

Ph.D. with a Major in Counseling Psychology

Program Description and Application Information

*Fully Accredited by the
American Psychological Association*



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Counseling Psychology and Guidance Services
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This publication is not intended to replace but rather to supplement the *Ball State University Graduate Catalog* and the *Guidelines for Doctoral Degree Programs of Teachers College*.

Information contained in this publication was revised in 2003 but may be changed without notice.

Ph.D. with a Major in Counseling Psychology

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

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

Counseling psychologists have been described as the generalists of applied psychology. To the degree that this characterization is valid, some confusion regarding the appropriate role of counseling psychology is understandable. However, we believe that counseling psychologists offer a perspective and several services that, taken as a whole, are unique among psychological specialties. Unlike their colleagues in clinical psychology, who frequently describe themselves as concerned with severely disturbed clients, counseling psychologists historically have been concerned with “hygiology, with the normalities even of abnormal persons, with locating and developing personal and social resources and adaptive tendencies so that the individual can be assisted in making more effective use of them” (Thompson & Super, 1964). Thus, although the counseling psychologist may work with an acutely disturbed person, he or she is primarily interested in helping that person develop the skills needed to prevent such disturbances and to help other, better functioning people reduce unnecessary stress and enjoy life more.

Achieving the goal of psychological development of the individual has traditionally involved such services as psychological assessment and

individual and group counseling. These services have been rendered to both adults and younger people. Another particularly important service of the counseling psychologist has been vocational and career counseling. According to some (Fitzgerald & Osipow, 1986), this activity may be one of the counseling psychologist’s major contributions to his or her clients; given the importance of job and career to self-esteem and life satisfactions, it is indeed difficult to dispute this assertion.

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

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

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

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

Program Goals

- I. To be a good counseling psychologist, one must first be a good psychologist. Students will be well grounded in the history of psychology as a science, professionally literate regarding its major theoretical perspectives, broadly trained in its different specialty areas, and conversant with its current literature. Students will demonstrate competencies in these objectives through course work, research projects, and systematic examination.
- II. Students will be expected to have well-developed skills as therapeutic practitioners. They will “know therapy as opposed to knowing about therapy” (Dimick & Huff, 1970). All students are required to be performing counseling and therapy continuously using multiple modalities throughout their program. Their clients will be from a broad range of multicultural backgrounds and will have a wide variety of complaints. Students will be supervised by faculty who are themselves licensed counseling psychologists. Evaluation of the therapeutic skills of students is continuous throughout the program; in addition, a comprehensive review of student skills will be undertaken before the external internship.
- III. Students must demonstrate both theoretical and working knowledge of a range of counseling strategies. They will demonstrate special competence in their counseling modality of preference. Evaluation processes cited in goals I and II will be used to assess these abilities.
- IV. Students will demonstrate a broad range of multicultural counseling competencies intended to assist diverse populations from a variety of contexts.
- V. Students will demonstrate competencies in psychological and psychoeducational assessment procedures. These will include personality, intelligence, and vocational assessment instruments. Students will be expected to understand theories of test construction, administration, and interpretation.
- VI. Students must develop basic research skills to evaluate current research findings in the professional literature. They will be competent in designing and statistically evaluating professionally relevant research. Students will be encouraged to develop and pursue special competence in applied research and program evaluation. All students will complete a series of research-design and statistical analysis courses.
- VII. Students will possess a broad knowledge of the theories and practice of career and life planning.
- VIII. Students must be committed to the ethical practice of psychology. In addition to knowledge of the ethical guidelines promulgated by American Psychological Association and other professional bodies, we require sensitivity and awareness of the moral and philosophical ramifications of intervening in the lives of others.
- IX. Students shall be encouraged to develop consultation and social action skills within a variety of settings including educational, correctional, medical, governmental, and occupational sites.
- X. Students will be given experience in counseling supervision, administration, research and teaching in counseling psychology.
- XI. Students will be strongly encouraged to hold membership and to be involved in professional activities in APA and in regional and state psychological associations. Early development of professional identification with counseling psychology will be encouraged.
- XII. Students will be expected to demonstrate writing skills adequate for professional publication.
- XIII. Students are expected to have a consistent integration of the roles of psychologist, counselor, consultant, and researcher. Students are expected to develop an appreciation of their own strengths and weaknesses.

