



**BALL STATE  
UNIVERSITY**

School Counseling Program  
Department of Educational Psychology

2020-2021  
Student Handbook

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## Program Overview

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

The school counseling program is structured to educate students in accordance with the Indiana school counseling licensure requirements as well as standards set forth by the American School Counselor Association (ASCA).

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

- ❖ Apply American School Counselor Association's (ASCA) Model to facilitate student development in terms of academic, career, and personal/social development.
- ❖ Implement a comprehensive school counseling program that promotes and enhance student academic, career, and personal/social development
- ❖ Know how the multiple roles and functions of professional school counselors relate to missions of schools.
- ❖ Appreciate ethical and legal challenges that school counselors commonly confront in schools within their local communities.
- ❖ Intervene with culturally and economically diverse students in one-to-one meetings, and in group/classroom settings on educational, career, social, emotional, or personal factors affecting academic achievement and social integration.
- ❖ Develop clinical skills for competently addressing multiple challenges in which students in schools are facing according to socioeconomic status, race/ethnicity, gender, ability status, nationality and sexual orientation.
- ❖ Assess influences of multiple factors affecting the personal, social, career, and academic functioning of students within cultural contexts.
- ❖ Conduct, evaluate, and design school counseling outcomes research using data-driven program evaluation models to inform school system decision-making and accountability.
- ❖ Understand how School Counseling programs can enhance academic missions of schools.

- ❖ Apply principles, strategies, programs, and practices necessary for closing the achievement and opportunity gaps and enhancing college/career readiness for all students.
- ❖ Build collaborative partnerships with parents, agencies, and community stakeholders for promoting access, equity, and social justice in schools.
- ❖ Consult with other professionals and administrators about how best to address developmental needs of culturally and economically diverse students.
- ❖ Acquire leadership and advocacy skills for removing barriers that impede student learning and academic success in schools and within their local communities.

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

*Common Core Areas:*

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

*School Counseling Specialty Areas:*

1. Foundations
2. Contextual Dimensions
3. Practice

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

## School Counseling Faculty



**Theresa A. Kruczek, Ph.D., HSPP & PSC (Inactive)**

### **School Counseling**

#### **Interim Program Director and Field Experience Coordinator**

Dr. Kruczek received her Ph.D. in Counseling Psychology from Ball State University in 1991. She has been part of the Ball State School Counseling faculty since 2000. She works closely with schools both locally and internationally to implement and evaluate classroom social-emotional learning curriculum and promote multicultural competency in school counseling students. She and her colleagues developed a dating violence prevention program for middle and early high school students. She routinely collaborates with school counselors and faculty at Ball State's University schools -- which include Burris Laboratory School and the Indiana Academy for Math, Science, and the Humanities. She also works closely with Muncie Community Schools to implement trauma informed Multitiered Systems of Supports (MTSS) and social-emotional curriculum.

Her research interests include: trauma prevention; program development for students who have had adverse childhood experiences (ACEs); prevention and intervention program evaluation; bioecological models of trauma risk and resilience factors; and developing multicultural counseling competencies.

Her teaching interests include: child and adolescent counseling; supporting students with exceptionalities; trauma informed school practices, and school-based family counseling.



**Andrew Davis, Ph.D., HSPP**

### **Chairperson, Department of Educational Psychology**

Andrew Davis obtained his Ph.D. in School Psychology with an emphasis in Clinical Neuropsychology from the University of Northern Colorado. He is the Chair of the Special Education Department, a professor of psychology and the director of the Ball State University Neuropsychology Laboratory. He was the founding Editor-in-Chief of the Journal of Pediatric Neuropsychology. His research interests are primarily focused on applied aspects of clinical neuropsychology. This includes the neuropsychological functioning of neurologically and psychiatrically impaired individuals and psychometric issues in neuropsychological assessment. Dr. Davis primarily teaches classes in neuropsychology, developmental psychopathology and cognitive assessment. Dr. Davis is a licensed psychologist, licensed school psychologist, board certified in pediatric neuropsychology through the American Board of Pediatric Neuropsychology, and has provided clinical services and supervision in a variety of settings.



