

APPROVED BY SENATE
02/10/2020

New Proposal

Date Submitted: 10/18/19 2:51 pm

Viewing: : **Mental Health Counseling,
MS**

Last edit: 12/04/19 9:37 am

Changes proposed by: Helen Neville

In Workflow

1. **U Program Review**
2. **1616 Committee Chair**
3. **1616 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **Grad_College**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. DMI

Approval Path

1. 10/18/19 2:53 pm
Deb Forgacs
(dforgacs):
Approved for U
Program Review
2. 10/18/19 3:58 pm
Jinming Zhang
(jmzhang):
Approved for 1616
Committee Chair
3. 10/19/19 3:46 pm
Kiel Christianson
(kiel): Approved
for 1616 Head
4. 11/13/19 9:25 am
Wenhao David
Huang
(wdhuang):
Approved for KN
Committee Chair

5. 11/14/19 2:55 pm
Christopher Span
(cspan): Approved
for KN Dean
6. 11/14/19 2:57 pm
John Wilkin
(jpwilkin):
Approved for
University
Librarian
7. 11/22/19 10:43
am
Allison McKinney
(agrindly):
Approved for
Grad_College
8. 12/02/19 3:34 pm
Kathy Martensen
(kmartens):
Approved for
Provost

Proposal Type

Proposal Type:

Major (ex. Special Education)

Proposal Title:

if this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions*

Establish a new Master of Science (M.S.) in Mental Health Counseling in the Department of Educational Psychology, College of Education.

Official Program Name Mental Health Counseling, MS

Banner/Codebook Name

Corresponding Degree MS Master of Science

Program Code:

Major Code

Minor Code

Conc Code

Degree Code

EP Control Number EP.20.69

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

Effective Date:

Effective Catalog Term Fall 2020

Sponsor College Education

Sponsor Department Educational Psychology

Sponsor Name Helen Neville
hneville@illinois.edu

Sponsor Email

College Contact Kathy Stalter
kstalter@illinois.edu

College Contact Email

Is this program interdisciplinary?

No

Academic Level Graduate

Will you admit to the concentration directly? No

Is a concentration required for graduation? No

Program Description and Justification

Provide a **brief** description and justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Brief Description of the Proposed Program

The purpose of the new program is to develop a two-year, 61-credit hour fee-paying and self-supporting master's program in Mental Health Counseling. Students enroll full time in one of three tracks: Mental Health Counseling, Career Counseling, and Counseling and Developmental Sciences. Graduates from the Mental Health Counseling and Career Counseling tracks would be Illinois LPC (Licensed Professional Counselor) licensure eligible. Once the master's program is established, we will seek accreditation from the Masters in Psychology and Counseling Accrediting Council and the American Psychological Association (once APA has established and implemented their masters-level accreditation process.). The two-year degree program includes extensive preparation in applied psychology. Students will complete a specialized 100-hour (about 8 hours per week) practicum during the first year and a 600-hour (about 20 hours per week) internship during the second year at local mental health or career service agencies. These clinical placements are required for state licensing at the master's level.

Brief Justification of the Proposed Program

At the local and state level there are not enough trained mental health workers to address the psychological needs of students and community members in major urban centers as well as rural areas. Similar to the rest of the country, there is a significant shortage of mental health workers in Illinois. There are about 18 mental health providers for every 10,000 Illinois residents, which is considerably lower than the national average (Heun-Johnson, Minche, Goldman & Seabury, 2017). It is not surprising, then, that upwards of 3 out of 10 individuals in Illinois who experience serious psychological distress in recent years have an unmet need of mental health treatment, due in part to the limited availability of mental health providers.

The unmet psychological needs of Illinois residents are reproduced in educational contexts throughout the state. Students in Illinois as with all educational institutions are experiencing increasing levels of mental health distress, particularly depression and anxiety. Data suggest an increase in the severity of impairment and use of mental health services in children and adolescents (Olfson et al., 2015). This trend is also reflected on college campuses across the country and internationally. In a recent Association for University and College Counseling Center Directors survey (2015), about three-quarters of the counseling center directors from across the globe reported an increase in severity of student mental health concerns. The national Healthy Minds Study (2013) also provide data to document the prevalence of mental health concerns among students. Approximately a third of undergraduate and graduate student respondents reported being diagnosed with a significant mental health concern by a healthcare professional; and about 21% to 24% of the students reported seeking mental health services in the past year. And, we know students' academic performance is often compromised when they are struggling with depression, anxiety, stress or other mental health issues. The increase in the severity of mental health impairment has placed a stress on schools and universities to meet the emotional and educational needs of students.

Colleges and universities are searching for best practices to address student needs given the demand for mental health services. The University of Illinois is no exception. The Office of the Provost assembled a task force to examine the scope of the problem and identify concrete recommendations to promote student mental health and emotional resilience. Findings from the February 2017 task force final report indicate that the existing campus resources are stretched thin and thus there are concerns about the current resources to meet the increasing needs of students' mental and emotional health concerns.

This proposal builds on the task force recommendations and those outlined in similar reports across the country by (a) establishing a master's program in mental health counseling and (b) increasing capacity to address student mental health needs through master's student trainee practicum experiences at Illinois. In addition, graduates of the program will receive broad training in mental health counseling, with an emphasis on evidence-based practice, cultural responsiveness, and outreach. Graduates of the program will thus be able to help provide services to address the unmet mental health needs of residents in Illinois and bordering states.

This is a perfect time for a research-oriented department such as the Department of Educational Psychology to establish such a master's program. The American Psychological Association (APA) has ended its nearly seven-decade debate about the minimum educational requirements for entry into the professional practice. The APA is now developing an accreditation process to promote master's level preparation in the practice of scientifically-based, culturally responsive counseling and psychological services. The master's program will complement our APA-accredited doctoral program in counseling psychology, which was recently reaccredited for 10 years. Our current counseling psychology doctoral program provides students with rigorous training in both science/research and culturally responsive practices.

Educational and Career Options for Graduates of the Proposed Program

There is a strong demand for master's degrees in psychology. According to the Bureau of Labor Statistics, employment of mental health counselors is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Employment of career counselors is also projected to grow 13 percent from 2016-2026, again, faster than the average for all occupations. Employment growth is expected as more students seek mental health counseling services and universities hire additional counselors to meet the demand for career counseling services.

