



BALL STATE UNIVERSITY

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

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

Master of Arts Degree in Social Psychology

Program Descriptions and Application Information
Revised June 2021

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Social Psychology and Counseling
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This publication is not intended to replace but rather to supplement the Ball State University Graduate Catalog. Information contained in this publication was revised in 2021 but may be changed without notice.

Department Mission Statement

Our mission is to make a significant contribution to the fields of psychology and counseling through research, practice, service, and/or teaching, grounded in social justice and diversity paradigms tied to developmental, systems, holistic, strength-based theories, and strategies.

Master of Arts Counseling Programs Information

Mission Statement

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

Philosophy of Training for Counseling Programs

We train students to become highly competent scientist-professionals in counseling, counseling psychology and/or social psychology to conceptualize and assist persons in the context of their relationships, educational and organizational settings, communities, environments, and the larger world. Students are taught to address and advocate for the psychological, social, spiritual, vocational, educational, and physical well-being of individuals, families, groups, and organizations.

Our training philosophy is based on the principles and strategies reflected in our respective professional organizations (e.g., American Counseling Association, American Mental Health Counseling Association, American Rehabilitation Counseling Association).

Goals

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

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

- **Develop Professional Counselor Identity**
Students will understand the history of professional counseling, have knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, and knowledge and understanding of professional ethics
- **Develop Sensitivity to Social and Cultural Diversity**
Students will be sensitive to diversity issues and will develop awareness of power and privilege. They will develop awareness of self and others, and necessary knowledge and skills to work effectively with diverse

populations. Students will develop strategies for eliminating barriers, prejudice, oppression and discrimination.

- **Understand Human Growth and Development**

Students will develop an understanding of a range of counseling theories consistent with a developmental perspective. Students will be able to develop culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

- **Gain Knowledge of Career Development**

Students will learn about theories and models of career development, career counseling, and decision making. They recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings and will use the necessary tools to advocate for and facilitate skill development aiding career and educational development, and employment opportunities in a global economy.

- **Understand Counseling and Helping Relationships**

Students will learn about theories and models of counseling and consultation. They will develop interviewing, diagnostic, counseling, and case conceptualization skills. Students will learn to develop treatment, intervention, and prevention plans consistent with their theoretical orientation, and will be able to assess the effectiveness of their interventions. They will be able to critically evaluate the therapeutic literature and will follow best practices in their work with individuals, couples, families, groups, and organizations.

- **Gain Knowledge in Assessment and Testing**

Students will learn about the nature and meaning of assessment in counseling. They will learn to assess client risk to self and others, and will learn about clinical judgment and statistical concept relevant in test and measurement. They will learn about the use of assessment to aid with diagnosis and treatment planning and will learn about ethical and culturally relevant strategies for selecting, administering, and interpreting assessment results.

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

Students will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. Students will learn about qualitative, quantitative and mixed research designs used in research and program evaluation, and will learn about ethical and culturally relevant strategies for conducting, interpreting and reporting results of research and program evaluation.

- **Prepare for Professional Certification or Licensure**

Students will take relevant coursework preparing them for professional certification or licensure in counseling at the master's level.

- **Develop Reflective Practice**

Students will develop a high degree of self-understanding, will develop strategies for personal and professional self-evaluation, and will develop self-care strategies appropriate for the counselor role.

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

Students pursuing MA degree in counseling can choose from two curriculum tracks: clinical mental health or rehabilitation counseling. We also offer an MA program in social psychology and clinical mental health counseling.

Program Descriptions

Clinical Mental Health Counseling Concentration

In the clinical mental health counseling concentration, students learn about current trends in mental health counseling, roles and professional identity of mental health counselors, structures and operations of professional organizations, ethical and legal considerations related to counseling, and multicultural issues in mental health counseling. Students also learn about the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. Further, students gain knowledge and skills in diagnosis, assessment, treatment, referral, and prevention related to mental health issues. To gain real-world experience, students complete two semesters of practica and a 600-hour field internship. This concentration requires students to earn a total of 60 credit hours from courses in counseling and psychology, including electives. After completing the program, students are eligible for licensure as mental health counselor associate (LMHCA) and mental health counselors (LMHC) in the state of Indiana. Students are encouraged to examine licensure requirements in other states and plan accordingly in their course work.