**Rachel Anderson, M.Ed., (PSC)**

Rachel has over twenty-five years' experience serving at-risk students in the urban school setting through behavioral consulting, as a special education teacher and a teacher in the juvenile system. In 1994 Rachel received her masters degree in Agency and Community counseling from Xavier University and a clinical counseling endorsement in 1999. She became a licensed school counselor in 2004. Early in her career, she found her teaching niche when she conducted nationally recognized training courses to individuals providing health education and counseling services to chronically ill children and their families battling sickle cell disease. Since then, Rachel has taught on the elementary, secondary, and collegiate levels, as well as provided mental health services to students and their families in the school, community, and home settings. It was in her role as a high school counselor that she worked relentlessly to encourage first generation students to attend college which could change the trajectory of their future.



**Kelly Dunn, MS, LMHC, NCC, Indiana School Student Services Personnel (Inactive)**

Kelly Dunn received her MS in Counseling and Counselor Education from Indiana University (IUPUI) in 1996. She has worked as a school counselor at the elementary and middle school levels, as the state school counseling consultant for the Indiana Department of Education, in private practice with clients of all ages, and as the Assistant Program Coordinator and Field Experience Coordinator for IUPUI's School of Education Counseling and Counselor Education program where she also taught. She currently serves as the Director of School Counseling Initiatives with the nonprofit Inspire Success where she works with schools throughout Indiana on developing comprehensive counseling programs. She also consults with Lilly Endowment on their Comprehensive Counseling Initiative.

Her current research work includes a summative evaluation of Lilly Endowment's Comprehensive Counseling Initiative

Her teaching interests include practical implementation of the ASCA National Model, counseling techniques and interventions for school counselors.



**Julie Maugherman, MA, PSC (Inactive)**

Julie received her MA in Counseling Psychology from Ball State University in 1997, then completed the requirements for School Counseling licensure in 1999. She has worked in a variety of mental health settings, including a psychiatric hospital facility in Georgia, the Youth Opportunity Center in Muncie, and individual and group counseling in a private practice setting. In 1999, she became the school counselor at Burris Laboratory School, and remained there until 2016, when she was the Director of Guidance and Counseling. As Director of the Burris Counseling Center, Julie served the students K-12 with a focus on middle and high school students. She supervised over 45 masters and doctoral interns in the Counseling Center, and also worked with undergraduate Psychological Science students who sought a school experience or wished to work with children and adolescents. Julie taught the Ball State School Counseling program's summer practicum (CPSY 646) for many years, and most recently taught it as SCCO 646 summer 2018 through the Department of Educational Psychology.

Julie is currently the Upper Division Advisor for Ball State's College of Architecture and Planning, a role that allows her to utilize her skills and experiences as a K-12 counselor to assist college students in reaching their potential and completing a college degree in a timely manner. She is not currently doing any research, but enjoys taking advantage of any available professional development in the areas of promoting academic success and retention, and assisting students in managing stress, anxiety, and mental health issues in her role as advisor.

## Commitment to Social Justice, Advocacy, and Diversity

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

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

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

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

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



## Student Expectations and Professional Organization Involvement

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

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

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

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

## **Program of Study++**

All of the following courses:

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

One of the following courses:

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

One course from

EDAD 686 School Law (3)  
EDPS 776 Ethics, Law, & Multcl Issues (3)

One of the following courses:

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

### **Highly Recommended Elective Courses**

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

\* Strongly recommended

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

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

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

### **Field Experiences**

As a part of the program, students are expected to complete training experiences in preK-12 schools. In the first year, students will have a SCCO 606/SCCO 600 and SCCO 644/SCCO 646 field experience at the elementary school level. In SCCO 600, students will spend 5 hours a week in an elementary school where they will learn and practice foundational counseling skill and shadow a professional school counselor. In SCCO 644/SCCO 646 (school counseling practicum), students will continue in the elementary school for 10-12 hours a week (200 hours total, spring and summer semesters) and engage in professional school counseling through individual and group counseling, classroom guidance, collaboration with parents and teachers, and additional school counseling activities. In the second year, students will have a year-long internship experience (SCCO 695) at the secondary level (middle or high school). Students will be at a school for 20 hours a week (600 hours total, fall and spring semester) and engage in the full role of professional school counseling. In each of these experiences, students will have both individual and group supervision from qualified doctoral students, site school counselors, and school counseling faculty.