A search of the major job recruitment sites including Indeed.com and Monster.com with the search terms "Master's in Psychology" yielded over 8924 job listings overall and 497 in Illinois. Jobs for which graduates from our program would be competitive include positions in healthcare systems, university higher education, and disability resource offices. Examples of these jobs include the following titles: Psychotherapist, Intake Coordinator, Associate Director for Disability Resources, Assistant Dean for Student Conduct, and Student Success Coordinator.

Student Conduct, and Student Success Coordinator.

We are prepared to provide master's students with strong training within the scientist-practitioner model. Additionally, the master's students will receive mentoring and advising from the master's program coordinator, practicum supervisors, and other division faculty regarding job placement and/or further academic pursuits. Unique to our master's program, students will receive focused practicum training in three areas: university mental health, disability coaching, and career counseling. No other master's program in the state of Illinois is currently offering this constellation of distinct opportunities and the resources of the state's flagship university.

The master's program has been designed to meet the Illinois LPC licensure requirements. Given the strength of our training in research, cultural diversity, and practice, we are also poised to meet the requirements of accreditation currently under development by the American Psychological Association.

Graduates from the program will have a number of career paths, including (a) continuing with their graduate studies as a doctoral student in counseling psychology or related field; (b) serving as a licensed professional counselor in a counseling center or community health agency where they are providing individual psychotherapy and/or provide mental health outreach to the larger community; and (c) providing career counseling and/or professional coaching.

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the plans for seeking specialized accreditation:

The American Psychological Association is in the process of establishing master's level accreditation. We plan to seek accreditation at that time.

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

Department Context of the Proposed Program

This is a perfect time for a research-oriented department such as the Department of Educational Psychology to establish such a master's program. The American Psychological Association (APA) has ended its nearly seven-decade debate about the minimum educational requirements for entry into the professional practice. The APA is now developing an accreditation process to promote master's level preparation in the practice of scientifically-based, culturally responsive counseling and psychological services. The master's program will complement our APA-accredited doctoral program in counseling psychology, which was recently reaccredited for 10 years. Our current counseling psychology doctoral program provides students with rigorous training in both science/research and culturally responsive practices.

The proposed master's degree program will be fully contained within the Department of Educational Psychology. A distinct advantage of the proposed program is that it will be a unique offering within the College of Education. It aims to draw students who would not have otherwise enrolled in a College of Education graduate degree program.

Degree of Overlap with Existing Programs

The Department of Psychology master's program is designed to "advance students' knowledge of the field of psychology, improve their research and data analytic skills, and enhance their preparation for a doctoral education in psychology and/or for jobs in industry." Although the proposed master's program in mental health counseling will prepare students for doctoral education in psychology, the emphasis of the training in the program will be in the applied areas in psychology (that is, counseling or clinical psychology). Additionally, graduates from the proposed master's program will be eligible to apply for licensure as Licensed Professional Counselors (LPC) in Illinois.

The School of Social Work offers a master's degree program, with one of its three concentrations focusing on mental health. The MSW program (mental health) "prepares students to provide, coordinate, and administer community-based services for individuals/families who encounter emotional stress." The proposed master's program in mental health counseling has an emphasis on late adolescents and adults and positive healthy normal development, and it is grounded in providing students training in psychological science. Students in the proposed program will be exposed to issues of diversity, career counseling, working with people with disabilities, and consultation and outreach, which are not foci in the MSW program. Thus, the MSW and the proposed master's program differ in their philosophical approach to training, content and foci of mental health treatment.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The focus and proposed training in the master's program is consistent with a number of the University of Illinois system and University of Illinois at Urbana-Champaign campus initiatives.

- University of Illinois System. The proposed master's program specifically builds on two system-wide strategic pillars: An Institution of and for Students and A Healthy Future for Illinois and the Midwest. The proposed program will provide students with student-centered training; the students will receive weekly supervision and mentoring from the program faculty (weekly group supervision meetings with the program chair and one-on-one or small group supervision at the clinical sites). We specifically partnered with clinical training sites on campus that are focused on trainee development (i.e., Counseling Center, Career Center, and DRES). The focus of the program is on developing and promoting health among students on campus and in our local communities. Thus, students will learn the latest psychological science about therapy and interventions designed to alleviate distress and promote psychological well-being. Also, we could envision partnerships with the Discovery Partners Institute. As part of the training in the career track, we will prepare trainees to assist clients to identify career paths to address grand challenges.

- University of Illinois Urbana-Champaign. The proposed master's program specifically builds on two campus-level strategic initiatives: Health Sciences and Diversity. In addition to the health focus of the program and the training outlined above, the proposed program will promote diversity in terms of: (a) incorporating multicultural issues throughout the curriculum, (b) recruiting diverse student cohorts, (c) providing culturally informed mental health services under the supervision of a trained professional. Additionally, the focus on diversity and culturally responsive delivery of mental health services to students is consistent with the Interdisciplinary Health Science Institute's focus on health disparities.

State of Illinois

Indicate which of the following goals of the Illinois Board of Higher Education's Strategic Initiative are supported by this program: (choose all that apply)

High Quality Credentials to Meet Economic Demand - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Describe how the proposed program supports these goals.

This program will provide high quality education and training that may lead to licensure in the area of mental health counseling. Graduates from the program will contribute to the local and state economy by providing quality, empirically driven mental health interventions. Graduates will contribute to economic demand by helping address the unmet mental health needs of state residents. We know that unaddressed mental health needs (for example, depression and anxiety) are related to work absences and decreased productivity.

The proposed program will provide students with training to provide culturally responsive counseling to an ever increasing diverse and global society.

At the local and state level there are not enough trained mental health workers to address the psychological needs of students and community members in major urban centers as well as rural areas. Similar to the rest of the country, there is a significant shortage of mental health workers in Illinois. There are about 18 mental health providers for every 10,000 Illinois residents, which is considerably lower than the national average (Heun-Johnson, Minche, Goldman & Seabury, 2017). It is not surprising, then, that upwards of 3 out of 10 individuals in Illinois who experience serious psychological distress in recent years have an unmet need of mental health treatment, due in part to the limited availability of mental health providers.

Admission Requirements

Desired Fall 2020
Admissions Term

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

The following are admission requirements for the proposed program. The proposed program will accept applicants who have completed a bachelor's degree from any nationally or internationally accredited university in any discipline. Applicants must submit a complete application for university admission, including three letters of reference, GRE and TOEFL scores, transcripts from all schools where undergraduate and graduate degrees were awarded or expect to be awarded prior to the application enrollment term, and other items listed in the department Web site. Applicants to our proposed program apply for Fall enrollment. Although students will indicate their area of focus (e.g., career counseling and mental health counseling), they do not apply directly to an area. Instead, all applicants will be considered for general admission into the proposed master's program.

