for her work in Sub-Saharan Africa. She was selected as a Carnegie African Diaspora Fellow and completed her fellowship in Kenya in the summer of 2015.
Commitment to Social Justice, Advocacy, and Diversity

School counseling as a profession addresses social justice, equity, and diversity that exist in schools and communities. School counselors readily acknowledge that inequities and systemic barriers exist in preK-12 schools that impact students’ academic, career and personal/social development. As such, school counselors are charged to ensure the success of all students by playing a role as leaders, systemic change agents and advocates to remove barriers and provide systemic prevention and intervention activities that bring about equity in schools.

The School Counseling Program at Ball State is committed to meet this call for school counselors. Thus, social justice and advocacy are at the core of the training experience and are a common thread in every class. As such, students are trained to develop leadership and change agents in schools, advocating for students and school policies as well as programs that enhance a positive and culturally responsive climate and promote students’ academic, career, and personal/social development. Not only are students engaged in coursework regarding social justice and advocacy, they are provided a wealth of experiences in prepracticum, practicum, and internship to take their classroom learning and put it into practice.

The School Counseling Program at Ball State is also committed to diversity within the students and faculty. We are proud to support students and faculty with diverse backgrounds and identities and believe that diversity within the program strengthens our growth and development. There are also campus resources available to students, faculty, and the department for continued support and professional development. These include but are not limited to:

- The Multicultural Center
- The Rinker Center for International Programs
- The University Counseling Center
- Multicultural Student Organizations (Asian American Student Assoc., Black Student Assoc., Latinx Student Union, Spectrum)
- Student Veterans Organization
- The Office of Disability Services
- The Office of Institutional Diversity

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and world views of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge. For Bias Incident Response service information, go to Reporting a Bias Incident page or e-mail mc2@bsu.edu.
Student Expectations and Professional Organization Involvement

In order to support this mission, the faculty of the MA Program in School Counseling at Ball State University fosters, promotes and infuses the following values and guiding principles throughout every aspect of the program. Every student, faculty member and field supervisor is expected to exhibit these values at all times:

- The highest academic and professional standards
- Evidence-based best practices in counseling
- Ethical and social responsibility
- Personal and professional growth
- Respect for diversity and the importance of culture, family, and values in the counseling process
- Collaboration with the community and outside agencies
- Leadership, continued learning, service and professional identity in the counseling profession;
- Development and dissemination of new knowledge and best practices in professional counseling and counselor education
- The integration of research, teaching, and practice

Faculty and students are encouraged to seek professional development experiences through professional counseling organizations such as the Indiana School Counselor Association, Indiana Counseling Association, American School Counselor Association, and American Counseling Association. Each of these organizations offer professional development opportunities through webinars, workshops and trainings, and publications as well as annual conferences. Additionally, each of these professional organizations shape standards and ethical obligations for counselors and provide support in the form of liability insurance for counseling students.

If students or faculty are interested in attending professional development opportunities via counseling organizations, they may apply for funding from the Department of Educational Psychology in addition to funding from Teachers College as well as Ball State University. Please contact the Director of School Counseling (Dr. Kruczek at tkruczek@bsu.edu) or the Department Chair of Educational Psychology for more information (Dr. Winnie Muchera at wmucherah@bsu.edu).
Program of Study++

The Ball State School Counseling program utilizes a face to face, cohort model for training. As such the core school counseling courses (SCCO) are predominantly taught on campus. Most students enter the program in the fall and progress through the program over the next two years. There are a few non-SCCO core courses and electives which are taught in an online format. The field experiences must be taken sequentially and occur in the following order SCCO 606, 644, 646, 695 (over two semesters). Students also must take SCCO 600 before entering SCCO 644. The core SCCO courses are offered only once per year and are sequenced in a way that promotes the academic skill development needed to implement the professional skills expected in the concurrent field experiences. As such, there are limited options for variability in the program curriculum. Students requesting variance from the traditional two year, on campus program sequence are encouraged to talk with the Program Director in the spring or early summer before planned admission in order to determine their best options for completing the degree requirements.

All of the following courses:

- SCCO 600 Introduction to School Counseling (3)
- SCCO 606 Child Assessment & Therapy (3)
- SCCO 614 College and Career Readiness (3)
- SCCO 644 Practicum in School Counseling (3)
- SCCO 646 Advanced Practicum in School Counseling (3)
- SCCO 653 Research in School Counseling (3)
- SCCO 660 Partnership and Collaboration in Schools (3)
- SCCO 675 Counseling Exceptional Children (3)
- SCCO 685 Organization of the Guidance Program (3)
- SCCO 688 Group Counseling in Schools (3)
- SCCO 692 Youth Crisis and Trauma Intervention (3)
- SCCO 695 Internship in School Counseling^^ (in a school setting) (6)
- EDPS 603 Psychology of Human Development (3)
- EDPS 623 Social & Emotional Needs of Gifted (3)
- SPCE 600 Education of Exceptional Children (3)
- CPSY 678 Theories and Techniques of Counseling the Culturally Different (3)

One of the following courses:

- CPSY 636 Psychopathology (3)
- *EDPS 750 Developmental Psychopathology (3)

One course from

- EDAD 686 School Law (3)
- EDPS 776 Legal, Ethical, and Multicultural Issues in Professional Psychology (3)

One of the following courses:

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

Other Recommended Elective Courses
CPSY 609 Counseling Ethics (3)
CPSY 624 Program Development and Evaluation (3)

* Strongly recommended

++ Students are required to maintain membership in at least one professional school counseling association (e.g. American School Counselor Association, Indiana School Counselor Association, etc.) for the duration of the program.