### **Liability Insurance**

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

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

### **School Counseling Portfolio Requirement**

Students are required to complete the development of their school counseling, standards based, digital portfolio started in their first year in the program. Students must submit their portfolio before graduation. Your portfolio must be organized around the ASCA School Counseling Competencies Standards with accompanying artifacts to support knowledge and skill development. For each section outlined below, students must provide a rationale supported by current research/school counseling literature. All artifacts should represent student growth and

work. Your portfolio will be based on the ASCA School Counselor Competencies, additionally; the portfolio must include the following:

- ❖ Your design (wish list) of a school counseling center and rationale for that design (e.g. developmental; comprehensive, budget etc.);
- ❖ A school transition plan (home to school, elm-Middle; middle-high; school-work) and 1 page rationale for the transition plan you selected;
- ❖ A school safety plan which demonstrates the potential impact of crises, emergencies, and disasters on students, educators, and schools, and the skills needed for crisis intervention, including school and community collaboration models for crisis/disaster preparedness and response.
- ❖ An academic achievement plan that identifies various forms of needs assessment for academic, career, and personal/social development.
- ❖ Plans to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- ❖ A conflict mediation program demonstrating your understanding of the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them. Demonstrate your use of peer helping strategies in the school counseling program.
- ❖ Referral Procedures: Demonstrate your use of referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.
- ❖ Leadership: Knows the qualities, principles, skills and styles of effective leadership. Knows strategies of leadership designed to enhance the learning environment of schools.
- ❖ Role of the School Counselor: Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.
- ❖ Identification of grants to support your professional school counseling program;
- ❖ Presentation of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers; and
- ❖ A comprehensive evaluation plan with examples of needs assessment and surveys.
- ❖ You must provide a one page (minimum) reflection of the ASCA School Counselor Competencies: I. School Counseling Programs, II. Foundations, III. Delivery, IV. Management and V. Accountability.

### **GPA Requirements for Graduate Students**

All university graduate students must maintain a 3.0 grade-point average after completing 9 semester hours of courses; students will be placed on probation if this average is not maintained. Program retention policies include the following requirements for school counseling majors: a grade of B or better in child therapy and assessment, practicum, and internship courses; and satisfactory completion of the school counselor portfolio.

### **Transfer Credit**

With the approval and recommendation of the program director and approval by the dean of the Graduate School, graduate work taken for credit at other accredited institutions may be

transferred in partial fulfillment of degree requirements. The transferred credits must meet stipulations that include but are not limited to:

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

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

### **Endorsement Policy**

Students may request an endorsement (i.e., a verbal or written recommendation) from program faculty in order to gain employment or credentials. Students and graduates of the Ball State School Counseling Program will be endorsed by counseling faculty only for positions or credentials for which they have been adequately prepared. Students should seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experience. Before giving an endorsement, faculty will first check student records (e.g., GPA, program requirements, graduation status) to ensure that students and graduates are only endorsed for employment or credentials for which they have been adequately trained.

### **Time Allowed**

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

### **Graduate Assistantships**

A limited number of graduate assistantships are available in the Department of Educational Psychology. Students are encouraged to apply for assistantships in other offices on campus. Graduate assistant positions may have individual applications or may simply require a résumé and cover letter. Applicants are responsible for pursuing positions in other areas. Students must be admitted to a degree program before they can be awarded assistantships. Tuition for students with assistantships is waived for the calendar year, but 12 semester fees are assessed. The stipends for assistantships may vary but typically pay between \$5,000 and \$7,000 for the academic year.

### **Course Loads for Graduate Assistants**

Students receiving assistantships are not permitted to take more than 15 semester hours of credit during any semester or 6 semester hours during any summer term, except as approved by the dean of the Graduate School.

## School Counseling Licensure

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

These requirements include:

- ❖ Successful completion of 60 semester hours of graduate work beyond the bachelor's degree. Generally, this requires two years of course work including summers. Undergraduate course work may not be substituted for required classes. Specific courses and a recommended sequence of study are provided in the program of study.
- ❖ Satisfactory development of knowledge, professional skills, and dispositions as determined at the required decision points.
- ❖ Satisfactory completion of professional school counseling portfolio

Additional Requirements for 'initial' licensure

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

- ❖ A passing score on the Indiana Core School Counselor Assessment
- ❖ CPR/Heimlich/AED Certification
- ❖ Suicide Prevention Training

## Department of Educational Psychology

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

### Course Enrollments & Program of Study

For the 2019-2020 SY, contact the Program Director, Dr. Kruczek ([tkruczek@bsu.edu](mailto:tkruczek@bsu.edu)) for questions about your program of study. For course enrollment permissions, contact EDPS Administrative coordinator, Ms. Elaina Buchmeier, at [elbuch@bsu.edu](mailto:elbuch@bsu.edu).

### Mailboxes

Student mailboxes are in the EDPS bullpen on the 5<sup>th</sup> floor of Teachers College for the 2018-2019 SY.