Describe how critical academic functions such as admissions and student advising are managed.

The budgeted faculty in the counseling psychology and developmental sciences divisions in the Department of Educational Psychology will review applications and complete the administrative procedures for admission. Admissions will run on the same cycle as the other graduate programs. The master's program director will provide weekly group supervision to each cohort.

Enrollment

Number of Students in Program (estimate)

Year One Estimate	5	5th Year Estimate (or when fully implemented)
20 to 30		

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)
10 to 15		

What is the matriculation term for this program?

Fall

Delivery Method

This program is available:

Face-to-Face

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

The faculty has reviewed the course requirements for the proposed program. Of the 61 credits required for completion of the degree program, 57 credits would be fulfilled by students in the Master's program enrolling in currently existing courses taught by Counseling Psychology faculty. The impact on class size would be addressed through the assignment of additional class Teaching Assistants; the cost of the TAs will be covered by the revenue generated from the master's program.

A potential director of the program has been identified (a current 0.75 FTE specialized faculty member on the teaching track within the counseling psychology division.) An increase to 1.0 FTE would require approval.

We would need to hire a part-time coordinator/supervisor who would be a liaison to program practicum training agencies, provide degree program students with training and support for their clinical placements, and teach a professional development seminar.

We would also need to hire a full-time tenure-track faculty in counseling psychology. This person would teach courses in the master's program, supervise master's students and participate in the doctoral program.

Given the anticipated enrollment in the program (estimated 5 students initially; growing over 5 years to 20 to 30 students), we expect the impact on student-faculty to be about 8 to 10 students per faculty member, this figure includes both master's and doctoral students in counseling psychology.

We are prepared to provide master's students with strong training within the scientist-practitioner model. Additionally, the master's students will receive mentoring and advising from the master's program coordinator, practicum supervisors, and other division faculty regarding job placement and/or further academic pursuits. Unique to our master's program, students will receive focused practicum training in three areas: university mental health, disability coaching, and career counseling. No other master's program in the state of Illinois is currently offering these distinct opportunities and the resources of the state's flagship university.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Given the size of the University's libraries, their extensive on-line holdings and other resources, no additional support is required to accommodate the students in a program of this size.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

Financial Resources

How does the unit intend to financially support this proposal?

This will be a fee-paying and self-supporting master's program.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

[AHS DRES letter.pdf](#)

[Social Work letter.pdf](#)

[Psychology Letter of Impact.pdf](#)

[Library letter.pdf](#)

[Counseling Ctr.pdf](#)

[Chair-budget-implications Final.pdf](#)

[Career Center letter of support.pdf](#)

[SS Form MS Mental Health Counseling.pdf](#)

Will an existing tuition rate be used or continue to be used for this program?

Yes

Is this program requesting self-supporting status?

Yes

If yes, please explain

This will be a fee-paying and self-supporting master's program. The degree provides a strong scientist background and also an applied "professional" component.

Market Demand

What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students:

There is a strong demand for master's degrees in psychology. According to the Bureau of Labor Statistics, employment of mental health counselors is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Employment of career counselors is also projected to grow 13 percent from 2016-2026, again, faster than the average for all occupations. Employment growth is expected as more students seek mental health counseling services and universities hire additional counselors to meet the demand for career counseling services.

There are 22 CACREP (Council for Accreditation in Counseling and Related Educational Programs) accredited master's degree programs in clinical mental health counseling in the state of Illinois. In general:

- The Chicago area has the largest concentration of master's programs. A number of the programs are housed in professional schools (e.g., Adler University, Chicago School of Professional Psychology). The master's programs at these institutions are large, with cohorts upwards of 100 people. Needless-to-say, the student-faculty ratio is quite high. Because the programs are in professional schools, they do not focus on training students in psychological science and thus are not considered peer institutions.
- Northwestern has an online family therapy-focused program. Students who graduate from the program are also LPC eligible. The focus of the program differs significantly from the proposed program; family therapy (Northwestern) compared to the more general focus on late adolescent and adult individual counseling and therapy (UIUC). Moreover, there is a difference in training philosophy. The proposed program is designed to provide quality face-to-face instruction and supervision. Although emerging research on cybersupervision compared to traditional supervision suggest both methods are comparable in terms of perceived effectiveness, some data indicate that the group supervision offered in-person environment provides an added advantage (Nelson et al., 2010). Moreover, the APA plans to offer accreditation to only in-person master's program.
- There are four programs in Illinois that are less than 100 miles and that are not part of the Chicago schools: Bradley University, Eastern Illinois, Lincoln Christian University, and University of Illinois at Springfield. The main difference between these programs and the proposed master's program is a training philosophy; the proposed program's training focuses on psychology as opposed to counselor education. These programs are not at peer research-intensive universities.

What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.

There is a strong demand for master's degrees in psychology. According to the Bureau of Labor Statistics, employment of mental health counselors is projected to grow 23 percent from 2016 to 2026, much faster than the average for all occupations. Employment of career counselors is also projected to grow 13 percent from 2016-2026, again, faster than the average for all occupations. Employment growth is expected as more students seek mental health counseling services and universities hire additional counselors to meet the demand for career counseling services.

A search of the major job recruitment sites including Indeed.com and Monster.com with the search terms "Master's in Psychology" yielded over 8924 job listings overall and 497 in Illinois. Jobs for which graduates from our program would be competitive include positions in healthcare systems, university higher education, and disability resource offices. Examples of these jobs include the following titles: Psychotherapist, Intake Coordinator, Associate Director for Disability Resources, Assistant Dean for Student Conduct, and Student Success Coordinator.

What resources will be provided to assist students with job placement?

There are a number of resources available to students enrolled in the proposed program, including: access to Career Center, we will provide students with individual and group advising to aid clarification of career interests, goals, skill development and placement strategies. We will further assist students in refining job seeking, interviewing and resume preparation skills. Additionally, students will have the opportunity to experience and establish networks at different job settings as a result of clinical training placements. The proposed program will maintain a job posting link to the website as well as post openings on the master's student Listserv.

If letters of support are available attach them here:

Program Regulation

Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning.