^^ Students are expected to submit a proposal to a professional conference (recommend the annual ISCA conference whose proposals are due in May before the start of internship) as well as attend a minimum of one school counseling conference during their internship. Conference registration will be provided to the instructor as verification of this requirement.

Upon completion of the program, students must apply to and be recommended by the Teachers College Educational License Office in order to receive a standard-grade license for school counselor, issued by the Indiana State Department of Education.

Field Experiences
As a part of the program, students are expected to complete training experiences in preK-12 schools. In the first year, students will have a field experience at the elementary school level. As part of SCCO 606, beginning mid-semester, students spend 5 hours a week in an elementary school where they will shadow a professional school counselor and begin to implement counseling microskills. In SCCO 644/SCCO 646 (school counseling practicum), students will continue in the elementary school for 10-12 hours a week (200 hours total, spring and summer semesters) and engage in professional school counseling through individual and group counseling, classroom guidance, collaboration with parents and teachers, and additional school counseling activities. In the second year, students will have a year-long internship experience (SCCO 695) at the secondary level (middle or high school). Students will be at a school for 20 hours a week (600 hours total, fall and spring semester) and engage in the full role of professional school counseling. In each of these experiences, students will have both individual and group supervision from qualified doctoral students, site school counselors, and school counseling faculty. You must earn a B or better in all field experience courses in order to move on to the next course. You must also receive an overall rating on the practicum and internship skills rating form (completed by your faculty and site supervisors) that is at or above the expected developmental level. If you receive an overall rating for any area that falls below the expected developmental level, you will work with the program director and program faculty to identify a plan for skills improvement.
Please note that due to the variable nature of the COVID-19 pandemic and schools’ responses to the pandemic, we will be working with schools to insure you are able to meet the field experiences requirements in a way that is both consistent with our partner schools’ policies and practices as well as attempts to insure the health and safety of our students and the K-12 students with whom they work.

The field experience requirements across the program are as follows:

<table>
<thead>
<tr>
<th></th>
<th>SCCO 644 Practicum</th>
<th>SCCO 646 Adv. Practicum</th>
<th>SCCO 695 Field Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total clock hours</td>
<td>100 hours</td>
<td>100 hours</td>
<td>600 hours</td>
</tr>
<tr>
<td>Direct service</td>
<td>25 hours*</td>
<td>25 hours*</td>
<td>240 hours</td>
</tr>
<tr>
<td>Individual supervision</td>
<td>1 hour/week</td>
<td>1 hour/week</td>
<td>1 hour/week</td>
</tr>
<tr>
<td>▪ Group supervision</td>
<td>1.5 hours/week</td>
<td>1.5 hours/week</td>
<td>1.5 hours/week</td>
</tr>
</tbody>
</table>

*at least 10 hours of direct service across the field experiences must be in group counseling

**Liability Insurance**

As a part of the field experiences, students are required to carry their own counseling liability insurance. Typically, this can be secured through membership in a professional counseling association. Proof of counseling liability insurance must be presented to faculty prior to beginning any field experience.

Additionally, the University is aware of potential liability which may arise from its students for actions or alleged actions from third parties in the performance of internships or courses that require an external learning experience for academic course credit. This liability may be for property damage, bodily injury, or acts of a professional nature such as those involved with the delivery of medical or allied health services. The University provides liability coverage with limits of $1 million per occurrence, $3 million aggregate to protect against this risk and is able to provide host sites with proof of coverage for internship placement.
School Counseling Portfolio Requirement

Before graduating, students are required to complete their school counseling standards based digital portfolio begun in their first year in the program. Completion of the portfolio, which is a representation of student knowledge and skills of professional school counseling, is considered a capstone project. Students must upload documents into their Portfolio Folder on TK20. Your portfolio must be organized around the ASCA School Counseling Competencies Standards with accompanying artifacts to support knowledge and skill development. All artifacts should represent student growth and work.

Your portfolio will be based on the ASCA School Counseling Competencies; The portfolio must demonstrate an understanding of the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings. Materials must reflect an awareness that school counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program (ASCA Ethical Standards for School Counselors). Specifically, your portfolio must demonstrate the following knowledge and skills:

1. Comprehensive School Counseling: A capacity for comprehensive evaluation planning with examples of needs assessment and surveys, program development, program implementation, progress monitoring and outcome evaluation.

2. Culturally Responsive and Equitable Practice: Understanding that school equity should be grounded in a social justice framework and include identification/recognition of opportunity gaps reflected in the school/district reviewed as well as how to respond to these gaps to redress inequities. Ideally, school equity planning includes mechanisms to create and sustain a bias-free and equitable learning environment. All program activities should represent inclusive practices that are culturally responsive and developmentally appropriate.

3. Leadership, Advocacy, and Collaboration: Understanding the qualities, principles, skills and styles of effective leadership. Knowledge of leadership strategies is needed to enhance the learning environment of schools. Demonstration of an awareness of the importance of collaboration and capacity for collaboration with appropriate stakeholders.

4. Ethical & legal practice: An understanding of the ASCA Ethical Standards for School Counselors, awareness of relevant laws in school counseling practice and the capacity to use an ethical decision making model to resolve ethical dilemmas. Materials should demonstrate an understanding of educational law in particular, especially knowledge of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 and awareness of the school counselor’s role in advocacy and promoting family involvement and collaboration in their child’s education.