References

- Blocher, D., & Biggs, D. (1983). *Counseling psychology in community settings*. New York: Springer Publishing Co.
- Dimick, K., & Huff, V. (1970). *Child counseling*. Dubuque, Iowa: W. C. Brown.
- Fitzgerald, L. E. & Osipow, S. H. (1986). An occupational analysis of counseling psychology. *American Psychologist*, 41, 535-544.

Meara, N., Schmidt, R., Carrington, D., Davis, K., Dixon, D., Fretz, B., Myers, R., Redley, C., & Suinn, R. (1986). Training and accreditation in counseling psychology. *The Counseling Psychologist*, 16, 366-384.

Thompson, A. S., & Super, D. E. (Eds.). (1964). *The professional preparation of counseling psychologists*. New York: Teachers College, Columbia University.

Teaching Faculty 2003-04 Topics of Research and Interest

The year after the name of the institution is the year in which the doctoral degree was awarded.

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

Research interests: multicultural counseling; racial and ethnic identity; multicultural counseling with school populations; development of multicultural counselors; racial and ethnic identity measurement and assessment. Teaching interests: ethical issues; counseling administration and supervision. Alexander is director of the school counseling program.

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

Research interests: cross-cultural psychology; vocational psychology and career development; feminism and black women; graduate women and mentoring; career development of black students. Teaching interests: supervision; multicultural counseling; career theories and counseling. Bowman is department chairperson.

David Dixon, Ph.D.
University of Minnesota, 1972

Research interests: applications of social psychology to counseling; family and marital therapy; professional issues; gifted and talented; sensation seeking. Teaching interests: family therapy; professional issues; research methodology; practicum training; theories and techniques of change. Dixon is a Fellow of the American Psychological Association.

Lawrence Gerstein, Ph.D.
University of Georgia, 1983

Research interests: peace psychology; community psychology; organizational psychology; applications of social psychology; Eastern philosophy and psychology. Teaching interests: research methodology; peace psychology; social psychology; brief and family therapy; vocational psychology. Gerstein is director of the doctoral program in counseling psychology and is a Fellow of the American Psychological Association.

Phyllis Gordon, Ph.D.
Illinois Institute of Technology, 1992

Research interests: attitude formation toward people with disabilities; group dynamics; family issues pertaining to chronic illness; multicultural and gender barriers to integration. Teaching interests: vocational rehabilitation counseling; cultural sensitivity; vocational psychology. Gordon is director of the master's program in counseling.

Theresa Kruczek, Ph.D.
Ball State University, 1991

Research interests: child and adolescent survivors of child sexual abuse; family systems and school issues. Teaching interests: family systems; pediatric psychology; school issues. Kruczek is director of the practicum clinic.

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

Research interests: health psychology and behavioral medicine; wellness; systems theory and health; health promotions; psychosocial oncology. Teaching interests: practicum training; psychopathology; behavioral medicine.

Kristin Perrone, Ph.D.
Virginia Commonwealth University, 1998

Research interests: career development and vocational counseling; dual-career couples; marital and family dynamics; counseling process and outcome research; group dynamics. Teaching interests: career theories and counseling; supervision; practicum training; counseling skills and theories; group techniques; couples therapy.

Paul Spengler, Ph. D.

State University of New York at Albany, 1991

Research interests: clinical judgment; test construction; psychotherapy and career counseling process and outcome; family therapy; counseling persons with disabilities. Teaching interests: assessment; career counseling; psychotherapy theory and research; family therapy; psychopathology; supervision; practicum training.

Molly Tschopp, Ph.D.