In Illinois, graduates meet educational requirements for licensure as a Licensed Professional Counselor. Graduates may also be eligible for licensure as a mental health practitioner elsewhere in the U.S., depending on specific state requirements.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new [Appendix A 11-11-19.doc](#)
programs, attach
Program of Study

Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

The Master's of Science in Mental Health Counseling is a two-year, 61-credit hour program. The face-to-face program emphasizes training in psychological science and cultural diversity in practice across the lifespan. Students will complete the same course requirements but choose one of three areas of study (Mental Health Counseling, Career Counseling, and Counseling and Developmental Sciences) for their practicum experience. Students receive extensive preparation in applied psychology and complete a 100 hour (about 7 hours per week) practicum during the first year and a 600 hour (about 18 hours per week) internship during the second year at local mental health or career services agencies. Graduates from the mental health counseling and career counseling tracks are Illinois Licensed Professional Counselor (LCP) licensure eligible. Graduates also are prepared for doctoral education in an applied psychology area or to enter the counseling field as a master's level professional.

Statement for Programs of Study Catalog

Course List

Code	Title	Hours
Human Growth & Development		
Select one of the following:		4
EPSY 405	Personality and Soc Dev	
EPSY 407	Adult Learning and Development	
EPSY 430	Early Adolescent Development	
Assessment		
Select one of the following:		4
EPSY 413	Intelligence Assessment and Theory	
PSYC 567	Personality Assessment	
SPED 517	Disability Issues in Special Education	
EPS 405	Historical and Social Barriers	4
EPSY 403	Research Methods in Learning Sciences	4
EPSY 419	Counseling Psychology Pre-Practicum	4
EPSY 420	Theories of Psychotherapy	4
EPSY 510	Counseling Psych/Ethics ProSem	4
EPSY 511	Vocational Psychology Theories and Assessment	4
EPSY 515	Multicultural Counseling	4
EPSY 520	Counseling Psychology Practicum (A)	4
EPSY 520	Counseling Psychology Practicum (B)	8
EPSY 521	Group Counseling	4
EPSY 590	Advanced Seminar in Educational Psychology (Substance Abuse)	3
EPSY 590	Advanced Seminar in Educational Psychology (Family Therapy)	3
EPSY 590	Advanced Seminar in Educational Psychology (Psychopathology)	3
Total Hours		61

Other Requirements

Grad Other Degree Requirements

Requirement	Description
Minimum GPA	3.0
Human Subjects Approval	

EP Documentation

Attach
Rollback/Approval
Notices

DMI Documentation

Attach Final
Approval Notices

Attached
Document

Justification for
this request

Program Reviewer
Comments

Deb Forgacs (dforgacs) (10/16/19 10:47 am): Rollback: self-supporting question.

Key: 900



COLLEGE OF APPLIED HEALTH SCIENCES

Disability Resources & Educational Services
1207 S. Oak St., MC-574
Champaign, IL 61820

March 4, 2019

Dear Dr. Neville and Dr. Kinderman,

It is a pleasure to write a letter of support for the proposed M.S. program in Mental Health Counseling Across the Lifespan.

The Division of Disability Resources and Educational Services (DRES) at the University of Illinois was the first disability service provider in the world. We began offering academic accommodations and supports to college students with disabilities in 1948. This longstanding tradition continues today and DRES supports over 2700 students with diverse race, ethnicity, gender, sexual orientation, and disability needs. We offer a multi-disciplinary staff of licensed psychologists, licensed professional counselors, licensed clinical social workers, occupational therapists, physical therapists, and career specialists. While we provide excellent academic adjustments and accommodations to allow equal access, we recognize that many of our students need additional supports. These supports include academic coaching, individual therapy, group therapy, academic screenings, neuropsychological/psychoeducational assessments, career services, adapted athletics, physical therapy, occupational therapy, liaison with study abroad, and personal assistant supports.

In addition, DRES serves as a training site for bachelor, masters, and doctoral students in many areas including i-health, speech and hearing science, physical therapy, occupational therapy, counseling psychology, and clinical psychology. We also train predoctoral school psychology interns and post docs in all areas of psychology. This training is a positive collaborative relationship between the various programs and DRES. As student trainees receive experience in working with students with a variety of disabilities and/or mental health concerns, our DRES students benefit from being able to receive unlimited sessions of mental health support on a campus where there is a 6-8 session limit due to the high demand.

DRES strongly supports the program and is happy to be playing a key role in the training of students in the program. Mental health counselors are at a high demand and this program will help to fulfill the need. The DRES practicum and internships can give students much needed experience in working with individuals with disabilities and mental health concerns.

Sincerely,

A handwritten signature in black ink that reads "Kim Collins, Ph.D.".

Kim Collins, Ph.D., CRC
Licensed Clinical Psychologist
Associate Director



SCHOOL OF SOCIAL WORK

1010 W. Nevada Drive, MC-082
Urbana, IL 61801-3813

October 7, 2019

Professor Helen Neville
Department of Educational Psychology
University of Illinois at Urbana-Champaign

Dear Dr. Neville:

I am writing this letter to briefly describe our Masters of Social Work (MSW) program in the School of Social Work, and also to offer my opinion regarding any potential overlaps in content and focus that may be presented by the proposed M.S. program in Mental Health Counseling Across the Lifespan program.

The MSW program culminates in an advanced professional practice degree that is accredited by the Council on Social Work Education. The MSW is the terminal specialized social work practice degree, and often follows completion of an undergraduate generalized practice Bachelor of Social Work (BSW) degree. MSW students specialize in either clinical or macro social work practice. Within the clinical concentration, students choose focus areas of study that include mental health; health care; schools; and children, youth, and families, with mental health being the largest of these concentrations. For those without BSW degrees, the MSW takes two years to complete; students with BSW degrees are eligible for an advanced standing option that can be completed in one year of full-time study.

A central feature of MSW study is the requirement for completion of structured field placements in human services agencies. Such placements generally are completed through a block placement model after most coursework has been completed; a 900 hour field placement is required for regular standing MSW students, while 450 hours are required for advanced standing students. The School has affiliation agreements with well over 300 agencies to support these placements as well as those of our BSW students, with the highest numbers of placements in the greater Champaign-Urbana area and in metropolitan Chicago. We currently have about 350 enrolled MSW students and 260 enrolled BSW students.

MSW graduates work in a wide range of clinical and administrative positions, including but not limited to mental health counseling, hospital social work, case management, child welfare protective services, school social work, and leadership of social nonprofit agencies. The state of Illinois allows two levels of licensing: licensed social worker (LSW) and licensed clinical social worker (LCSW). Licensed social workers must pass the master's-level/intermediate or clinical-level examination administered by the Association of Social Work Boards (ASWB).