5. Individual Counseling Skills: Capacity for providing Tier Three, individual interventions to support student development of social-emotional and behavioral development.
a. Personal theory of counseling: Materials reflect a comprehensive counseling theory that is literature-based and integrated with your personal approach to working with students.

b. Counseling Microskills: Knowledge and skill in implementing the counseling microskills needed for a successful counseling relationship.

c. Case conceptualization: Your case conceptualization should reflect how you understand the basis for and nature of the challenges (be they personal, social, emotional, behavioral, academic and/or career in nature) faced by the students with whom you work. These case conceptualizations should be congruent with your personal theory of counseling.

d. Intervention Planning: Your intervention plans should be congruent with both your personal theory of counseling and your conceptualization of the nature of the challenges faced by the students with whom you work. Your intervention plan should include a mechanism for progress monitoring toward the accomplishment of intervention goals as well as a plan for adjusting interventions as needed.

6. Group Education & Intervention Skills: Capacity for school-counseling-related educational programs with students (e.g. Tier Two targeted small group interventions and Tier One classroom guidance programs), parents (e.g., parent education & advocacy programs), and teachers (e.g. collaboration to provide Tier One social-emotional learning classroom interventions, restorative circles, advisor/advisee programs for teachers). These programs should utilize Universal Design for Learning Principles, evidence of digital literacy, and the capacity to use technology to increase accessibility.

7. Referral Procedures: Your materials (most likely in your case conceptualization, intervention plan, and academic achievement plan) should demonstrate your capacity to use referral procedures and collaboration with appropriate community agencies (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.

8. Academic Achievement Promotion: An ability to develop individual and comprehensive school programming designed to close the achievement gap, promote student academic success, and support at risk students in school completion.

9. Developmentally Appropriate Transition Planning: A capacity to develop a school transition plan (home to school, elementary-middle, middle-high, high school-post-secondary education/work) that is evidence-based, developmentally, and target population appropriate.

10. Trauma Informed Schools (TIS): An understanding of the foundations of TIS practice: including but not limited to an awareness of the impact of Adverse Childhood Experiences (ACES) on student achievement, systemic influences affecting trauma response, disproportionalities in trauma experiences, and practices designed to mitigate the re-traumatization of all students.
a. School Safety: Understanding of the impact of crises, emergencies, and disasters on students, educators, and schools, and the skills needed for crisis prevention and intervention, including school and community collaboration models for crisis/disaster preparedness and response.

b. Conflict Mediation: An awareness of the importance of a comprehensive approach to conflict mediation grounded in restorative practices and which includes all stakeholders (students, school faculty/staff, parents, community). Evidence of peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) as well as coordinated activities for faculty/staff, parents and appropriate community collaborators should be included.

11. Self-Reflective Practice: Throughout the program, you will be asked to engage in self-reflective practices. Your Personal Theory Paper in SCCO 606 during your first semester in the program was the initial assignment to begin this practice within the context of your role as a school counselor. Your capstone self-reflection paper in your second semester of SCCO 695 is your final assignment in the program to summarize your self-reflections on your growth and development in this role. At a minimum your portfolio will include these two papers. You may include other examples of self-reflective practice as you deem appropriate.

Revised Portfolio Components & Course Alignment

Revised (8/2023)

1. Role of SC 600 & 675* 600 (Paper/Reflection) & 675 (Professional Webpage)

2. Equity Audit 600 School Equity Audit / Diversity & Equity Reflection

3. Personal Theory Cs 606 Personal Theory Paper

4. Counseling Microskills 606 Microskills Transcript

5. Ethical Practice 606 Ethics Case Project

6. Case Concept 644-6 & 695

7. Intervention Plan 644-6 & 695 (needs to document capacity for consult in 695)

8. Referral Procedures 644-6 & 695


10. Conflict Mediation 692 Conflict Mediation Program

11. Acad Achiev Plan 614

12. Ach Gap Close 614

13. Transition Planning 675 Transition Program
14. Educational Law 675 Professional Webpage

15. Psycho Ed/Group 692, 675 (In class) - 644-6 & 695 (In practice)

16. Leadership & Advoc. 685 & 695 (Leadership & Advocacy Project & Leadership Paper)

17. Comp Eval Plan 685 (CSC Program & RAMP Application Project)

18. Self-Reflection* 606/695* (Second Semester - End of Program)

19. A professional resume or curriculum vitae

Other Policies & Procedures

GPA Requirements for Graduate Students
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. Program retention policies include the following requirements for school counseling majors: a grade of B or better in child therapy and assessment, practicum, and internship courses; and satisfactory completion of the school counselor portfolio. Students will need to repeat any course for which they earn a grade below a C.

Transfer Credit
With the approval and recommendation of the program director and approval by the dean of the Graduate School, graduate work taken for credit at other accredited institutions may be transferred in partial fulfillment of degree requirements. The transferred credits must meet stipulations that include but are not limited to:

❖ a minimum student G.P.A. of 3.0 on all graduate work at the other institutions;
❖ a minimum grade of B (B- does not transfer) on courses considered for transfer; and
❖ completion of hours within the six years allowed for completion of advanced degrees at Ball State.

A master’s degree candidate may transfer up to 9 semester hours from other regionally accredited institutions if the director of the program and the Graduate School deems the courses appropriate for the planned program. Graduate level course work completed before completing the baccalaureate degree cannot be used toward a graduate degree (see Graduate Catalog).

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 School 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.
**Time Allowed**
After a student has been admitted to a degree program, all requirements for the degree are to be met within six years of the date of admission to the program. Special cases will be submitted to the Graduate Education Committee for consideration and action. In general, the program director has jurisdiction, but the Graduate Education Committee serves as the board of appeal.

**Graduate Assistantships**

*What is an assistantship and why might you want one?*
Tuition for students with assistantships is waived for the calendar year, but semester fees are assessed. Additionally assistantships come with a stipend. The stipends for assistantships may vary but typically pay between $5,000 and $7,000 for the academic year. Summer assistantships at times are available. While your academic year assistantship tuition waiver carries over into summers, your stipend does not. In order to continue to receive a summer stipend you must have a summer assistantship. Assistantships are highly sought after and there are usually more students who would like an assistantship than available positions.