### Funds for Travel and Research

Graduate students can request Departmental funds for research; up to \$200. To request, send Dr. Renae Mayes an email and cc Linda Jones. Students may also apply for research and travel funds through the [ASPIRE](#) (Student Research and Hollis); [Lyell Bussell Memorial Scholarships Funds](#).

### Emails

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

## **Admission Requirements and Procedures**

### **Graduate School Requirements**

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

### **School Counseling Program Requirements**

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

### **Application Materials**

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

### **Application Procedures**

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

### **Application Deadlines: March 1 and June 15**

Applications are evaluated by the department twice a year, in the spring and summer. Incomplete applications are ineligible for review unless they are completed by the next evaluation deadline. It is the applicant's responsibility to ensure that all required materials are postmarked and received by the department by the deadline. Applicants should contact the department before the deadline to check on their application status. It is strongly recommended that application be made to the Graduate School a month before the departmental deadline. Applicants who have complete applications in the department but have not been admitted by the Graduate School before the deadline will not be evaluated by the department.

### **International Candidates**

Applicants from other countries and applicants who live in the United States but are not American citizens must be admitted by the Rinker Center for International Programs, not the Graduate School, before they are eligible for admission to the department. International students must meet all of the university's admission requirements for foreign students. Contact the Rinker Center for International Programs at (765) 285- 5422 for an application. Applicants must



complete all application materials required by both the department and the center, and mail all materials directly to the Rinker Center for International Programs. Applicants should allow sufficient time (2 months) for the International Center to process the application and determine eligibility for admission before the program deadlines of March 1 or June 15. Contact the Rinker Center for International Programs at (765) 285-5422 or see their Web site at <http://cms.bsu.edu/admissions/international> for an application.

An acceptance by the Rinker Center for International Programs and all departmental application materials must be received by the program by March 1 or June 15.

### **Non-degree Candidates**

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

### **Taking Program Coursework before Admission**

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

## **Grade Appeal Policy Ball State University**

This document has been developed to delineate the procedures used by Ball State University to examine final grade appeals a final grade (pass-fail or letter grade) for a course, field experience, clinical, student teaching, practicum, internship, or externship. This process is taken directly out of the Code of Student Rights and Responsibilities which can be located [here](#).

### **6.7.1 Introduction**

#### **[Formal Grade Appeal Request and Information \(pdf--appeal cover sheet and helpful information\)](#)**

- a. This process includes any appeal of a final grade (pass-fail or letter grade) for a course, field experience, clinical, student teaching, practicum, internship, or externship. *Appeal of an involuntary removal from a course in the middle of a term would be subject to departmental or program procedures, not the grade appeal process, unless a failing grade was issued.* A student who is considering an appeal of a final grade are encouraged to meet informally with his/her instructor before submitting a written appeal.
- b. Grades issued for examinations, individual papers, quizzes, portfolios, and other grades that are not final grades are not eligible for consideration for the University Grade Appeal process as discussed in section 6.7.3.
- c. This appeal procedure is not to be used for a review of the judgment of an instructor in assessing the quality of a student's work or to complain of an instructor's performance.
- d. Time deadlines in the following procedures are intended to provide a framework for the grade appeal process and may be extended, as circumstances warrant, by the Associate Provost and Dean of University College or designee (Associate Provost).
- e. This policy will be reviewed by the Ball State Grade Appeals Committee at its meeting each academic year.
- f. The Office of Student Rights and Community Standards will provide an annual notice by email of the grade appeal policy to students and faculty and will provide a paper copy of this policy to those persons who request one.
- g. Faculty members are encouraged to note the grade appeal policy and provide the link [www.bsu.edu/studentrights/gradeappeal](http://www.bsu.edu/studentrights/gradeappeal) in their syllabi.

### **6.7.2 Department Grade Appeal Process**

- a. A student who wishes to appeal final grade must send to the instructor a request for reconsideration of the grade with a rationale for reconsideration. The request shall be in writing (email preferred) and sent to the instructor within five (5) school days (including summer terms, however, see 6.7.1.d above) after the final grade is posted by the Registrar's Office.
- b. The instructor shall respond in writing (email preferred) with a decision regarding the student's grade within five (5) school days after receiving the request.