I have reviewed the proposed Mental Health Counseling Across the Lifespan program. The authors of the proposal additionally have provided a chart and narrative within the proposal that compares the focus and offerings of the new program in relation to our MSW program. There is some overlap with our program in that each focuses on training mental health service providers,

is intended to lead to professional licensing, and has substantial field learning components. From an employment perspective, probably the greatest overlap pertains to students seeking community-based mental health service agency positions.

Despite these areas of overlap, I do not expect the program to have any substantial impact on our MSW program as long as it maintains its proposed focus and size. The proposed program is more likely to appeal to a subset of students interested in higher education and school-based mental health services, and it also provides additional research emphases intended to prepare students for doctoral student in the Department of Educational Psychology doctoral program in counseling psychology. Students in the new program also will be pursuing different licensing through the American Psychological Association than our social work students will to become licensed social workers. The program as framed is not particularly large, and as such I think any impact on our own enrollment may be minor. In fact, it is possible that communications between our program and the proposed program will fertilize new ideas and a deeper knowledge of our respective emphases, and in turn that we will be able to cross-refer students in a manner that best meets their career needs.

Finally, I am supportive because I think both our colleagues in the Department of Educational Psychology and we in the School of Social Work are dedicated to mental health workforce development. We collectively appreciate that there is both demand for a growing, more highly skilled, and more diverse set of professionals to serve the critical mental health needs of people in Illinois and more broadly. The Department of Educational Psychology proposal is another step toward meeting such demand in a well-designed way, and in my opinion only will serve to complement and enhance educational programming currently offered through the School of Social Work.

Thank you for the opportunity to provide this endorsement. I would be happy to address any questions that may arise.

Best Regards,



Steven Anderson
Dean and Professor
School of Social Work



Wendy Heller, Ph.D.
Professor
Program,
Head, Psychology

Department of Psychology
Affiliated faculty in Neuroscience

**Beckman Institute for Advanced Science
and Technology, Carle Illinois College of
Medicine, & Women and Gender Studies**

February 28, 2019

Dear Dr. Helen Neville and Dr. Lisa Kinderman,

We are writing this letter to provide a description of the scope and purpose of the M.S. program in Psychological Science offered in the Department of Psychology, and to consider the impact that the proposed M.S. program in Mental Health Counseling Across the Lifespan may have on the M.S. in Psychological Science program.

The M.S in Psychological Science program is a two-year, 32 credit hour fee paying and self-supporting master's program in psychological science. Students enroll part time and focus on building their quantitative and analytical skillsets through coursework and research lab placement. The aim of the M.S. in Psychological Science program is to provide students with the necessary skills and knowledge to be competitive for admission to doctoral programs and/or to pursue professional opportunities within industry, including placements in education industry, consultant groups, state governments, federal government, and healthcare systems. Our program meets the educational needs of its students by providing a strong graduate-level curriculum, an intensive research experience, and professional development support.

Our assessment of the proposed M.S. program in Mental Health Counseling Across the Lifespan is that it will have little or no impact on our M.S. in Psychological Science program because graduates of the proposed master's will be licensed-eligible, whereas graduates of the M.S. in Psychological Science program are not licensed-eligible. In fact, we often turn away applicants who are seeking to become professional counselors and have misinterpreted the aims of our program.

We are happy to provide additional comparisons of the proposed M.S. in Mental Health Counseling Across the Lifespan and the M.S. in Psychological Science if needed.

Caroline Tancredy
Director, M.S. in Psychological
Science Program
tancredy@illinois.edu

Wendy Heller
Professor and Head
Psychology Department
w-heller@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

University Library

Office of University Librarian and Dean of Libraries
230 Main Library, MC-522
1408 West Gregory Drive
Urbana, IL 61801



February 12, 2019

Lisa Kinderman, Psy.D.
Licensed Clinical Psychologist
Clinical Assistant Professor
Counseling Psychology Program
University of Illinois at Urbana-Champaign
188N Education Building, 1310 S. 6th St.
MC - 708

Dear Dr. Kinderman:

The University Library recently received a proposal from you outlining the College of Education's plans to establish a Master of Science in Mental Health Counselling Across the Lifespan.

Based upon the documents received and reviewed by Nancy O' Brien and Yali Feng in the University Library, it is our belief that there will be no significant impact on the University Library based on the anticipated enrollment.

If additional services or materials are required as the programs further develop, we will be happy to discuss those needs as they emerge.

Sincerely,

A handwritten signature in black ink, appearing to read 'John P. Wilkin', with a long, sweeping flourish extending to the right.

John P. Wilkin
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

e-c: Yali Feng
Nancy P. O'Brien
Thomas Teper

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Counseling Center
110 Turner Student Services Building
610 East John Street
Champaign, IL 61820



March 8, 2019

Drs. Helen Neville and Lisa Kinderman
Department of Educational Psychology
210 Education Building
MC-708
Champaign, IL 61820

Dear Drs. Neville and Kinderman:

It is with great enthusiasm that I write this letter of support for the College of Education's proposal to develop a master's program in mental health counseling and development. The relationship between the Counseling Center and the Counseling Psychology Department is one of the most important and longstanding partnerships we have had over the years, and we believe the addition of this program will contribute to our Center mission in numerous ways.

As a Counseling Center with an American Psychological Association approved internship program, we consider the training of future clinicians to be a core responsibility of our identity as psychologists. In addition to our internship program we maintain a robust practicum program and support four-six practicum students annually. Each year the Counseling Center receives applications from a diverse and highly competitive pool of graduate students hoping to participate in a practicum training experience that will allow them to develop skills needed to respond competently and flexibly within an evolving multidisciplinary health care environment. Because our counseling center has expanded, our training area has the capacity to accommodate additional students, especially from our own campus. We are excited to be a potential placement for students that hope to pursue an applied psychology training experience.

As a comprehensive counseling center, a primary value of our Center is outreach and prevention and as a result, we reach over 31,000 students each year through our outreach, prevention and consultation services. Much of our outreach programmatic work is conducted by our sixteen graduate assistants- many of whom we recruit from the Counseling Psychology Department. However, there is tremendous opportunity for master's level trainees to participate and assist in the development of a wide variety of psychoeducational workshops germane to the college experience including; depression, anxiety, eating disorders, alcohol and drug concerns, academic problems, LGBTQ issues and concerns, race related stress, to name only a few. Through our training placement, students in the new master's program would develop basic clinical and facilitation skills, concepts related to

prevention work, multicultural issues, and social justice work. In short, we envision students in the new master's program as important trainee-providers that will assist us in successfully serving our student demand both clinically and through outreach and prevention efforts.