Rehabilitation Counseling Concentration

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

Social Psychology and Clinical Mental Health Counseling

This program combines the academic challenge of social psychology with the hands-on, practical application of clinical mental health counseling. This program is an excellent choice if you enjoy the process of learning and applying your skills to help people. Students in this program are prepared for work within the counseling field in addition to being immersed in psychological theory and research. More specifically, students will learn about current trends in mental health counseling, roles and professional identity of mental health counselors, structures and operations of professional organizations, ethical and legal considerations related to counseling, research in social psychology/counseling, and multicultural issues. Students also learn about the role of mental health counseling within the context of the community, strategies for community needs assessment, program interventions, and management of mental health services and programs. Further, students gain knowledge and skills in diagnosis, assessment, treatment, referral, and prevention related to mental health issues. To gain real-world experience, students complete two semesters of practica and a 600-hour field internship. This concentration requires students to earn a total of 60 credit hours from courses in counseling (48 credits) and social psychology (12 credits). All electives are in social psychology. After completing the program, students are eligible for licensure as mental health counselor associate (LMHCA) and mental health counselors (LMHC) in the state of Indiana. The dual program also prepares students for a Ph.D. program in counseling psychology as students have an opportunity to join social psychology research teams.

Course Requirements for Counseling Programs

MA in Counseling, Clinical Mental Health Counseling

60 semester hours

All of the following courses:

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

One of the following courses:

| | |
|----------|-------------------------------------|
| EDPS 603 | Psychology of Human Development (3) |
|----------|-------------------------------------|

One of the following courses:

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

Electives: 12 hours of approved electives

Highly Recommended Elective Course:

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

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

MA in Counseling, Rehabilitation Counseling

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

All of the following courses:

| | |
|----------|---|
| CPSY 603 | Introduction to Rehabilitation Counseling (3) |
| CPSY 606 | Pre-Practicum Interviewing Skills (3) |
| CPSY 607 | Appraisal Methods in Counseling (3) |

| | |
|----------|--|
| CPSY 608 | Psychosocial Aspects of Rehabilitation (3) |
| CPSY 610 | Career Theories and Realities (3) |
| CPSY 621 | Theories and Techniques of Counseling (3) |
| CPSY 635 | Medical Aspects of Disability in Rehabilitation (3) |
| CPSY 636 | Psychopathology (3) |
| CPSY 644 | Practicum in Counseling (3) |
| CPSY 653 | Research in Counseling Psychology and Guidance (3) |
| CPSY 678 | Theories and Techniques of Counseling the Culturally Different (3) |
| CPSY 688 | Process and Techniques of Group Counseling (3) |
| CPSY 689 | Case Management in Rehabilitation Counseling (3) |
| CPSY 695 | Field Internship in Counseling (6) |
| EDPS 603 | Psychology of Human Development (3) |

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

| | |
|----------|---|
| CPSY 605 | Introduction to Clinical Mental Health Counseling (3) |
| CPSY 609 | Counseling Ethics (3) |

Choose two of the Following (6 credits):

| | |
|----------|--|
| CPSY 690 | Addictions (3) |
| CPSY 690 | Trauma. (3) |
| CPSY 624 | Program Development and Evaluation (3) |