University of Wisconsin – Madison, 2002

Research interests: implications of disability and chronic illness; attitudinal barriers to rehabilitation and recovery; empowerment and advocacy issues; mental health service provision. Teaching interests: vocational rehabilitation counseling; case management; theories and techniques of counseling; psychological aspects of disability.

Michael White, Ph. D.

Pennsylvania State University, 1975

Research interests: social cognition and perception; social psychology and language; political psychology; prosocial behavior and helping; stereotyping. Teaching interests: social psychology; research methodology. White is director of the master's program in social psychology.

Stefania Ægisdóttir, Ph.D.

Ball State University, 2000

Research interests: attitudes toward psychologists and psychological services; expectations about counseling; test development; clinical judgment; cross-cultural/national counseling; generalization of psychological concept across nations; psychoeducation; community service; at-risk youth; criminal behavior; application of social psychology constructs to counseling. Teaching interests: research methodology; assessment; counseling theories and techniques; multicultural counseling; counselor training and supervision; career theories.

University Facilities, Services, and Support**Facilities of the Department of Counseling Psychology and Guidance Services**

The department operates an in-house Counseling Practicum Clinic that serves about six hundred clients a year from Muncie and surrounding communities. The clinic provides practicum and master's internship experiences for students enrolled in the graduate counseling programs. The clients are counseled by these students under the supervision of, and in consultation with, the faculty. The departmental, instructional, and research facilities of the Department of Counseling Psychology and Guidance Services, which occupy the sixth floor of the Teachers College building, include ten practicum rooms, an observation corridor, and group observation rooms. The practicum and group counseling rooms are equipped with video cameras. Doctoral students share office space in the department, and have access to computers. Teachers College has wireless internet capability.

University Student Services

Approximately 18,600 undergraduate and graduate students are enrolled at Ball State. Several university offices offer programs to help students who may need various kinds of support. The Office of Scholarships and Financial Aid, (765) 285-5600, has information about and applications for student loans. Admittance to the doctoral program includes a required doctoral assistantship for the first year in residency and an assistantship during the second and third years if a student desires one. (See page 10 for more information about assistantships.)

The Health Center, with an outpatient clinic and an infirmary, provides care for acute illness and injuries and offers health insurance coverage for singles and families. The Housing and Residence Life Office, (765) 285-8000, has information about the graduate residence halls, family housing, and some off-campus housing. The Office of Disabled Student Development is available to assist students with special needs. Ball State's campus is designed so that students with physical disabilities can easily be accommodated. Ball State has won national recognition for its programs and services for disabled students. 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 Office of Multicultural Affairs administers programs for minority students, and the Center for International Programs offers activities and support for international students.

The Counseling and Psychological Services Center (an APA-approved internship site) is available for free testing, study-skills assistance, and personal counseling. The center also offers training opportunities for

graduate students majoring in counseling psychology in the form of counseling and outreach services to clients served by the center. The Fisher Institute for Wellness works collaboratively with the department for assistantship, research and practice opportunities.

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

Living in Muncie

The university is in Muncie, Indiana, a city of approximately 71,000 residents. Muncie is in east central Indiana, about 60 miles northeast of the state capital, Indianapolis. Other nearby cities include Fort Wayne (80 miles away), Cincinnati (120 miles away), and Chicago (200 miles away).

Multicultural Programming Committee

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

Admission Requirements and Evaluation

Admission to graduate study in counseling psychology requires that applicants apply to both the Graduate School and the Department of Counseling Psychology and Guidance Services. The doctoral program in counseling psychology has a selective admissions policy.

Interested persons may telephone the departmental office toll free at 1(877) 486-7608, write to the director of training at the departmental address, send an e-mail to rangzen@aol.com, or visit our website www.bsu.edu/counselingpsych, for more information. Applicants also need to write (gradschool@bsu.edu) or call the Graduate School, (765) 285-1297, to receive application materials for graduate study (www.bsu.edu/gradschool/).