- c. If the instructor does not respond within the five (5) days period in (b) above, the student may choose to send the appeal request to the unit head (e.g. department chair or program director) of the department or program that offers the class for a response.
- d. If the instructor responds within the five (5) school day period with a decision with which the student does not agree and the student wishes to proceed with an appeal, the student shall send written request (email preferred) for review of the grade to the unit head within five (5) days of receiving the response from the instructor. The written communication to the unit head should provide detailed information regarding the disputed grade including the written exchanges with the instructor.
- e. The unit head shall respond in writing (email preferred) to the student within five (5) school days of receiving the student's request for a review of the grade. The unit head's response should outline the details of the resolution. If the unit head cannot resolve the dispute, his/her communication to the student should refer the student to the University Grade Appeal process (e.g., a link to the Grade Appeal policy at [www.bsu.edu/studentrights/gradeappeal](http://www.bsu.edu/studentrights/gradeappeal) and/or the Office of the Associate Provost).
- f. The student may then choose to proceed with a university-level grade appeal as described below.

### 6.7.3 University Grade Appeal Process

- a. **Formal appeal.** If the matter cannot be resolved satisfactorily at the unit level, the student may request consideration of a University grade appeal hearing. The University grade appeal process consists of the following steps:
  - 1. The student must submit a formal appeal of the grade in writing (email preferred) to the Office of the Associate Provost and Dean of University College (Associate Provost) within five (5) school days after notification from the unit head. *Note: answers to frequently asked questions about the grade appeal are and other support is available at [www.bsu.edu/studentrights/gradeappeal](http://www.bsu.edu/studentrights/gradeappeal).*
  - 2. The appeal shall clearly include the criterion or criteria on which the appeal is based and a supporting argument for each criterion cited in the appeal with evidence that supports that argument. See 6.7.3.b. below for the criteria for appeals.
  - 3. The appeal also shall include all written exchanges with the instructor and unit head regarding the grade appeal. The written exchanges must include the original date stamps. Direct forwards of emails to the Associate Provost are acceptable and preferred.
  - 4. The appeal also should include the following components:
    - a. The student's full name, email address, telephone number, and local mailing address;
    - b. The class name, number, and section number of the class in which the grade was received (e.g. SRCS 100, section 002, Introduction to Grade Appeals);
    - c. The instructor's name;
    - d. The semester in which the class was taken;
    - e. The grade received;
    - f. The grade expected to have been received;

5. Once the appeal has been received, the Associate Provost shall review the appeal to determine if the student has complied with grade appeal procedures, met the required deadlines, and provided the information noted in 2) and 3) above.
  - a. If the student's appeal does not comply with grade appeal procedures, meet required deadlines, or provide information noted in 2) and 3) above the student will be informed and the grade appeal process will be terminated.
  - b. If the appeal meets the requirements in 2) through 4), the Associate Provost shall forward the student's appeal to the instructor by email (with copy to unit head) and solicit the following:
    - i. a written response from the instructor,
    - ii. a copy of the syllabus for the appropriate class; and
    - iii. any other materials relevant to the grade appeal (e.g. rubric, class grades, etc.).
6. The instructor is expected to provide the requested materials within five (5) school days. Upon receipt of the materials from the instructor, the Associate Provost will convene a screening committee to review the appeal. The screening committee will include the Associate Provost, the Director of Student Rights and Community Standards or designee, and the Vice President Government Association or designee. The screening committee will review the student's compliance with grade appeal procedures, the written request for appeal, and the criteria cited within the written appeal. Based on these criteria, the screening committee will determine whether or not to refer the appeal to the University Grade Appeal Committee for a hearing.
  - a. If the decision is not to forward the appeal to a hearing, the appeal will be rejected. The Associate Provost shall inform the parties in writing of the decision, within ten (10) school days after receipt of the formal appeal, and the matter is concluded.
  - b. If the appeal is approved for further review, the Associate Provost shall inform the parties in writing of the decision and convene a University Grade Appeal hearing as described below.

***Basis for Grade Appeals.*** The University Grade Appeal Committee will only address those appeals for which a procedural or fairness issue is in question. The criteria for a grade appeal are:

1. An obvious error in the calculation of the grade.
2. The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course.
3. The assignment of a grade to a particular student on some basis other than performance in the course.
4. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

#### **6.7.4 University Grade Appeal Committee**

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

- a. ***Student Membership.*** The student membership will include one (1) undergraduate and one (1) graduate student appointed by each of the college deans for a one-year appointment to assume their committee responsibility at the start of the fall semester and serving for a twelve-month term. A student member may serve an unlimited number of terms.
- b. ***Faculty Membership.*** The faculty members, one (1) from each of the colleges, shall be elected by the faculty of each individual college, assuming responsibility at the start of the fall semester and serving for a twelve-month term. A faculty member may serve an unlimited number of terms.
- c. ***Vacancies.*** Should a faculty member or student vacancy occur, the appropriate dean shall appoint a member to the committee for the remainder of the twelve-month term.