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

MA in Social Psychology and Clinical Mental Health Counseling

All of the following courses:

| | |
|----------|--|
| CPSY 605 | Introduction to Clinical Mental Health Counseling (3) |
| CPSY 606 | Pre-Practicum Interviewing Skills (3) |
| CPSY 607 | Appraisal Methods in Counseling (3) |
| CPSY 610 | Career Theories and Realities (3) |
| CPSY 621 | Theories and Techniques of Counseling (3) |
| CPSY 636 | Psychopathology (3) |
| CPSY 637 | Psychopharmacology (3) |
| CPSY 644 | Practicum in Counseling (3) |
| CPSY 646 | Advanced Practicum (3) |
| CPSY 653 | Research in Counseling Psychology and Guidance (3) |
| CPSY 678 | Theories and Techniques of Counseling the Culturally Different (3) |
| CPSY 688 | Process and Techniques of Group Counseling (3) |
| CPSY 695 | Field Internship in Counseling (6) |
| EDPS 603 | Psychology of Human Development (3) |

Two Courses From:

| | |
|----------|-----------------------------|
| SOPS 615 | Social Cognition (3) |
| SOPS 620 | Group Dynamics (3) |
| SOPS 640 | Attitudes (3) |
| SOPS 655 | Counseling Applications (3) |

One of the following courses:

SOPS 625 Psych of Gender (3)
SOPS 630 Social Psych of Prejudice (3)
SOPS 635 Social Psych of Health (3)

One of the following courses:

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

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

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

Departmental Requirements

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

Graduate School Requirements

Candidates will be recommended for admission to the Graduate School by the department. If the applicant meets the Graduate School admission requirements, the applicant will be admitted. The Graduate School’s admission policies include a 2.75 overall grade point average (on a 4.0 scale) in undergraduate course work from all universities attended, or a 3.0 G.P.A. in the second half of undergraduate course work. Consult the current [Ball State University Graduate Catalog](#) for further information.

Application Material Required by the Department

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

1. MA Clinical Mental Health Counseling and dual program in Social Psychology and Clinical Mental Health Counseling require three (3) letters of recommendation. MA Rehabilitation Counseling requires two (2) Letters of recommendation (uploaded directly to the Graduate School online application)
2. Unofficial Transcripts
3. Supplemental Materials- (e.g., short answer questions, statement of goals, and curriculum vita/resume. These vary by program and will be uploaded to the online application)

Letters of recommendation: Applicants must submit letters of reference directly to the Graduate School online application. Letters should be provided by persons familiar with your academic and professional performance.

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

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

Application Material Required by the Graduate School

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

Application Procedures

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

Application

MA Counseling Application Deadlines: March 1 (Priority Deadline) & June 1 (Final Deadline)

MA Social Psychology & Clinical Mental Health (Dual) Application Deadlines: March 1 (Priority Deadline) & June 1 (Final Deadline)

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

Incomplete applications are not reviewed. It is the applicant's responsibility to ensure that all required materials are received on or before the deadline. We strongly recommend that applicants submit the online application to the Graduate School at **least a month** before the departmental deadline. This will allow time for recommendation letters to be uploaded.

Evaluation Timeline

| | Spring Deadline/Evaluation. | Summer Deadline/Evaluation |
|---|--|---|
| MA Counseling & MA Social Psych & Clinical Mental Health Applications | Priority Deadline for Fall/Summer March 1st | *Final Deadline for Fall June 1 st |
| Departmental Evaluations of MA Counseling & MA Social Psych & Clinical Mental Health | Decision Emails will be sent out around the end of March | Decision Emails will be sent out around the end of June |
| Acceptance Deadline for candidates to Accept or Decline Offer of Admission | April 15th | One week following Decision Letter |

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

International Candidates

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

Requirements and Procedures

There are different requirements and procedures for you depending on whether you're a traditional graduate student, exchange, or online student.

Applicants should allow sufficient time (**minimum 2 months**) for International Programs to process the application and determine eligibility for admission **before the departmental deadlines**. If you plan to apply for the **June 1st deadline, you must contact the department before applying. This is to ensure there are still spaces available.**

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

Departmental Evaluation Process

Evaluation of applicants is based solely on the credentials submitted; interviews are not usually held. However, at the discretion of the admissions committee, some applicants may be interviewed as part of the selection process. None of the application materials are reviewed in isolation. Although high grade point average is a strong indicator of success in the program, applied counseling experience (either paid or volunteer), research experience, letters of recommendation, and information in the departmental application are also considered. (Successful applicants usually have a GPA above a 3.0) The graduate degree programs are extremely competitive, and the department is limited to a total of around forty openings a year in the master's programs, including about 25 openings a year in the clinical mental health and dual social psychology and clinical mental health counseling programs combined.