General Background of Candidates Selected

The department prefers candidates who have strong backgrounds in psychology and work experience related to counseling psychology. Candidates may hold a bachelor's or master's degree. In terms of bachelor's level applicants, we prefer individuals who majored in psychology, but this is not required. Master's level applicants must have majored in counseling, counseling and guidance, psychology, educational or school psychology, clinical psychology, social work, or a related subject. Our program follows a scientist-professional model of training. Please note that applicants with only a bachelor's degree will first pursue a master's degree in counseling in our program and will be officially admitted into the doctoral program upon successful completion of their master's degree. Until this time, they will be conditionally admitted into the doctoral program.

Application Dates

All application materials must be postmarked by January 15.

Tentative Timetable:

Initial Screening	January
Notification of admission status	early-February
Interviews	late-February

Candidates will begin the program in August and assistantships begin in August as well.

Background Required

Bachelor's candidates:

1. You must hold a bachelor's degree from an accredited institution and have an overall bachelor's G.P.A of at least 3.2 on a 4.0 scale.
2. You must have completed at least 15 semester or 24 quarter hours in undergraduate psychology classes with a GPA of 3.2 in such courses. Psychology majors are preferred, but this is not required.
3. You must have a combined GRE (Verbal & Quantitative) of at least 1100.

Master's candidates

- A. You must hold a master's degree from an accredited institution and have an overall master's G.P.A of at least 3.2 on a 4.0 scale.
- B. You must have completed four graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. If Theories and Techniques are taken as one class, then

Practicum and two other classes in counseling or counseling psychology are required in addition to the Theories/Techniques class.

- C. You must have a combined GRE (Verbal & Quantitative) of at least 1000. At our discretion, the department may admit one applicant a year with GREs below 1000 assuming the applicant is outstanding in other areas and is competitive with others in the applicant pool.

Early Admission Process for CPSY Students

Students who are *currently* enrolled in one of our department's master's programs (school counseling, community counseling, mental health counseling, rehabilitation counseling, social psychology) are invited to apply for early admission to the doctoral program. The faculty adopted this policy to provide outstanding master's students with the opportunity to continue their education in our department without interruption. CPSY students choosing this option must meet the following requirements: be scheduled to graduate by July of the year of admission; have completed or be currently enrolled in a counseling internship; have a master's G.P.A of 3.75 or greater in one of counseling master's programs; and have GREs (V + Q) at 1100 or greater. These applicants should also demonstrate strong backgrounds in psychology and have work experience related to counseling psychology. All application materials must be filed by November 3 of the academic year before the student would start the doctoral program. A decision will be made by the middle of November. Only two (2) students per year may be selected through this early process. CPSY students not meeting these more stringent requirements are strongly encouraged to apply for the regular deadline of January 15. Further details are available in the CPSY office.

Materials To Be Submitted for Application

International candidates:

Applicants from other countries or those who live in the United States who are *not* American citizens must apply to the Department of Counseling Psychology and Guidance Services through the Center for International Programs at Ball State University. The CPSY department application is also required. All application credentials are evaluated by the Director of International Programs, the Graduate School, and the Department of Counseling Psychology and Guidance Services.

International candidates should obtain an application from the Center for International Programs instead of the Graduate School; submit **all** application materials directly to the Center for International Programs by January 1.

For information about admission and application requirements, please contact:

Center for International Programs
Ball State University
Muncie, IN 47306
(765) 285-5422; intadmit@bsu.edu
www.bsu.edu/web/international/

U.S candidates:

Separate application materials must be sent to both the university's Graduate School and to the Department of Counseling Psychology and Guidance Services. Applicants are encouraged to submit their materials several weeks before the deadline of January 15 to allow time to process the application.

Submit the following application materials required to the Graduate School before January 15.