#### **6.7.5 Hearing Procedures**

- a. ***Quorum.*** To conduct a hearing for a grade appeal, a hearing panel (Panel) composed of five (5) members of the University Grade Appeal Committee, of whom at least two (2) must be students (drawn from either the undergraduate pool or the graduate pool depending on the status of the student appellant) and two must be faculty. The Associate Provost shall assemble the Panel. A hearing may proceed with a minimum of four (4) members present.
- b. ***Hearing Moderator and Advisor.*** The hearing shall be moderated by the Associate Provost. The Director will be present at all hearings as a non-voting procedural consultant to the Panel and will make a record of the proceedings.
- c. ***Notice of Hearing.*** If a hearing is to be held, the student and the faculty member who assigned the grade being appealed will be notified in writing of the date, time, and place of the hearing at least five (5) school days in advance. In case of an absent instructor, the unit head, with consent of the absent instructor, shall appoint a faculty member from the department or himself or herself to represent the instructor at the hearing. The Panel may delay judgment if neither the faculty member nor a representative is available for the hearing, if such a presence, in the opinion of the Panel, is necessary to the decision.
- d. ***Presentation of Case.*** The presentation of the case is the responsibility of the student and the burden of proof is on the student. The instructor shall be provided an opportunity to respond to the student's claim and to present evidence in support of his or her original grade decision. Each presentation is not to exceed 15 minutes in length. Both sides will also have an opportunity to call witnesses with information pertaining to the appeal criteria cited by the student.
- e. ***Access to Information.*** The Panel will have access to pertinent information in the case and may request additional information from either party or call additional witnesses as needed to render a decision.
- f. ***Multiple Appeals.*** If two (2) or more members of a class appeal their grades, the Panel may elect to hear the appeals individually or collectively.
- g. ***Disqualifications; Challenges.*** Any Panel member shall disqualify himself or herself if he or she has a personal bias or a conflict of interest with the case or with either

party. The student or instructor may challenge a Panel member on the grounds of conflict of interest or personal bias. The burden of proof is on the challenger. The decision regarding disqualifying a challenged member shall be made by a majority vote of the remaining members present. If a challenge is upheld, the Associate Provost has the discretion to either appoint another person to fill the vacancy or direct that the vacancy not be filled. In the latter case, a quorum shall thereafter consist of three-fourths (3/4) of all remaining members of the Panel.

- h. **Conduct of Hearing.** The hearing shall be conducted in an informal manner and without reference to rules applicable to a court of law concerning the examination of witnesses and admissibility of evidence, but with a view toward providing the Panel with a complete understanding of the facts involved. Irrelevant, immaterial, and unduly repetitious evidence may be excluded. The hearing shall be closed to the public; the deliberations of the Panel shall be limited to Panel members only.
- i. **Advisors.** The student and the faculty member shall each have the right to have one person of his or her choice present as an advisor in the hearing. That person must be a student, faculty or staff person of the University or (in the case of the student) his/her parent. The advisor may not participate directly in the hearing and is only present to consult with or support the student or faculty member involved.
- j. **Continuances.** The Panel, by majority vote, may continue the hearing to a later time or times.
- k. **Additional Rules.** Procedural rules not inconsistent with these procedures may be established by the Panel from time to time to ensure that the hearing is conducted in a fair and orderly manner.
- l. **Confidentiality of Appeal Hearing.** With the exception of the Director for the purposes of maintaining the case record, Panel members shall not retain in their possession any personal files, materials received during the appeal procedure, or notes taken during the meetings of the University Grade Appeal Committee. No party, Panel member, or other participant or observer in the appeal procedure shall reveal any facts, documents, or testimony gained through participating in or observing the hearing to any other person, unless required by a court of law to do so or upon the advice of the University's legal counsel.
- m. **Hearings during Summer Session and Breaks.** To ensure the functioning of the University Grade Appeal Committee during Summer Session and at other times when regular classes are not in session, the Associate Provost may convene a hearing with a minimum of three persons chosen from the pool of the committee membership who are available. Should a minimum of three (3) be unavailable from the pool, the Associate Provost may select additional faculty members or student to participate in the hearing process.