Finally, we greatly appreciate the presence of the Counseling Psychology Department and utilize them in our efforts to recruit staff and interns to our Center. The Counseling Psychology Department faculty is well-respected across the nation and it is of tremendous benefit to have the opportunity to support and collaborate with them in the development of this new program. Demand for clinical services is greatly increasing and master's level counselors have a growing presence in the provision of mental health services, including college counseling centers. We are certain the proposed master's program in mental health counseling across the lifespan will have a positive impact in our counseling center and greatly anticipate the inaugural class.

If I can provide any additional information, please feel free to contact me at (217)333-3704.

Sincerely,

A handwritten signature in blue ink that reads "Carla J. McCowan". The signature is fluid and cursive, with a long horizontal stroke at the end.

Carla J. McCowan, Ph.D.
Director



COLLEGE OF EDUCATION

Department of Educational Psychology
210 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

October 20, 2019

Dear Dean Anderson,

The Department of Educational Psychology is very pleased that our fee-paying Master's Program in Mental Health, housed in the Division of Counseling Psychology, is moving toward campus-level and ISBE-level approval. With respect to the hiring/budgetary implications of this program, the Department request permission to hire or increase the following staffing positions. All of these were included in the Master's Program proposal and/or in our Departmental request for hiring submitted last year.

- 1) A director position for the Master's Program. We wish to retain Dr. Lisa Kinderman in this capacity, increasing her appointment from .75 FTE to 1.0 FTE. In this role, Dr. Kinderman will be primarily responsible for *advising* all students (e.g., selecting coursework, clinical applicable professional goals, applying for further graduate study, writing recommendation letters, etc.), *teaching* professional development courses, *coordinating/tracking/monitoring* student progress in the program, *identifying/developing/assessing* learning outcomes, *monitoring* student progress, and *completing all* accreditation tasks.
- 2) A part-time coordinator is needed to assist with the clinical training, including *coordinating* clinical training opportunities for Master's students, *developing and maintaining* clinical training sites, *providing* on-site practicum supervision as needed, *visiting and monitoring* student progress and clinical partnerships, *teaching* applied courses as needed, *participating* in annual evaluations of students' clinical progress, and *providing* oversight of the documentation from students, sites, and supervisors for evaluation purposes.
- 3) One full-time tenure-track faculty at the Assistant level in Counseling Psychology. Despite being in year 2 of a 10-year APA accreditation and having been ranked as the top graduate program in Counseling Psychology in the nation, the Counseling Psychology Division is under-staffed, with no single full-time, tenure-track faculty member housed fully within the division. Because of the small number of counseling psychology faculty, it is difficult to maintain a thriving doctoral program. Additional faculty are needed to assist with student advising and teach courses in both the Master's and doctoral programs. This need is not new; it has been document in recent departmental hiring plans. The approval of a fee-paying Master's program does highlight the need, however.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kiel Christianson'.

Kiel Christianson, Ph.D.

Professor & Chair
Department of Educational Psychology

Professor
Departments of Psychology, Linguistics, & Beckman Institute

Email: <kiel@illinois.edu>

APPENDIX A
M.S. Program Course Schedule

Semester	Course	Content Domain & Notes	Illinois Licensing Board Description of Course (exact wording as it appears in law)
Year 1 Fall Semester	EPSY 420 Theories of Psychotherapy	Counseling Theories <i>Note:</i> Perhaps change course title to Theories of Counseling & Psychotherapy	Courses in this area cover the major theories of counseling psychotherapy. Examples of acceptable courses include, but are not limited to, Theories of Counseling, Introduction to Psychotherapy, and overview courses in Behavior, Cognitive, Humanistic and Psychodynamic Theories. These courses should be general theory courses. A course devoted to one type of counseling/therapy would be considered a Counseling Technique core course.
	EPSY 419 Professional Skill Development Workshop in Counseling & Psychotherapy	Counseling Techniques <i>Note:</i> Need separate course for M.S. program	Courses in this area cover the theoretical foundations and professional skill training enabling the counselor to understand presenting problem, best practice recommendations, and effective intervention strategies. Examples of acceptable courses include, but are not limited to, Rational Emotive Therapy, Behavior Modification, Marital/Couples Counseling, Crisis Counseling, Counselor Interviewing Skills, Pre-Practicum in Counseling, Introduction to Rehabilitation Counseling, Grief Therapy, Substance Abuse Counseling, Stress Management, etc
	EPSY 403 Research Methods in Learning Science	Research & Evaluation <i>Notes:</i> May need to change the name; course currently taught with undergrads	Courses in this area cover statistical principles, research designs, methods, techniques and tools used in performing and interpreting research in counseling. Examples of acceptable courses include, but are not limited to, Methods of Research, Statistics, Research Design, Research in Counseling, Research Techniques, etc.
	EPSY 510 Professional Seminar in Counseling Psychology & Ethics	Professional Ethical and Legal Responsibilities <i>Note:</i> Need to offer separate course at the Master's level	Courses in this area cover such topics as professionalism in counseling, federal and State laws relevant to counselors, and ethics with an emphasis on the Code of Ethics of the American Counseling Association. Examples of acceptable courses include, but are not limited to, Ethics and Legal Issues in Counseling, Ethics and Legal Issues in Psychology, Ethics and Legal Issues in Psychotherapy, Ethics and Legal Issues in Professional Counseling, Ethics and Legal Issues in Rehabilitation Counseling, etc.