Recruitment and Retention of Culturally Diverse Applicants

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

Statistics of Candidates Fall 2021

Candidates Given Offers of Admission by Concentration or Degree

| Concentration/Degree | Males | Females | Disabled | Minorities | International | Undergrad Major |
|---|--------------|----------------|-----------------|-------------------|----------------------|------------------------|
| <i>Clinical Mental Health Counseling</i> | 8 | 17 | 0 | 6 | 2 | 21-Psych 3-Other |
| <i>Rehabilitation Counseling</i> | 1 | 4 | 1 | 2 | 0 | 3- Psych 2- Other |
| <i>Dual Social Psychology and Clinical Mental Health Counseling</i> | 1 | 6 | 0 | 3 | 0 | 5- Psych 2- Other |

| | Mean | Distribution |
|----------------------------------|-------------|---------------------|
| <i>Age at admission</i> | 25.5 | 21-47 |
| <i>Overall undergraduate GPA</i> | 3.48 | 2.74-4.00 |

Candidates Denied According to Concentration/Degree

| | |
|---|----|
| <i>Counseling-Clinical Mental Health Counseling</i> | 9 |
| <i>Counseling- Rehabilitation</i> | 0 |
| <i>Dual Social Psychology and Clinical Mental Health Counseling</i> | 10 |

Total # of applications evaluated: 56 CMH, 6- REHAB, 31-DUAL

Total # of applications given offers of admission: 48 CMH, 6-REHAB, 21- Dual

Total # who accepted: 25- CMH, 5-REHAB, 7-DUAL

Course Sequence

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

Required Course sequence and prerequisites:

First semester: CPSY 605 Introduction to Clinical Mental Health Counseling
or

CPSY 603 Introduction to Rehabilitation Counseling

CPSY 606 Pre-practicum Interviewing Skills

CPSY 621 Theories and Techniques of Counseling

Second semester: CPSY 644 Practicum in Counseling

Third semester: CPSY 646 Advanced Practicum in Counseling (not required in rehabilitation track)

Fourth and/or

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

Internship

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

Transfer Credits, Course Substitution, and GPA Requirements

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

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

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

Master of Arts in Social Psychology Program Information

Mission Statement

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

Course Requirements

Required Courses (18 hours)

| | |
|----------|--|
| SOPS 610 | Social Psychology (3) |
| SOPS 615 | Social Cognition (3) |
| SOPS 640 | Social Psychology of Attitudes (3) |
| SOPS 630 | Social Psychology of Prejudice and Discrimination (3) |
| CPSY 653 | Research Methods in Counseling and Social Psychology (3) |
| EDPS 642 | Analysis of Variance (3) |

One course from EDPS: (3 hours)

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

Elective Courses (9-12 hours)

| | |
|----------|--|
| ID 602 | Institutional Research (3) |
| SOPS 625 | Psychology of Gender (3) |
| SOPS 620 | Group Dynamics (3) |
| SOPS 655 | Counseling Applications of Social Psychology (3) |
| SOPS 660 | Contemporary Social Psychology (3) |
| SOPS 635 | Social Psychology of Health (3) |
| SOPS 695 | Internship in Applied Social Psychology |
| Res 697 | Research Project (1-3) |
| THES | Thesis (6) |

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

Research Requirement

CPSY 653

TOTAL: 30-33

Admission Requirements and Application Material

Department Requirements

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

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

Two professional and academic reference letters and names and contact information for two additional references

Vita or résumé Statement of Purpose

We strongly recommend you have experiences including research (e.g., publications, honor's thesis, professional presentations, or research assistantship) or applied experience (e.g., internships, volunteering, leadership in organizations)

Graduate School Requirements

Candidates will be recommended for admission to the Graduate School by the department. If the applicant meets the Graduate School admission requirements, the applicant will be admitted. The Graduate School's admission policies include a 2.75 overall grade point average (on a 4.0 scale) in undergraduate course work from all universities attended, or a 3.0 G.P.A. in the second half of undergraduate course work. Consult the current Ball State University Graduate Catalog for further information.