**6.7.6 Findings.** Decisions of the Hearing Panel shall be made by majority vote which shall not be revealed to either the student or the instructor. Upon completion of the hearing, the Associate Provost will communicate the Panel's decision via letter to the student, the instructor, the Provost and Vice President for Academic Affairs, and the instructor's department chairperson within three (3) school days of completion of the hearing.

- a. **Findings of the Panel.** The Panel may render one of two decisions:

1. That a grade which has been appealed be changed with specific designation of the new grade;
  2. That a grade which has been appealed remains the same. If the panel decides to change the grade, the instructor shall have five (5) school days in which to file a grade change with the Office of the Registrar or request a review by the Provost (see 6.7.6b below). In the event the instructor takes no action, the Provost shall process a change of grade form.
- b. **Provost's Determination.** If either party believes that there were procedural errors that substantially affected the decision or that they did not receive a fair hearing, they may request a review by the Provost that shall be limited to an examination of the process and procedures followed. The Provost shall communicate the final decision to all parties in writing.

The review may be resolved in one of the following ways:

1. The Provost will determine that there were no procedural errors that had a substantial effect, in which case the original decision is upheld. If that original decision was to change the grade, the Provost shall notify the faculty member that a change of grade form is to be submitted to the Office of the Registrar. The instructor shall have five (5) school days in which to file a grade change with the Office of the Registrar or inform the Provost of intent not to do so. In the event the instructor takes no action or chooses not to change a grade, the Provost shall process a change of grade form.
  2. The Provost will determine that there were procedural errors that had a substantial effect, in which case the grade appeal may be remanded back to the original Panel for further consideration.
- c. **Transcript notation.** If a grade has been changed by the Provost, the appeal case record shall reflect the following: *Original grade of \_\_\_ was overruled by the Provost upon recommendation of the University Grade Appeal Panel.*
- d. **Record.** A record of the case including all materials submitted during the appeal process, written exchanges to and from the student regarding the appeal, the record of the proceedings of the University Grade Appeal Committee hearing (if applicable) and communication to and from the Provost (if applicable) shall be retained on file in the Office of Associate Provost for a period of one (1) year after the decision. After that year, unless precluded by a pending legal matter, all materials will be destroyed with the exception of final decisions made by the screening committee, the University Grade Appeal Committee, and the Provost as applicable. These documents may be maintained in digital form.

**Student Rights and Community Standards**

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

**Hours:** M-F 8 a.m.-5 p.m.  
Summer hours: 7:30 a.m.-4 p.m.  
**Phone:** 765-285-5036  
**Fax:** 765-285-2856  
[Stdtrights@bsu.edu](mailto:Stdtrights@bsu.edu)

**Student Remediation Policy**  
**Masters Program in School Counseling**  
**Department of Educational Psychology**

## **Rationale and Procedures**

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

The document is divided into seven sections:

I) Introductory Remarks, 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 school counseling Masters Degree training program in the Department of Educational Psychology has the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner. This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act. In cases in which an ADA impairment is identified or suspected the affected student would be directed to the Office of Disability Services to document the impairment and the appropriate accommodations.

### **II. Definition of Academic/Professional Problematic Behavior**

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

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



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

While it is a professional judgment as to when a student's behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically become require remediation when they include one or more of the following characteristics:

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

Adapted from:

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 has appropriate appeal procedures available to the student so he/she/they may challenge the program's action. General due process guidelines include:

- A. Presenting students, in writing, with the program's expectations related to academic/professional functioning;
- B. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, the content exam, and individual evaluations from practicums and internships;
- C. Articulating the various procedures and actions involved in making decisions regarding problematic behavior;
- D. Communicating, early and often, with students about any suspected difficulties;

- E. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;
- F. Providing a written procedure to the student that describes how the student may appeal the program's action.
- G. Ensuring that students have sufficient time to respond to any action taken by the program;
- H. Using input from multiple professional sources when making decisions or recommendations regarding the student's performance; and
- I. Documenting, in writing to all relevant parties involved, the action taken by the program and its rationale for such action.

#### **IV. Guidelines for Student and Training Program Responsibilities**

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

##### **A. Training Program's Expectations and Responsibility of Students**

The expectation of the students are divided into three major areas: 1) knowledge of and conformity to relevant academic/professional standards, (2) acquisition of appropriate academic/professional skills, and (3) appropriate management of personal concerns and issues as they relate to academic/professional functioning.