A limited number of graduate assistantships are available in the Department of Educational Psychology these positions are typically filled during the spring or summer before beginning the program. Contact Drs. Kruczek and Muchera if you are interested in a Departmental Assistantship. Students are encouraged to apply for assistantships both in our department as well as in other offices on campus. Graduate assistant positions 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.

**Course Loads for Graduate Assistants**
Students receiving assistantships are not permitted to take more than 15 semester hours of credit during any semester or 6 semester hours during any summer term, except as approved by the Dean of the Graduate School.
School Counseling Licensure

In order to be recommended by the licensing officer at Ball State for the initial practitioner license as a school counselor in Indiana, students must complete a Master’s degree in school counseling or related area, and successfully meet the standards for school services personnel and the specialty standards for school counselors.

These requirements include:

❖ Successful completion of 60 semester hours of graduate work beyond the bachelor’s degree. Generally, this requires two years of course work including summers. Undergraduate course work may not be substituted for required classes. Specific courses and a recommended sequence of study are provided in the program of study.

❖ Satisfactory development of knowledge, professional skills, and dispositions as determined at the required decision points.

❖ Satisfactory completion of professional school counseling portfolio

Additional Requirements for ‘initial’ licensure
In addition to the Ball State licensing office recommendation, the following items need to be submitted with application to IN. Department of Education for the initial school counseling license:

❖ A passing score on the Pearson-Praxis Core Content area test for school counseling
❖ CPR/Heimlich/AED Certification
❖ Suicide Prevention Training
Department of Educational Psychology

Programs in Educational Psychology are focused on exploring the intersections of educational experiences and the fields of psychology. All our programs aim to impact the field through research, professional training, influencing policy, and promoting equitable access to educational quality. Our primary domains of expertise include four broad areas: Educational Psychology (e.g., human learning, motivation, and development); School Psychology (e.g., assessment, diagnosis, and intervention services for students); Research Methods and Quantitative Psychology (e.g., advanced strategies for data analysis, research methods, & program evaluation); and School Counseling (e.g., systemic prevention and intervention, individual and group counseling, and college and career readiness).

Course Enrollments & Program of Study
Contact the Program Director, Dr. Kruczek (tkruczek@bsu.edu) for questions about your program of study.
For course enrollment permissions, contact EDPS Administrative coordinator, Ms. Angela Wheeldon at angela.wheeldon@bsu.edu.
For general advising questions you can contact Ms. Rebecca Lawrence at rjlawrence@bsu.edu

Mailboxes
Student mailboxes are in the EDPS bullpen on the 5th floor of Teachers College.

Funds for Travel and Research
Graduate students can request Departmental funds for research; up to $200. To request, send Dr. Theresa Kruczek an email and carbon copy Rebecca Lawrence. Students may also apply for research and travel funds through the ASPIRE (Student Research and Hollis); Lyell Bussell Memorial Scholarships Funds.

Emails
It is expected that you will access your Ball State email account on a regular basis. This email is linked to all you activities at Ball State including registrar office, bursar office, financial aid office, and departmental or program communications. Instructors will also use this email for course related communication.
Admission Requirements and Procedures

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

School Counseling Program Requirements
Applicants must meet the requirements set forth by the Graduate School. Additionally, applicants must demonstrate strong leadership potential, passion for working with children and adolescents, and commitment to multiculturalism.

Application Materials
❖ Supplemental application (submitted through the online Graduate School Application)
❖ Three letters of recommendation (letters are to be uploaded through the online Graduate School Application)
❖ Optional: Scores on the GRE General Test (sent directly from GRE Testing Service to the Graduate School)
❖ Notification of admission from the Graduate School or Center for International Programs

Application Procedures
All degree applicants must submit all application materials to the university’s Graduate School online application. The programs offered by the department are selective-admissions programs and require additional application materials. Please note that the Graduate School must complete its admission process before the department may offer admission.

Application Deadlines: March 1 (Priority) and June 15

NOTE: WE ONLY ADMIT STUDENTS FOR FALL SEMESTER PROGRAM ENTRY

Applications are evaluated by the department twice a year, in the spring and summer. March 1 is the program’s priority application deadline. Applicants are encouraged to complete materials for admission to the program prior to this deadline for several reasons. First, due to accreditation requirements we must maintain certain faculty-student ratios. Accordingly there are times when our incoming class has been filled prior to the summer admission deadline. Students applying and admitted at that time would have to wait until the following fall to begin the program. Second, students interested in obtaining a graduate assistantship will have more success if they are able to apply for those assistantships earlier in the summer. While a summer admit doesn’t preclude obtaining an assistantship, it does make it more difficult to obtain one as they are highly sought out.
Incomplete applications are ineligible for review per graduate school policies. It is the applicant’s responsibility to ensure that all required materials are received by the department by the deadline. Applicants should contact both the graduate school and department (either Dr. Kruczek or Ms. Lawrence) before the deadline to check on their application status. It is strongly recommended that applications be completed through the Graduate School portal a month before the departmental deadline. Applicants who have complete applications in the department but have not been admitted by the Graduate School before the deadline will not be evaluated by the department.

**International Candidates**

Applicants from other countries and applicants who live in the United States but are not American citizens must complete additional application requirements through the Rinker Center for International Programs. International students must meet all of the university’s admission requirements for non-domestic students.