International Candidates

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

Requirements and Procedures

There are different requirements and procedures for you depending on whether you're a traditional graduate student, exchange, or online student.

Applicants should allow sufficient time (**minimum 2 months**) for International Programs to process the application and determine eligibility for admission before the departmental deadlines. If you plan to apply for the June 1st deadline, you must contact the department before applying. This is to ensure there are still spaces available.

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

Application Deadlines and Evaluation Timeline

February 1 (priority) or June 1 (final)

If you plan to apply for the June 1st deadline, you must contact the department **before applying**. This is to ensure there are still spaces available. Incomplete applications are not reviewed. It is the applicant's responsibility to ensure that all required materials are received on or before the deadline.

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

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

Recruitment and Retention of Culturally Diverse Applicants

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

Facilities and Services

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

Advising

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

Information for all MA Programs

Taking Program Coursework before Admission

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

Endorsement Policy

Students may request an endorsement (i.e., a verbal or written recommendation) from program faculty in order to gain employment or credentials. Students and graduates of the Ball State MA programs will be endorsed by counseling faculty only for positions or credentials for which they have been adequately prepared.

Students should seek endorsement only for employment and credentials that are appropriate given their training, coursework, and supervised experience. Before giving an endorsement, faculty will first check student records (e.g., GPA, program requirements, graduation status) to ensure that students and graduates are only endorsed for employment or credentials for which they have been adequately trained.

Faculty Research and Teaching Interests

Stefanía Ægisdóttir, Ph.D., HSPP

Ball State University, 2000

Research interests: psychological help-seeking; coping; test development; cross-cultural/international psychology; generalization of psychological concept across nations; psycho-education; community outreach; prevention; application of social psychology constructs to counseling.

Teaching interests: research methodology; assessment; program development and evaluation, practica.

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

Lina L. Burkhart, Ph.D., HSPP

University of Virginia, 2003

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

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

Sharon Bowman, Ph.D., HSPP, ABPP, LMHC.

Southern Illinois University, 1989

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

Teaching interests: supervision; multicultural counseling; and practicum.

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

Yuichung (Jacob) Chan, Ph.D. CRC, HSPP

University of Wisconsin, Madison, 2009

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

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

Dr. Chan is the director of the Rehabilitation Counseling program

Lawrence Gerstein, Ph.D.

University of Georgia, 1983

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

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

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

Ashley Hutchison, Ph.D.

Ball State University, 2013

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

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

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

Mary E. Kite, Ph.D.

Purdue University, 1987

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

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

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

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

Virginia Commonwealth University, 1998

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

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

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

Paul Spengler, Ph.D., HSPP

State University of New York, Albany, 1991

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

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

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

Alexander Tatum, Ph.D.

Loyola University Chicago, 2018

Research Interests: health outcomes of sexual and gender minority (SGM) employees' workplace environments; psychosocial outcomes of SGM minority stress processes such as internalized homonegativity/transnegativity; sexual health, broadly defined (e.g., sexual pleasure or lack thereof, kink/BDSM, internalized shame, HIV/AIDS).

Teaching Interests: vocational psychology; human sexuality/sex therapy; research methodologies; practicum/internship training.

Kelsey Thiem, Ph.D.