Graduate School
Attn: Doctoral Admissions
Ball State University
Muncie, IN 47306
(765) 285-1286; gradschool@bsu.edu
www.bsu.edu/gradschool/

1. **Graduate Admission Application Form and Application Fee.** Application form and graduate catalog are available from the Graduate School.
2. **Graduate Record Examination Scores – General Test** (verbal, quantitative, and analytical scores). Scores more than five years old are not accepted. The Graduate School will forward scores to the department. Use the departmental code for counseling psychology.
3. **Two (2) Official Transcripts of All Previous College Work.** This includes transcripts from institutions granting degrees and those institutions at which courses were taken outside a degree program or for transfer credit. Transcripts must be issued directly from the institution of study. Upon receipt, the Graduate School will forward one set of your transcripts to the department. (If you are a student or graduate of Ball State, the Graduate School will obtain your transcripts that are already on file).

Send the following application materials to the Department of Counseling Psychology and Guidance Services by January 15.

Department of Counseling Psychology and Guidance Services
Attn: Doctoral Admissions
Teachers College Room 622
Ball State University
Muncie, IN 47306-0585

1. **Departmental Application Form.** This form is included in the application packet. The following documents must be attached to the application form: (a) brief autobiography, (b) vita, and (e) matching interest form. Applications without these documents will be considered incomplete.
2. **Three Letters of Recommendation.** Use the recommendation forms provided by the department, which are included in the application packet.

Applicants must register to take the Graduate Record Examination (GRE) approximately *four to six weeks before the testing date*. A computerized version of the exam is given weekly. Although a late registration period does exist, a late fee is assessed for such registrations. Please note that it takes approximately six weeks for the scores to be sent to the Graduate School at Ball State University, so we recommend taking the GRE no later than December. Information regarding the GRE (including registration application and list of test sites) can be obtained from many college testing centers or by calling the Graduate Record Examination Service at (609) 771-7670.

Applicant Evaluation by the Department

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

- Step 1.** To be considered for Step 1, candidates must have been reviewed by the Graduate School and must have
- A. received by date of entry a bachelor's degree or master's degree from an accredited graduate institution.
 - B. For applicants with only a bachelor's degree, achieved an overall undergraduate grade-point average of at least 3.2 on a 4.0 scale. For applicants with a master's degree, achieved an overall graduate school grade-point average of 3.2 or better on a 4.0 scale.
 - C. For applicants with a bachelor's degree, taken at least 15 semester or 24 quarter hours in undergraduate psychology

classes with a GPA of 3.2 in such courses. Psychology majors are preferred, but this is not required. For applicants with a master's degree, taken four or more graduate courses in counseling or counseling psychology, including Theories, Techniques, and Practicum. **Consideration will be given to a master's degree applicant only if the person is currently enrolled in or has completed a beginning practicum or its equivalent.** If the applicant is presently enrolled in such a practicum, acceptance to the doctoral program will be contingent upon its successful completion (with a grade of B or better).

- D. submitted all required application materials by the deadline.

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

- A. *Quality of Transcripts.* Preference will be given to applicants with broad training in psychology. The Graduate School minimum G.P.A is 3.2 on a 4.0 scale, but successful applicants to the program generally have undergraduate or graduate G.P.A.s higher than 3.5.
 - B. *Types of Experience.* Applicants who have experience in counseling psychology or closely related subjects are preferred.
 - C. *Test Scores.* Applicants with a bachelor's degree must have a combined GRE (Verbal & Quantitative) of at least 1100. Applicants with a master's degree, must have a combined GRE (Verbal & Quantitative) of at least 1000. Applicants with a master's degree with scores below 1000 are encouraged to apply but should have substantial evidence of other academic and professional experience and accomplishments. At our discretion, the department may admit one applicant a year with GREs below 1000 assuming the applicant is outstanding in other areas and is competitive with others in the applicant pool.
 - D. *Professional/Scholarly Activity.* Preference will be given to applicants who have completed a thesis, written professional articles, or have presented research, conducted workshops, or presented other material to professional societies, or assisted with research.
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- E. *Letters of Reference.* Consideration will be given to the qualification ratings circled on the three recommendation forms as well as to the written comments.
- F. *Applicant's Autobiography, Professional Goals, Philosophy of Human Behavior and Counseling, Vita, Multicultural Experiences and Interests, and Matching Interest Form.* Preference will be given to applicants whose personal goals match the purposes of counseling psychology and the goals of the program. The autobiography will also serve as an example of the applicant's writing skills.