Rinker Center for International Programs as well as graduate school and all departmental application materials must be received by the March 1 (priority) or June 15 (final) deadlines. Applicants should allow sufficient time (typically 2 months) for the International Center to process materials and determine eligibility for admission before the above program deadlines. Please be advised that it is often difficult for the visa application process to be successfully completed for a fall admission if you wait until the June 15 deadline. Guidelines and links for international applicants can be found at [https://www.bsu.edu/admissions/international/international-services](https://www.bsu.edu/admissions/international/international-services)

If you have additional questions you may contact the Rinker Center for International Programs via telephone or WhatsApp at 1-765-285-2165 e-mail intlservices@bsu.edu

**Non-degree Candidates**

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

**Taking Program Coursework before Admission**

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

All Ball State Students are expected to adhere to the *Code of Student Rights and Responsibilities*. Ball State University expects and requires all of its students and their guests to cooperate in developing and maintaining high standards of scholarship and conduct. Entrance into the University students with many rights, privileges, and opportunities, but also attendant responsibilities. In order for students to live and learn in harmony with others in the University community, they must assume responsibility for their actions and respect the rights and beliefs of others. Ball State’s Beneficence Pledge, found below, gives a broad statement of aspirational expectations for students. The Beneficence Pledge is approved and published separately from this Code of Student Rights and Responsibilities).

**The Beneficence Pledge**

Members of the Ball State University Community…
- Pledge to maintain high standards of scholarship and excellence to work with students, faculty, and staff to strengthen teaching and learning on campus.
- Pledge to practice academic honesty to model and uphold academic integrity, to honor my peers, and earn the trust and respect from all members of the community.
- Pledge to act in a socially responsible way to treat each person in the Ball State community with civility, courtesy, compassion, and dignity; to respect the property and environment of the campus.
- Pledge to value the intrinsic worth of every member of the community to respect and learn from differences in people, ideas, and opinions.

The University community is not a sanctuary from the law and all students of the University are subject to local, state, and federal laws. In addition, each individual is obligated to protect the University as a forum for the free expression of ideas.

The *Code of Student Rights and Responsibilities* outlines behaviors expected of students at Ball State University and methods used to judge student behavior fairly according to these standards. The standards of conduct apply to students while on the campus or off campus, when attending University-sponsored events or activities, or when such conduct involves the security or integrity of the University community. The resolution of complaints for violation of the Code of Student Rights and Responsibilities (Code) may vary according to the location of the alleged violation, the complexity of the circumstances of the complaint, or the relative seriousness of the complaint. Complaint resolution should use an educational framework to assist students in making informed, responsible choices regarding their behavior in this academic community.

Please review the full Code of Student Rights and Responsibilities at the following link:

Grade Appeal Policy
Ball State University

This document has been developed to delineate the procedures used by Ball State University to examine final grade appeals a final grade (pass-fail or letter grade) for a course, field experience, clinical, student teaching, practicum, internship, or externship.

Additional resources and the grade appeals form can be found at:
www.bsu.edu/associateprovost/gradeappeal

Last revision: January, 2019
For questions, contact:
Office of the Vice Provost for Academic Affairs, AD 326, (765) 285-3716 I.

Introduction
A. This process includes any appeal of a final grade (pass-fail or letter grade) for a course, field experience, clinical, student teaching, practicum, internship, or externship. Appeal of an involuntary removal from a course in the middle of a term would be subject to departmental or program procedures, not the grade appeal process, unless a failing grade was issued. Students who are considering an appeal of a final grade are encouraged to meet informally with their instructor before submitting a written appeal.
B. Grades issued for examinations, individual papers, quizzes, portfolios and other grades that are not final course grades are not eligible for consideration for the University Grade Appeal process.
C. This appeal procedure is not to be used for review of instructor assessments on the quality of a student’s work or to complain of an instructor’s performance.
D. Time deadlines in the following procedures are intended to provide a framework for the grade appeal process and may be extended, as circumstances warrant, by the Vice Provost for Academic Affairs (Vice Provost) or designee.
E. This policy will be reviewed, and updated as necessary, by the Ball State Grade Appeals Committee at its meeting each academic year.
F. The Office of the Dean of Students, or designated alternate office, will provide an annual notice by email of the grade appeal policy to students and faculty and will provide a paper copy of the policy to those persons who request one.
G. Faculty members are encouraged to note the grade appeal policy and provide the link www.bsu.edu/associateprovost/gradeappeal in their syllabi.

II. Department Grade Appeal Process
A. A student who wishes to appeal a final grade must send, to the instructor, a request for reconsideration of the grade with a rationale for reconsideration. The request shall be in writing (email preferred) and sent to the instructor within five (5) school days (including summer terms) after the final grade is posted by the Registrar’s office. In accordance with the BSU Code of Student Rights and Responsibilities section 4.4, “School day means Monday, Tuesday, Wednesday, Thursday, or Friday. It does not include Saturday or Sunday, nor does it include any day on which there are no scheduled university classes.”
1. If the appeal is for a fall semester grade, appeals should be submitted within five (5) school days following the December grade submission. If the appeal is for a spring semester grade, appeals should be submitted within five (5) school days following the May grade submission. If the appeal is for a first summer session (Summer I) grade, appeals should be submitted within five (5) school days following the June grade submission. If the appeal is for a second summer session (Summer II) or Full 2 Summer grade, appeals should be submitted within five (5) school days following the July grade submission.

B. The instructor shall respond in writing (email preferred) with a decision regarding the student’s grade within five (5) school days after receiving the request.

C. If the instructor does not respond within the five (5) school day period, the student may choose to send the appeal request to the unit head (e.g., department chair or program director) of the department or program that offers the class for a response.

D. If the instructor responds within the five (5) school day period with a decision with which the student does not agree and the student wishes to proceed with an appeal, the student shall send a written request (email preferred) for review of the grade to the unit head within five (5) school days of receiving the response from the instructor. The written communication to the unit head should provide detailed information regarding the disputed grade including the written exchanges with the instructor.