Year 1 Spring Semester	EPSY 520a Beginning Counseling Practicum	Practicum <i>Note:</i> Confirmed practicum sites to date: Career Center, Counseling Center, DRES	Provides practical experience in counseling for the purpose of developing both individual and group counseling skills. This course should include a minimum of 100 clock hours on-site, with a minimum of 40 hours of direct client contact. These experiences allow students to perform some of the counseling activities that an employed Licensed Clinical Professional Counselor would be expected to perform. Supervision is required on an ongoing basis during the practicum. Practicum requirements should not be confused with the internship requirements. <i>Note: Supervision requirement is open for practicum experience</i>
	EPSY 511 Vocational Psychology Theories and Assessment	Lifestyle and Career Development	Courses in this area cover the lifelong processes and the influences that lead to work values, occupational choices, career path/patterns, decision-making style, and integration of self- and career-identity with patterns of work adjustment. The course is designed around the concepts of career development. Examples of acceptable courses include, but are not limited to, Career Counseling, Career Development, Theories of Vocational Choice, Theories of Vocational Counseling, etc.
	EPSY 515 Multicultural Counseling: Theory & Research	Social and Cultural Foundations <i>Note:</i> Need to offer separate course at the Master's level	Courses in this area should include an overview of multicultural issues. The course should not focus on only one cultural group or counseling population. Courses in this area cover topics such as aging, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, and socioeconomic status. Examples of acceptable courses include, but are not limited to, Multicultural Counseling, Cultural Differences in Counseling, Cultural Differences in Psychology, Cultural Differences in Rehabilitation Counseling, etc.
	EPSY 413 Intelligence Assessment & Theory <i>OR</i> PSYC 567 Personality Assessment <i>OR</i> SPED 517 Disability Issues in SPED (take Y1 Summer or Y2 Fall)	Individual Assessment/Appraisal	Courses in this area cover assessment of the various attributes of a person through standardized tests. The course also includes an overview of statistical procedures relevant to test standardization and interpretation. Examples of acceptable courses include, but are not limited to, Individual Appraisal, Group Testing, Standardized Testing, Individual Intelligence Testing, Personality Assessment, Introduction to Psychological Measurements, Tests and Measurements, etc.

Year 1 Summer	EPSY 590 [new course number needed] Online 3 hours	Psychopathology	Courses in this area cover general principles of etiology, diagnosis, treatment, prevention, and cultural factors of mental and emotional disorders. Emphasis is placed on mental status assessment and diagnostic categories as organized in the DSM-IV-TR (or current edition). Examples of acceptable courses include, but are not limited to, Abnormal Psychology, <i>Psychopathology, Diagnosis and Treatment Planning</i> , Mental Health Rehabilitation Counseling.
	EPSY 590 [new course number needed] Online 3 hours	Substance Abuse	Courses in this area cover chemical, psychological and social aspects of drug use, abuse and dependency, and effects on the family. Counseling skills are acquired in the areas of assessment, diagnosis, and treatment intervention. Examples of acceptable courses include, but are not limited to, <i>Substance Abuse Counseling</i> , Psychology of Drug Addiction, Drugs and Alcohol Abuse. Psychopharmacology is not considered a course in substance abuse.
	EPS 405 Historical & Social Barriers Online 4 hours		NOT REQUIRED for licensure

Year 2 Fall Semester	EPSY 520b	Internship No class needed <i>Note.</i> Confirmed internship sites to date: Career Center, Counseling Center, DRES	An internship should provide direct client experiences in assessment, individual counseling and group counseling, as well as opportunities to become familiar with a variety of professional activities other than direct service (e.g., referral sources, case histories and progress notes, data management, etc.). The internship should provide an opportunity for a student to perform a variety of activities that a Licensed Clinical Professional Counselor would be expected to perform. <u>A minimum of 600 clock hours with a minimum of 1 hour per week of supervision is required during the internship.</u> The internship will average out to about 18 hours per week during an academic year. Examples of acceptable courses include, but are not limited to, Internship – Community Counseling, Internship – Mental Health Counseling, Internship – Art Therapy, Internship – Pastoral Counseling, and Internship – Rehabilitation Counseling.
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	EPSY 521 Group Counseling	Group dynamics	Processing and Counseling: Courses in this area teach the theories, principles and techniques of group counseling and group psychotherapy. Examples of acceptable courses include, but are not limited to, Group Counseling, Group Counseling and Dynamics, Group Therapy, Group Dynamics, Theories of Group Practice, etc.
Year 2 Spring Semester	EPSY 520b	Internship	See above
	EPSY 405 Personality and Social Development <i>OR</i> EPSY 407 Adult Learning & Development <i>OR</i> EPSY 430 Early Adolescent Development	Human Growth & Development	Human Growth and Development: Courses in this area cover one or more of the various stages of the human growth cycle and include information about theories of development such as physical, personality, social, cognitive, moral and creative development, etc. Examples of acceptable courses include, but are not limited to, Human Growth and Development, Developmental Psychology, Child Psychology, Child Development, Adolescent Psychology, Adolescent Development, Personality Theory, Life Span Development, Adult Development
	EPSY 590 [new course number needed] Online 3 hours	Family Therapy	Courses in this area cover family systems theory and its applications, prevention approaches for working with families, and specific problems that impede family function. Examples of acceptable courses include, but are not limited to, Family Therapy, <i>Family Counseling</i> , Family Systems Theory, and Family Dynamics.
		61 credit hours	

Potential electives: mediation (or incorporate in other applied courses); disability and counseling

We may want to infuse objectives related to outreach, prevention and evaluation throughout the curriculum.



STUDENT AFFAIRS

The Career Center
Student Services Arcade Building, MC-383
715 S. Wright St.
Champaign, IL 61820

March 13, 2019

Helen Neville, Ph.D.
Professor, Educational Psychology

Lisa Kinderman, Psy.D.
Assistant Clinical Professor, Educational Psychology

University of Illinois
College of Education
1310 S. 6th St.
Champaign, IL 61820

Drs. Neville and Kinderman,

The Career Center at the University of Illinois is pleased to support the Department of Educational Psychology's proposal for a new Master of Science degree in Mental Health Counseling Across the Lifespan. This program addresses an important need for counseling practitioners with a strong theoretical background, coupled with supervised practical training. There is a clear shortage of master's level graduate degree training opportunities for counseling in the Midwest, particularly with the career counseling specialty. Our field needs more trained, highly-qualified talent. We are excited about the potential that this program offers for well-trained graduates in the field of counseling and the opportunity to partner as a practicum and internship site.

It is our understanding that the new program will include three tracks (Mental Health Counseling, Career Counseling, and Counseling and Developmental Sciences) and that graduates from the Mental Health Counseling and Career Counseling tracks would be eligible for the Illinois Licensed Professional Counselor designation. Additionally, the program would seek accreditation from the Masters in Psychology and Counseling Accrediting Council and the American Psychological Association. These designations will be strong endorsements of the degree program and should attract exceptional students to the University of Illinois.