##### **B. General Responsibilities of the Training Program**

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

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

The review process may be initiated by any faculty member, including course instructor, assistantship supervisor, research supervisor, practicum/clinic supervisor, thesis chair, or any member who evaluates a student's performance as “inadequate for a student-in-training” in an area of academic/professional standards, academic/professional competency, or personal functioning. This evaluation of “inadequate for a student-in-training” will be communicated to the school counseling program faculty. If a student receives a rating of “inadequate for a student-

in-training” in any of the major categories of evaluation, the following procedures will be initiated:

- A. **The school counseling program faculty** will meet to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.
- B. The student will be notified in writing that such a review is occurring and the school counseling program faculty will receive any information or statement from the student related to his/her/their response to the rating. The student may attend the meeting in his/her/their own defense.
- C. In discussing the inadequate rating and the response, if available, the **school counseling program faculty** may adopt any one or more of the following resolutions:
  1. Take no further action.
  2. Issue an “acknowledgment notice” to the student which formally acknowledges:
    - a. that the committee is aware of and concerned with the rating;
    - b. that the rating has been brought to the attention of the student; and
    - c. that the school counseling program faculty will work with the student to rectify the problem or skill deficits addressed by the rating.
  3. Put the student on “probation” which defines a relationship such that the school counseling program faculty actively and systematically monitors for a specified length of time the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The probation is a written statement to the student and includes:
    - a. the actual behaviors associated with the inadequate rating;
    - b. the specific recommendations for rectifying the problem;
    - c. the time frame for the probation during which the problem is expected to be ameliorated; and
    - d. the procedures designed to ascertain whether the problem has been appropriately rectified and the consequences for compliance/noncompliance.
  4. Recommend termination from the program.
- D. The Director of school counseling program will then meet with the student to review any specified conditions. The student may choose to accept the conditions or may choose to challenge the action.

## **VI. Situations in Which Grievance Procedures are Initiated**

There are two situations in which grievance procedures can be initiated: (1) When the student challenges the action taken by the school counseling program faculty or (2) when the school counseling program faculty are not satisfied with the student’s action in response to its action and there is a continuation of inadequate performance. If a student believes the grievance involves illegal discrimination, then the student should contact the Office of General Counsel and/or other relevant university offices (e.g. Office of Disability Services, Ombudsperson’s Office, Dean of Students).

- A. If the student challenges the action taken by the committee as described previously, he/she must inform the Director of School Counseling Program in writing of such a challenge within seven (7) business days of the faculty’s decision.

1. The Director of Masters Degree Program in Counseling will convene the school counseling program faculty. The student retains the right to hear all facts with the opportunity to dispute or explain his/her/their behavior.
  2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
  3. The school counseling program faculty will submit a report to the student, the Director of School Counseling Program, and the Department Head within five (5) business days of the hearing completion which will include recommendations for further action. Decisions of the committee will be made by majority vote.
  4. Further action will follow departmental and university grievance guidelines.
- B. If the school counseling program faculty determines that there has not been sufficient improvement in the student's behavior to remove the inadequate rating under the conditions stipulated, the school counseling program faculty will communicate this in writing to the student. The school counseling program faculty may then recommend:
1. Continuation of the probation for a specified time.
  2. Suspension whereby the student is not allowed to continue engaging in certain designated academic/professional activities until there is evidence that the behavior in question has improved.
  3. Termination from the program.

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

- A. If a challenge is made, the student must inform the Director of School Counseling Program in writing of such a challenge within seven (7) business days of the faculty's decision. The student must also include a statement concerning why he/she/they believes the faculty's action is unwarranted. A lack of response by the student will be interpreted as complying with the faculty's sanction.
1. If a challenge is made, the Director of School Counseling Program will convene the school counseling faculty. The student retains the right to hear all facts with the opportunity to dispute or explain his/her behavior.
  2. A review hearing will be conducted in which the challenge is heard and the evidence presented.
    - a. The school counseling faculty will submit a report to the student, the Director of School Counseling Program and the Department Head within seven (7) business days of the hearing completion, which will include recommendations for further action. Decisions of the committee will be made by majority vote.
    - b. Further action will follow departmental and university grievance guidelines.

## **VII. Remediation Considerations**

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

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

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

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

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

## **Voluntary Exit Policy**

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

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

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

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



**BALL STATE  
UNIVERSITY**

Teachers College  
Department of Educational Psychology

Muncie, Indiana 47306-0595  
Phone: 765-285-8500  
Fax: 765-285-3653

9-11-2018  
To: Student

Dear Student

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

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

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

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Name Signed

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date