Step 3. The faculty will review each applicant's file according to the listed criteria and rank each candidate individually. Composite ratings will then be computed and ranked. Using these rankings, two groups of applicants will be designated. The groups are as follows:

Invited for interview. Approximately 20 applicants will be invited for a one-day, on-campus interview. Applicants will meet with faculty and students and be introduced to the Ball State campus. If an on-campus interview is not possible, alternate procedures will be arranged.

Not invited for interview. These candidates will be denied admission for the coming year.

After the interview process is completed, final rankings of the faculty will be compiled and offers made to applicants based on these rankings. Applicants who receive an offer have until April 15 to decide whether to accept the invitation to join the program.

Applicant Pool

Thirty to seventy-five applications have been considered annually in recent years. Ten students are admitted annually into the counseling psychology program.

Attrition Rate

We accept only students who we believe are capable of completing the program. Of students accepted within the past ten years, none have been dropped because of low grades.

Acceptance of Offer for Admission to the Program

The department supports the following statement adopted by the Council of Graduate Schools in the United States:

Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants

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

Characteristics of Doctoral Students Entering The Program for Years 2000-2003

	Mean	Minimum	Maximum
Age of Admission	28	23	44
Master's G.P.A	3.85	3.51	4.0
GRE Scores (V+Q)	1103	910	1370

Sex

Men 9
Women 19

Race/Ethnicity

Caucasian 18
African American 2
International 8

Undergraduate Majors		Graduate Majors	
Psychology	18	Counseling Psychology Or Counseling	22
Music	3	Clinical Psychology	4
Other	7	Other	2

Ratio of Acceptance to Applicant of Entry Year 2002-03: 1:4

Selected Scholarship of Students while in Ph.D. Program

Publications average of one	Conference Presentations average of three
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Curriculum Requirements

Basic Requirements

Please note that the following curriculum reflects the required coursework and experiences as part of the doctoral program in counseling psychology. Applicants with only a bachelor's degree must also complete the coursework and experiences required in one of our department's master's programs in counseling. We strongly encourage such persons to complete a master's degree in community counseling, school counseling, vocational rehabilitation, or a double major in social psychology and counseling. If they desire, such persons may choose to pursue a master's degree in mental health counseling. To learn about the requirements for each of these master's degrees, see the master's degree booklet.

Total hours. A minimum of 97 semester hours of graduate work beyond a bachelor's degree is required.

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

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

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

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

Dissertation. DISS 799, Doctor's Dissertation, must be taken for a total of 10 hours. The dissertation must be psychological and empirical in method and content, with statistical treatment of data.

Program of Study

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

A. Psychological Foundations

1. Biological bases of behavior (e.g., physiological psychology, comparative psychology, sensation, psychopharmacology)

One of the following courses is required:

PSYSC 668 Physiological Psychology (3 semester credit hours)

PSYSC 695 Seminar in Psychology (Psychopharmacology) (3)

EDPSY 652 Neuropsychological Assessment (3)

2. Cognitive-affective bases of behavior (e.g., learning, memory, perception, thinking, motivation, emotion)

One of the following courses is required:

PSYSC 615 Learning and Motivation (3)

PSYSC 617 Memory Processes & Applications

PSYSC 618 Thinking

PSYSC 619 Psychology of Language

EDPSY 765 Theories of Learning (3)

EDPSY 611 Development of Creative Thinking (3)

EDPSY 768 Psychological Theories of Cognitive

Development (3)

3. Social bases of behavior (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory)

Two of the following courses is required:

SOPSY 610 Social Psychology (3)

SOPSY 615 Social Cognition (3)

SOPSY 620 Group Dynamics (3)

SOPSY 640 Social Psychology of Attitudes (3)

SOPSY 655 Counseling Applications of Social Psychology (3)

SOPSY 660 Contemporary Social Psychology (3)

4. Individual behavior (e.g., personality theory, human development, individual differences, abnormal psychology)

The following courses are required:

CPSY 636 Psychopathology (3)

CPSY 678 Theories and Techniques of Counseling the

Culturally Different (3)

5. History and systems of psychology

The following course is required:

PSYSC 691 Systems of Psychology (3)

B. Counseling Theory, Supervision, and Practice

1. Theories and techniques

The following courses are required:

CPSY 688 Process and Techniques of Group Counseling

CPSY 720 Advanced Theories of Counseling

2. Practicum courses

The following courses are required after admission to the doctoral program even if they or equivalent courses have taken before admission:

CPSY 746 Doctoral Practicum in Counseling Psychology (3)

CPSY 747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology (3)

CPSY 722 Theories and Techniques of Supervision (2)

CPSY 740 Practicum in Counselor Supervision (1)

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

4. Refer to section entitled Performance Requirements.

C. Professional Orientation and Ethics

The following course is required:

CPSY 797 Doctoral Seminar 1 in Counseling Psychology

D. Assessment Techniques

1. General assessment

The following course is required:

EDPSY 746 Theories of Measurement (3)

2. Intelligence assessment

The following course is required:

EDPSY 650 Individual Testing 11 (Wechsler Scales) (3)

3. Personality assessment

One of the following courses is required:

CPSY 652 Projective Personality Appraisal (3)

CPSY 657 Objective Personality Appraisal (3)

E. Career Development and Assessment

The following course is required:

CPSY 610 Career Theories and Realities

F. Research (Design, Methodology, and Statistics)

1. Before beginning the dissertation, students will have received training in the conduct and design of research through participation in research assistantship assignments and the following courses:

CPSY 753 Advanced Research Methods in Counseling Psychology (3)

ID 705 Research Colloquium (2)

EDPSY 642 Intermediate Statistics (3) (minimum grade of B)

2. Students are expected to complete the following:

- i. Write a research dissertation
- ii. Be involved with faculty members in continuing research during residency
- iii. Demonstrate writing skills associated with and appropriate to research in counseling psychology.

3. Students are expected to demonstrate proficiency in the following areas:

- i. Computer competency as demonstrated by successful completion of the departmental Computer Competency Examination.
- ii. Statistical Methods as demonstrated by a grade of A or B in one of the following courses:
EDPSY 741 Applied Regression Analysis for the Social Sciences (3)
EDPSY 742 Multivariate Statistical Techniques (3)
EDPSY 743 Introduction to Factor Analysis (3)
- iii. Research techniques as demonstrated by a grade of A or B in the following courses:
CPSY 753 Advanced Research Methods in Counseling Psychology (3)
ID 705 Research Colloquium (2)

4. After successful completion of comprehensive exams, committee approval of a dissertation prospectus, and

admission to candidacy to the doctor's degree, students may enroll in DISS 799, Doctoral Dissertation. Ten hours of DISS 799 are required. Once these hours have been taken, students must maintain continuous enrollment (during the academic year) until the degree is completed. Typically, this requires enrollment in DOC 700, Doctoral Candidate (0).

G. Elective in Counseling Psychology (3)

H. Cognates

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

Consultation	Psychology
Multicultural Counseling	School Counseling
Educational Psychology	School Psychology
Gerontology	Social Psychology
Health Psychology	Vocational Rehabilitation
Marriage and Family Counseling	Wellness Management
Psychological Assessment	Vocational Psychology
Research Methodology	Other graduate programs
Neuropsychology	directly related to the
Anthropology	student's professional goals

Doctoral Committee Formation

Upon admission each student is advised by the director of training until a doctoral committee is appointed. The student's doctoral committee will consist of two faculty from the Department of Counseling Psychology and Guidance Services (one of whom serves as the chairperson), one or two cognate representatives, and an at-large university member who is appointed by the Graduate School. A doctoral chair is not identified until at least the tenth week of the fall semester of the first year. Committee selection is based on mutual agreement among the student and the faculty members selected. In general, each faculty member in the counseling psychology department is limited to chairing two committees and serving as a member of two others for each entering class.