We also understand that students will complete a specialized 100-hour (about 8 hours per week) practicum during the first year and a 600-hour (about 20 hours per week) internship during the second year at mental health or career service agencies. The Career Center welcomes the opportunity to serve as a local practicum and internship site and to provide high-quality experiences and supervision.

The mission of The Career Center is to provide all Illinois students collaborative and innovative programs, services, and resources focused on career and professional development that educates and empowers them to become thriving professionals in the global community. Annually, we serve more than 11,500 unique users with nearly 40,000 contacts in individual services, workshops, and events. Our clients include undergraduate

students, graduate students, and recent alumni; domestic and international students; exploring students, job seekers, and graduate school applicants; and many more. We use a variety of assessment tools, including the Strong Interest Inventory, Knowdell Card Sorts, My Career Story, and Career Thoughts Inventory. Career development issues that clients present are often intertwined with mental health, family, disability/ability, academic, and other interesting challenges. As such, our Center is an intriguing site for practicum and internship students and will provide a rich experience with diverse clientele presenting a range of concerns.

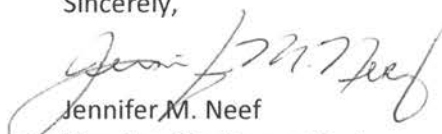
Additionally, we are well-equipped to provide excellent training and supervision. We value theory, assessment, research, career education, and practice – all of which are at the core of our training and activity. We have a long-standing and nationally-recognized model for training graduate students and paraprofessionals to engage in our work. We have served as a practicum and internship site for Counseling Psychology doctoral students; a graduate assistantship site for students from human resources, higher education, and related majors; and a research assistantship site for doctoral students who contribute to our research and assessment of practices and outcomes. Four of our full-time career coaches hold Master's degrees in Counseling from CACREP accredited programs, and have experience with supervision (Amanda Cox, Jennifer Crum, Hollie Heintz, Julia Panke Makela). Additionally, three of our staff members hold Adjunct Assistant Professor positions within the College of Education at Illinois (Emma Andruczyk, Amanda Cox, Julia Panke Makela).

We are proud to have a dedicated research center integrated with our practice. The research team examines the impact of career development programming on clients' career exploration, decision making, and management, while also providing feedback to drive continuous improvement. As such, graduate students will have the opportunity to submit articles for publication and proposals for presentations at professional conferences.

Through an internship or practicum at The Career Center, graduate students will experience best practices in career counseling; shape their own use of career theory through personal practice; assess and research the impact of career development interventions; and engage in outreach to potential clients and campus stakeholders. Each student will provide individual services including triage, quick drop-ins, and scheduled appointments; deliver group workshops and coaching sessions; and potentially facilitate large events. Additionally, each internship student will lead a "signature project" that will enhance our practice in innovative and creative ways, support career education of students, or contribute new knowledge to the field. In summary, the students and their work can extend our reach, be a catalyst for continuous improvement at The Career Center, and contribute to the broader mission of the University.

The Career Center is excited to expand our engagement with the College of Education and Department of Educational Psychology as a practicum and internship site. We have a strong history of working with students in paraprofessional roles, and believe strongly in the mutual benefit of these programs. We are excited to support this proposal for a new M.S. degree program in Mental Health Counseling Across the Lifespan, and look forward to taking the next steps with you. Please feel free to contact me if you need additional information regarding our commitment and support.

Sincerely,



Jennifer M. Neef
Director, The Career Center



GRADUATE COLLEGE

110 Coble Hall, MC-322
801 S. Wright St.
Champaign, IL 61820

PROGRAM TUITION WAIVER POLICY PROPOSAL

Proposals to establish or revise tuition waiver policy for a graduate program will follow a shared governance approval process (Department, School, College, Graduate College).

Definitions of Tuition Waiver Policy Designations:

Traditional Programs. Programs either designated as generating full or base-rate tuition waivers. Base rate waivers waives only the Resident Graduate Base tuition amount. Non-Residents or students in a program with an additional tuition differential will be responsible for the remaining portion of tuition.

Reimbursable Programs. Programs identified as programs that would be reimbursed from an appointing unit outside their academic college.

Cost-recovery and self-supporting programs. Students in approved cost-recovery and self-supporting programs are not eligible to receive tuition and fee waivers except statutory waivers. Students in these programs are not eligible to hold a waiver generating graduate appointment (Assistantship or Fellowship). Full time employees may be admitted to these programs, but their employee waiver is not eligible for use towards a program with this designation.

Additional information related to these tuition waiver designations can be found here:
<http://www.grad.illinois.edu/gradhandbook/2/chapter7/tuition-waivers#otherprovisions>.

PROGRAM INFORMATION

COLLEGE OR SCHOOL: College of Education

PROGRAM(s) (Include Program Codes if applicable):
Mental Health Counseling M.S. in the department of Educational Psychology

REQUESTED DESIGNATION (Check box next to desired designation type):

Self-Supporting

Comments:

see attached.

JUSTIFICATION: On a separate sheet, please address the following.

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. What type of financial assistance will be offered to students in the program?
3. Has this program had past practice of offering graduate assistantships? If so, please describe.
4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

APPROVALS: (May use Adobe Signature or print and sign the document)

Department Executive Officer Signature and Date:  11-20-19

Disciplinary College Signature and Date:  11/20/19

Graduate College Signature and Date:  11/21/19



1. Describe the reasons for this request and explain: (a) the pros and cons of the classification request and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.

We have created this new master's program in Mental Health Counseling to help train professionals to address the unmet mental health needs on campus and throughout the state and to generate revenue for the department and college. The money generated from the self-supporting classification will enhance our APA accredited doctoral program in counseling psychology and the financial health of our department. The proposed master's program will provide some students an opportunity to further develop their skills and increase their competitiveness for graduate studies. For others the training will prepare them for a career in counseling, which is a stable and thriving field in many areas in the state. Unfortunately, the self-supporting structure of the program may prevent some students who may benefit from the training from applying to the program. It is important to note that the two master's programs on campus closest to the proposed master's in Mental Health Counseling are also designated as self-supporting (Psychology and Social Work).

2. What type of financial assistance will be offered to students in the program?

There will be no financial assistance offered to students in the program.

3. Has the program had past practice of offering graduate assistantships? If so, please describe.

The proposed program is new and thus we have not had a practice of offering graduate assistantships to students in the program.

4. What provisions will be made to communicate the new classification to prospective and newly admitted students?

We will communicate the classification of the program on our website, in the program catalogue, in the admission letter and through personal communication with potential candidates about the program.