University of Iowa, 2016

Research Interests: gender stereotypes, race stereotypes, intersectional identities, stereotypes in STEM

Teaching Interests: social psychology, social cognition, prejudice and discrimination, psychology of gender

Molly Tschopp, Ph.D. CRC, HSPP

University of Wisconsin, Madison, 2002

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

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

Graduate Assistantships

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

| | |
|---|----------------|
| Academic Assessment, Office of | (765) 285-5974 |
| Academic Research, Office of | (765) 285-1600 |
| Burriss Laboratory Schools | (765) 285-1131 |
| Principal | (765) 285-8600 |
| Rinker Center for International Programs | (765) 285-5422 |
| Communication Studies, Department of | (765) 285-1882 |
| Counseling Center | (765) 285-1736 |
| Disability Services, Office of | (765) 285-5293 |
| Elementary Education, Department of | (765) 285-8560 |
| Family and Consumer Sciences, Department of | (765) 285-5932 |
| Fisher Institute of Health and Well-Being | (765) 285-8259 |
| Health Education | (765) 285-3775 |
| Housing and Residence Life, Office of | (765) 285-8011 |
| Guardian Scholars Office | (765) 285-5538 |
| Indiana Academy | (765) 285-8102 |
| Learning Center | (765) 285-1006 |
| Library Service | (765) 285-5277 |
| Student Affairs, Office of | (765) 285-5344 |
| Student Life, Office of | (765) 285-2621 |
| Teacher Education Services, Office of | (765) 285-1168 |

These offices may have individual applications or may simply require a résumé and cover letter. Applicants are responsible for pursuing positions in other areas. Students must be admitted to a degree program before they can be awarded assistantships. Tuition for students with assistantships is waived for the calendar year, but semester fees are assessed. The stipends for assistantships may vary but typically pay between \$7,000 and \$10,000 for the academic year

GA Funds and Costs

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

CPSY Department Facilities

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

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

The Counseling Practicum Clinic has 20 counseling rooms, including a sand tray therapy room, play therapy rooms, family therapy rooms, and group therapy spaces. All counseling rooms are equipped with a state-of-the-art video recording system, which allows for recording and live observation of sessions.

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

University Student Services

Approximately 22,000 undergraduate and graduate students are enrolled at Ball State University. Several university offices offer programs to help students who need various kinds of support. The Office of Scholarship and Financial Aid, (765) 285-5600, has information about and applications for student loans. The Health Center provides care for acute illness and injuries with an outpatient clinic and an infirmary; Ball State offers health-insurance coverage for individuals and families for a fee.

The Office of Housing and Residence Life, (765) 285- 8000 or (765) 285-5095, has information about the graduate residence halls, family housing, and some off-campus housing.

Disabled Student Development is available to assist students with special needs. Ball State's campus is designed to be accessible to students with physical disabilities. Ball State has won

national recognition for its programs and services for students with disabilities. In 1987, and 1991, the American Association of State Colleges and Universities/National Organization on Disability honored the university with two awards, the Disability Recognition Award for Creative Funding and Programming and the Recognition Award for Program Excellence.

The Multicultural Center administers a variety of special programs, and the Rinker Center for International Programs offers activities and support for international students. The Counseling and Psychological Services Center (an APA-approved internship site) is available for testing, study- skills assistance, and personal counseling. The center also offers training opportunities for graduate students majoring in counseling to provide counseling and outreach services to clients served by the center.

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

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

Graduate School Orientation:

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

Muncie

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

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

Professional Organizations

[APA gradPSYCH](#)

[American Psychological Association](#)

[American Counseling Association](#)

<https://www.counseling.org/membership/join-reinstate/student>

<http://www.arcaweb.org/member-sign-up/>

<https://www.indianacounseling.org>

[National Rehabilitation Association](#)

<https://www.nationalrehab.org/membership-info>

Student Remediation Policy

Masters Programs in Counseling, Social Psychology, and Dual Major in Social Psychology and Clinical Mental Health, Department of Counseling Psychology, Social Psychology and Counseling

Rationale and Procedures

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

The document is divided into seven sections:

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

I. Introductory Remarks

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

II. Definition of Academic/Professional Problematic Behavior

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

- An inability and/or unwillingness to acquire and integrate academic/professional standards into one's repertoire of academic/professional behavior.
- An inability and/or unwillingness to acquire and integrate academic/professional skills in order to reach an acceptable level of competency.
- An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.