Examinations

Students will be required to take comprehensive preliminary examinations (written and oral, see *Graduate Catalog*), normally after completing one and one-half to two years on campus in the program. Students must pass the examinations prior to applying for internship. A practitioner's skills examination, also required of all students, will normally be completed during the student's second year and must be passed prior to applying for internship as well. All doctoral students, including graduates of our master's program, must complete an APA ethics examination prior to seeing clients. Students are also expected to pass the departmental computer competency examination. They are required to take this examination no later than fall of the second year. The student must pass this examination before proposing the dissertation. Students must successfully defend their dissertation proposal by February 1 of the year in which they submit rankings for internship.

Internship

CPSY 799, Internship in Counseling Psychology (O credit hours), must be taken for an academic year, full-time, or its equivalent over two years, for a minimum time of 1,500 hours. The recommendation is that students take a calendar year internship, or its equivalent over two years, for a minimum time of 2,000 hours in an APA-approved site. Sites not approved by APA must meet APPIC (Association of Psychology Postdoctoral and Internship Centers) criteria or be individually approved by the Graduate Studies Committee in accordance with the committee's internship guidelines. In general, our students have done extremely well in securing an excellent internship placement. Most have been placed in one of their top three ranked internship sites.

Predoctoral Internship Placements 2000-2003

Type of Placement			
Counseling Center	10	Mental Health Center	4
Hospital	7	School	1
Veteran's Administration	6	Corrections	2
Status of Internship Placement			
APA Approved Site	28	Non-APA Approved Site	2

Performance Requirements

Comprehensive Review of Practitioner Skills

A major objective of the program is that our students function as capable practitioners upon graduation. Our system for ensuring competence involves two evaluation procedures. The first consists of a series of faculty

evaluations of practitioner skills. All doctoral students are required to see clients throughout their time on campus. Their activity with their clients is supervised and evaluated by the faculty through either group or individual supervision. (All regular faculty are licensed psychologists with state certification or are license-eligible.) Deficiencies in practice are determined and necessary corrections effected. Practitioner skills are developed through a variety of experiential courses, each requiring direct client contact and formal supervision. During assistantship rotation, students are assigned to the Practicum Clinic office, where they have further client contact. In all of these activities, the student's committee monitors the student's experiential activities, as does the director of training.

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

A. Evaluating Practitioner Skills

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

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

The following list of general skills and professional behavior is used to determine competencies of the student to be evaluated.

The competent counseling psychology practitioner demonstrates

1. Personal commitment to development of professional competencies
2. Appropriate verbal and nonverbal communication skills
3. Problem-identification and assessment skills
4. Case conceptualization and theoretical integration skills
5. Goal-setting skills
6. Appropriate multicultural counseling skills
7. Appropriate plans for client change
8. Effective intervention strategies
9. Understanding of counseling process factors
10. Ability to evaluate counseling progress and assess outcomes
11. Termination and referral skills
12. Understanding and use of ethical principles in practice

C. Computer Competency Project

The Counseling Psychology computer competency examination requires students to demonstrate skills in the use of computers through organizing and analyzing research data. These skills include creating and editing data files, writing programs for analyses, running statistical programs (e.g., SPSSX, BMDP, SAS, etc.), and interpreting the results of computer analyses. As stated earlier, students are required to take this examination no later than fall of the second year of study. The student must pass this examination before proposing the dissertation.

Graduation

Formal application for graduation must be made through the Graduate School according to the deadlines established by that office. One of the several forms required by the Graduate School is an updated course-check sheet, which must be approved by the director of training. The department requires two hard-bound copies of the completed dissertation; one for the department and one for the student's chairperson. Over the years, our graduates have secured excellent positions in a host of settings.

Positions Held by Counseling Psychology Doctoral Graduates (July 1994 to July 2003) from Available Information

	Number
Faculty member or psychologist at university or college	18
Psychologist in private practice	9
Psychologist in agency, institution, or hospital	21
Post-doctoral fellowship	4