E. The unit head shall respond in writing (email preferred) to the student within five (5) school days of receiving the student’s request for a review of the grade. The unit head’s response should outline the details of the resolution. If the unit head cannot resolve the dispute, communication to the student should refer the student to the University Grade Appeal process (e.g., the link to the Grade Appeal policy is www.bsu.edu/associateprovost/gradeappeal on the Office of the Vice Provost for Academic Affairs website.)

F. The student may then choose to proceed with a university-level grade appeal as described below.

III. University Grade Appeal Process

A. Formal appeal. If the matter cannot be resolved satisfactorily at the unit level, the student may request consideration through the university grade appeal process. The university grade appeal process consists of the following steps:

1. The student must submit a formal appeal of the grade in writing (email preferred) to the Office of the Vice Provost for Academic Affairs within five (5) school days after notification from the unit head. A formal written grade appeal is limited to 25 pages of documentation and must include:

   a. Request for Consideration of Grade Appeal by the University Grade Appeal Committee form (found at www.bsu.edu/associateprovost/gradeappeal) inclusive of:

      i. The student’s full name, email address, telephone number and local mailing address;
      ii. The class name, number, and section number of the class in which the grade was received (e.g., SRCS 100, section 002, Introduction to Grade Appeals);
      iii. The instructor’s name;
iv. The semester in which the class was taken;
v. The grade received;
vi. The grade expected to have been received.
b. The formal appeal submitted shall clearly include the criterion or criteria on which the appeal is based and a supporting argument for each criterion cited in the appeal with evidence that supports that argument. The University Grade Appeal Committee will only address those appeals for which a procedural or fairness issue is in question. The criteria for a grade appeal are:
   i. An obvious error in the calculation of the grade.
   ii. The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course.
   iii. The assignment of a grade to a particular student on some basis other than performance in the course.
   iv. The assignment of a grade by a substantial departure from the instructor’s previously announced standards.
c. The formal appeal submitted shall also include all written exchanges with the instructor and/or unit head regarding the grade appeal. The written exchanges must include the original date stamps. Direct forwards of emails to the Vice Provost for Academic Affairs office are acceptable and preferred.
d. If more than 25 pages of materials are available, the student should include only the most relevant information and provide details on any additional materials that can be provided if needed. Formal appeals submitted to the Office of the Vice Provost for Academic Affairs should not exceed the 25 page limit.

2. Once the formal appeal has been received, the Vice Provost or designee shall review the appeal to determine if the student has complied with grade appeal procedures, met the required deadlines, and provided the information above.
   a. If the student’s appeal does not comply with grade appeal procedures, meet required deadlines, and provide information noted above, the student will be informed and the grade appeal process will be terminated.
   b. If the appeal meets the requirements, the Vice Provost or designee shall forward the student’s appeal to the instructor by email (with copy to unit head) and solicit the following:
      i. A written response from the instructor;
      ii. A copy of the syllabus for the appropriate class; and
      iii. Any other materials relevant to the grade appeal (e.g., rubric, class grades, etc.).

3. The instructor is expected to provide the requested materials within five (5) school days. Upon receipt of the materials from the instructor, the Vice Provost or designee will convene a Screening Committee to review the appeal. The Screening Committee will include the Vice Provost or designee, the Dean of Students or designee, and the Vice President of the Student Government.
Association or designee. The Screening Committee will review the student’s compliance with grade appeal procedures, the 4 written request for appeal, and the criteria cited within the written appeal. Based on these criteria, the Screening Committee will determine whether or not to refer the appeal to the University Grade Appeal Committee for a hearing.

a. If the decision is not to forward the appeal to a hearing, the appeal will be rejected. The Vice Provost shall inform the parties in writing of the decision and the matter is concluded.

b. If the appeal is approved for further review, the Vice Provost shall inform the parties in writing and convene a University Grade Appeal hearing as described below.

IV. University Grade Appeal Committee

A. Membership. The University Grade Appeal Committee is composed of one (1) undergraduate student, one (1) graduate student, and one (1) faculty member from each college.

1. Student Membership. The student membership will include one undergraduate and graduate student appointed by each of the college deans for a one-year appointment to assume their committee responsibility at the start of the fall semester and serving for a twelve-month term. A student member may serve an unlimited number of terms.

2. Faculty Membership. The faculty members, one from each of the colleges, shall be elected by the faculty of each individual college, assuming responsibility at the start of the fall semester and serving for a twelve-month term. A faculty member may serve an unlimited number of terms.

3. Vacancies. Should a faculty member or student vacancy occur, the appropriate dean shall appoint a member to the committee for the remainder of the twelve-month term.

B. Duties. Members of the University Grade Appeal Committee will populate Grade Appeal Hearing Panels as needed for review of individual cases. Additionally, the University Grade Appeal Committee will review the university grade appeal policies and procedures annually and update as necessary.

V. Hearing Procedures

A. Quorum. To conduct a hearing for a grade appeal, a hearing panel (Panel) composed of five (5) members of the University Grade Appeal Committee, of whom at least two (2) must be students (drawn from either the undergraduate pool or the graduate pool depending on the status of the student appellant) and two must be faculty. The Vice Provost or designee shall assemble the Panel. A hearing may proceed with a minimum of four (4) members present.

1. Members of the Panel will represent a minimum of two different colleges and include members from the college where the relevant course is housed.

2. All parties of the hearing will be made aware of Panel participants at least 48 hours prior to the hearing.

3. Panel members shall disqualify themselves if there is a personal bias or a conflict of interest with a grade appeal case or individual.