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

While it is a professional judgment as to when a student's behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for

professionals-in-training), Problems typically require remediation when they include one or more of the following characteristics:

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

Adapted from:

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

III. Due Process: General Guidelines

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

- Presenting students, in writing, with the program's expectations related to academic/professional functioning.
- 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;
- Articulating the various procedures and actions involved in making decisions regarding problematic behavior;
- Communicating, early and often, with students about any suspected difficulties;
- Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;
- Providing a written procedure to the student that describes how the student may appeal the program's action.
- Ensuring that students have sufficient time to respond to any action taken by the program;
- Using input from multiple professional sources when making decisions or recommendations regarding the student's performance; and
- Documenting, in writing to all relevant parties involved, the action taken by the program and its rationale for such action.

IV. Section IV applies only the MA in Counseling Psychology (not to the MA in Social Psychology) Guidelines for Student and Training Program Responsibilities

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

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.

General Responsibilities of the Training Program

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

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

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

The Graduate Studies Committee will meet to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.

The student will be notified in writing that such a review is occurring and the Graduate Studies Committee will receive any information or statement from the student related to his/her response to the rating. The student may attend the meeting in his/her own defense.

In discussing the inadequate rating and the response, if available, the Graduate Studies Committee may adopt any one or more of the following resolutions:

- Take no further action.
- Issue an "acknowledgment notice" to the student which formally acknowledges:
 - that the committee is aware of and concerned with the rating;
 - that the rating has been brought to the attention of the student; and

- that the Graduate Studies Committee will work with the student to rectify the problem or skill deficits addressed by the rating.
- Put the student on “probation” which defines a relationship such that the Graduate Studies Committee actively and systematically monitors for a specified length of time the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The probation is a written statement to the student and includes:
 - the actual behaviors associated with the inadequate rating;
 - the specific recommendations for rectifying the problem;
 - the time frame for the probation during which the problem is expected to be ameliorated; and
 - the procedures designed to ascertain whether the problem has been appropriately rectified and the consequences for compliance/noncompliance.
- Recommend termination from the program.

The director of master’s degree program in counseling will then meet with the student to review any specified conditions. The student may choose to accept the conditions or may choose to challenge the action.

VI. Situations in Which Grievance Procedures are Initiated

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

A. If the student challenges the action taken by the committee as described previously, he/she must inform the director of the student’s master’s degree program in writing of such a challenge within seven (7) business days of the committee’s decision.

The director of the relevant master’s degree program will convene the Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.

A review hearing will be conducted in which the challenge is heard and the evidence presented. The Graduate Studies Committee will submit a report to the student, the director of the relevant program, and the department head within five (5) business days of the hearing completion which will include recommendations for further action. Decisions of the committee will be made by majority vote.

Further action will follow departmental and university grievance guidelines.

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

- Continuation of the probation for a specified time.

- 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.
- Termination from the program.

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

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

If a challenge is made, the director of the student's master's degree program will convene the Graduate Studies Committee. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.

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

The Graduate Studies Committee will submit a report to the student, the director of the master's degree program in counseling and the department head within seven (7) business days of the hearing completion, which will include recommendations for further action. Decisions of the committee will be made by majority vote.

Further action will follow departmental and university grievance guidelines.

VII. Remediation Considerations for Master's in Counseling Students

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

- Increasing academic/professional supervision, either with the same or other faculty members;
- Changing the format, emphasis, and/or focus of academic/profession supervision;
- 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;
- Reducing the student's clinical or other workload and/or requiring specific academic coursework; and/or
- Recommending, when appropriate, a leave of absence.

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

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

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

Reviewed by University Affirmative Action Office 1/97

Reviewed/approved by University Compliance 9/14/2007

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