4. The student or instructor may challenge a Grade Appeal Hearing Panel member on the grounds of conflict of interest or personal bias. Challenges should be made
in writing to the Office of the Vice Provost for Academic Affairs at least 24 hours prior to the hearing. The decision regarding disqualifying a challenged member shall be made by a majority vote of the remaining members present.

a. If a challenge is upheld, the Vice Provost or designee has the discretion to either appoint another person to fill the vacancy or direct that the vacancy not be filled.

B. Hearing Moderator. The hearing shall be moderated by the Vice Provost or designee. The Dean of Students or designee will be present at all hearings as a non-voting procedural consultant to the Panel and will make a record of the proceedings.

C. Additional Hearing Participants. Both the student appellant and the instructor who assigned the grade shall each have the right to have one witness and one advisor participate in hearing activities. That person must be a student, faculty or staff person of the university or (in the case of the student) a parent/guardian. Any witnesses and advisors selected for the student and faculty member must be identified a minimum of 48 hours prior to the hearing by submitting individual’s name, title (as appropriate), and role (witness or advisor) to the Office of the Vice Provost for Academic Affairs in writing (email preferred).

1. Witnesses may provide additional testimony relevant to the grade appeal and will participate in the hearing only during their testimony.

2. Advisors are only present to consult with and support the student or faculty member involved. Any audio or visual distractions made by advisors may lead to their dismissal during the hearing at the discretion of the Vice Provost or designee following a minimum of one verbal warning. Advisors can be present for the duration of the hearing but are not permitted to participate in hearing activities.

D. Notice of Hearing. If a hearing is to be held, the student and the faculty member who assigned the grade being appealed will be notified in writing of the date, time, and place of the hearing at least five (5) school days in advance. In case of an absent instructor, the unit head, shall either represent the instructor or appoint a faculty member from the department to represent the instructor at the hearing. The Panel may delay judgment if neither the faculty member nor a representative is available for the hearing, if such a presence, in the opinion of the Panel, is necessary to the decision.

E. Conduct of Hearing. The hearing shall be conducted in an informal manner and without reference to rules applicable to a court of law concerning the examination of witnesses and admissibility of evidence, but with a view toward providing the Panel with a complete understanding of the facts involved. Irrelevant, immaterial, and unduly repetitious evidence may be excluded. The hearing shall be closed to the public. The deliberations of the Panel shall be limited to Panel members only.

F. Materials for Consideration. Materials submitted for the Formal Grade Appeal (Section III.A.1 above) will be reviewed by the Grade Appeal Hearing Committee. No additional materials will be accepted for consideration.

G. Presentation of Case. The presentation of the case is the responsibility of the student. The instructor shall be provided an opportunity to respond to the student’s claim and to present evidence in support of the original grade decision. Each presentation is not to exceed 15 minutes in length and will be followed by Panel members’ questions. Following presentation by the student and instructor (in that order), both sides will also have an opportunity to call a witness for testimony (not to exceed 10 minutes in length).
Witness testimony may take only one of two forms: 1) oral description of relevant information by the witness; or 2) written description provided by the witness read to the Panel by the Vice Provost or designee. If the witness is present and provides an oral testimony, testimony will be followed by Panel member questions. Parties are not required to provide witness testimony. Following the student and instructor presentations and any witness testimony, the student and instructor will be allotted 5 minutes for any closing comments they may have. After all presentations and questions, the student and instructor, as well as their advisors, will be excused for private committee deliberations.

H. Access to Information. The Panel will have access to all pertinent information in the case at least 48 hours prior to the hearing and may request additional information from either party or call additional witnesses as needed to render a decision.

I. Multiple Appeals. If two (2) or more members of a class appeal their grades, the Panel may elect to hear the appeals individually or collectively.

J. Continuances. The Panel, by majority vote, may continue the hearing to a later time or times.

K. Additional Rules. Procedural rules not inconsistent with these procedures may be established by the Panel from time to time to ensure that the hearing is conducted in a fair and orderly manner.

L. Privacy of Appeal Hearing. With the exception of the Dean of Students or designee for the purposes of maintaining the case record, 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 University Grade Appeal Committee. No electronic files pertaining to the appeal should be printed or retained to hard drives at any time. No party, 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.

M. Hearings during Summer Session and Breaks. To ensure the functioning of the University Grade Appeal Committee during Summer Session and at other times when regular classes are not in session, the Vice Provost or designee may convene a hearing with a minimum of three persons chosen from the pool of the committee membership who are available. Should a minimum of three be unavailable from the pool, the Vice Provost or designee may select additional faculty members or students to participate in the hearing process.

VI. Findings

A. Decisions of the Grade Appeal Hearing Panel shall be made by majority vote conducted by written ballot. Upon completion of the hearing, the Vice Provost will communicate the Panel’s decision via letter to the student, the instructor, the Provost and Vice President for Academic Affairs, and the instructor’s department chairperson within three (3) school days of completion of the hearing.

B. Findings of the Panel. The Panel may render one of two decisions:

1. That a grade which has been appealed remains the same.
2. That a grade which has been appealed be changed with specific designation of the new grade. a. If the panel decides to change the grade, the instructor shall have five (5) school days in which to file a grade change with the Office of the Registrar or request a review by the Provost. In the event the instructor takes no action, the Provost shall process a change of grade form.
C. Provost’s Determination. If either party believes that there were procedural errors that substantially affected the decision or that they did not receive a fair hearing, they may request a review by the Provost that shall be limited to an examination of the process and procedures followed. The Provost shall communicate the final decision to all parties in writing. The review may be resolved in one of the following ways:

1. The Provost will determine that there were no procedural errors that had a substantial effect, in which case the original decision is upheld. If that original decision was to change the grade, the Provost shall notify the faculty member that a change of grade form is to be submitted to the Office of the Registrar. The instructor shall have five (5) school days in which to file a grade change with the Office of the Registrar or inform the Provost of intent not to do so. In the event the instructor takes no action or chooses not to change a grade, the Provost shall process a change of grade form.

2. The Provost will determine that there were procedural errors that had a substantial effect, in which case the grade appeal may be remanded back to the original Panel for further consideration.

3. Transcript notation. If a grade has been changed by the Provost, the appeal case record shall reflect the following: Original grade of ____ was overruled by the Provost upon recommendation of the University Grade Appeal Panel.

4. Record. A record of the case including all materials submitted during the appeal process, written exchanges to and from the student regarding the appeal, the record of the proceedings of the University Grade Appeal Committee hearing (if applicable) and communication to and from the Provost (if applicable) shall be retained on file in the Office of the Vice Provost for Academic Affairs for a period of one year after the decision. After that year, unless precluded by a pending legal matter, all materials will be destroyed with the exception of final decisions made by the screening committee, the University Grade Appeal Committee, and the Provost as applicable. These documents may be maintained in digital form.

Student Rights and Community Standards
L.A. Pittenger Student Center, Room L-4
2000 W. University Avenue
Muncie, IN 47306

Hours: M-F 8 a.m.-5 p.m.
Summer hours: 7:30 a.m.-4 p.m.
Phone: 765-285-5036
Fax: 765-285-2856
Stdtrights@bsu.edu
Rationale and Procedures

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

The document is divided into seven sections:


I. Introductory Remarks

The faculty of the school counseling Masters Degree training program in the Department of Educational Psychology 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 Disability Services to document the impairment and the appropriate accommodations.

II. Definition of Academic/Professional Problematic Behavior

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

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

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

C. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
Evaluative criteria that link this definition of problematic behavior to particular academic/professional behaviors are incorporated in the specific evaluation for academic/professional courses and through student’s clinical supervision. Evaluations are completed at several intervals (e.g. ongoing supervision) during each student’s Masters training. While it is a professional judgment as to when a student’s behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically become require remediation when they include one or more of the following characteristics:

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

Adapted from:

III. Due Process: General Guidelines

Due process ensures that decisions made about student’s progress in the program are not arbitrary or personally based and requires that programs identify specific evaluative procedures that are applied to all students and has appropriate appeal procedures available to the student so he/she/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.

IV. Guidelines for Student and Training Program Responsibilities

The masters training offered by the School Counseling Program in the Department of Educational Psychology offers essential academic and practical experiences that foster the goal of developing a “well-rounded” professional school 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 school counseling program faculty. 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 school counseling program faculty** 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 school counseling program faculty will receive any information or statement from the student related to his/her/their response to the rating. The student may attend the meeting in his/her/their own defense.

C. In discussing the inadequate rating and the response, if available, the **school counseling program faculty** 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 school counseling program faculty 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 school counseling program faculty 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 school counseling program 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 school counseling program faculty or (2) when the school counseling program faculty are 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 General Counsel and/or other relevant university offices (e.g. Office of Disability Services, 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 School Counseling Program in writing of such a challenge within seven (7) business days of the faculty’s decision.
1. The Director of Masters Degree Program in Counseling will convene the school counseling program faculty. The student retains the right to hear all facts with the opportunity to dispute or explain his/her/their behavior.

2. A review hearing will be conducted in which the challenge is heard and the evidence presented.

3. The school counseling program faculty will submit a report to the student, the Director of School Counseling 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 school counseling program faculty determines that there has not been sufficient improvement in the student’s behavior to remove the inadequate rating under the conditions stipulated, the school counseling program faculty will communicate this in writing to the student. The school counseling program faculty 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 faculty’s action.

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

1. If a challenge is made, the Director of School Counseling Program will convene the school counseling faculty. 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 school counseling faculty will submit a report to the student, the Director of School Counseling Program and the Department Head within seven (7) business days of the hearing completion, which will include recommendations for further action. Decisions of the committee will be made by majority vote.
   b. Further action will follow departmental and university grievance guidelines.
VII. Remediation Considerations

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

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

When a combination of the interventions mentioned in this policy do not, after a reasonable time period (as pre-determined by the student and school counseling faculty), rectify the problematic behavior, or when the student seems unable or unwilling to alter his/her/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 he/she/they 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.
Voluntary Exit Policy

In the event that a student in good standing (not subject to the situations outlined in the termination policy) decides to voluntarily leave the MA Program in School Counseling, the following procedure should be followed.

This procedure is intended to make sure that the student understands that formally exiting the program means that their enrollment in the program has been rescinded and if they wish to return they will need to reapply and be readmitted.

Once the student gives notice of their intention to leave the program, the Director of the MA Program in School Counseling will send a letter to the student (form of letter on next page). This letter will be signed by the Program Director and the student. A copy of the signed letter will be retained by the MA Program in School Counseling & Department of Educational Psychology for record keeping.

A short e-mail and copy of this letter should also be sent to the graduate school to inform them of the student’s voluntary exit and what the student has been told regarding readmission.
To: Student

Dear Student

The Department of Educational Psychology at Ball State University is saddened to hear that you have chosen to leave the MA Program in School Counseling. We wish you well in your future endeavors.

At this time we wish to inform you that your voluntary withdrawal means that you have given up your place in the MA Program in School Counseling. If you ever wish to return to the program you will need to reapply and be readmitted.

Please indicate your understanding by signing and dating on the line below.

____________________________________
Name Printed

____________________________________  ______________________________
Name Signed  Date

Theresa Kruczek, Ph.D., HSPP, PSC
Director of MA Program in School Counseling
Ball State University