

Master of Science in Rehabilitation and Mental Health Counseling Program:

2021-2022 Program Outcomes

Accreditation Status of the Program

The Rehabilitation and Mental Health Counseling Program is fully accredited by the Council on Counseling and Related Educational Programs (CACREP) as a Clinical Mental Health Counseling program and Clinical Rehabilitation Counseling program with a current accreditation cycle of 2015-2023.

The Rehabilitation and Mental Health Counseling program at IIT is one of only twelve programs in the country with this dual accreditation status. The dual emphasis is designed to train clinical mental health counselors who are prepared to meet the mental health needs of individuals with a wide range of disabilities.

Retention Rate

The Rehabilitation and Mental Health Counseling Program at IIT had 24 students enrolled in courses at the beginning of the 2020-2021 academic year. The retention rate for the 2021-2022 academic year was 96% (23/24).

The average time necessary to complete the rehabilitation counseling program is 2-3 years dependent on whether students complete the program full time (15 credits per semester) or as part of our working professional's program (9 credits per semester).

Estimated Cost

The tuition cost for graduate students for the 2021-2022 academic year is \$1,614 per credit hour. The total number of credit hours for the M.S. degree in Rehabilitation and Mental Health Counseling is 60 credit hours. Thus, the total cost of the degree is \$96,840. This figure does not include fees, books, and supplies.

Tuition may increase each year by varying amounts. Whether a student enrolls for courses on a full-time or part-time basis will affect the total cost of the degree, as students who complete coursework over a longer period of time may be subject to a larger number of annual tuition increases. Students should plan for an increase in tuition each year and calculate the total cost based on their anticipated length of stay in the program.

Scholarships

The Rehabilitation and Mental Health Counseling Program at IIT has two five-year (2019-2024; 2020-2025) long-term training grant from the Rehabilitation Services Administration (RSA) for those students interested in working for the State-Federal Vocational Rehabilitation (VR) system. The first grant has a focus specifically on working with persons with psychiatric disabilities, while the second is a more general VR focus. Both grants include an emphasis on recruitment of underrepresented minority students. Interested students may apply for this training grant after acceptance into the program, and prior to their first semester. The application includes a personal statement describing why they are interested in working for state VR and how it fits into their personal career goals. Students

also receive a modest stipend to offset the cost of books and supplies.

The program also holds a competition each year for 2-5 scholarships for students interested in multicultural and international rehabilitation. The application includes a personal statement describing their experiences and interests in international/multicultural rehabilitation. The amount of the scholarship varies each year, but is typically between \$3,000- \$5,000.

Master's students also have the opportunity to participate in a clinical testing experience via Illinois Tech's Center for Research and Services by administering the test for children applying to the Chicago Public School Selective Enrollment Program. This is an assistantship opportunity with tuition assistance and stipend.

In addition, students have the opportunity to apply for graduate and/or research assistantships within the department, once they have been accepted into the program.

Employment Rate of Graduates

A total of 8 students graduated during the 2020-2021 academic year. Within 6 months of graduation, 100% of these graduates obtained employment or were accepted into academic programs for advanced graduate degrees.

Employment Settings where Graduates Work

IIT's graduates work in a variety of settings, including state VR systems, nonprofit rehabilitation agencies, community-based mental health agencies, the Veterans Administration, and private for-profit rehabilitation organizations. More than 50% of our graduates are working for nonprofit/community-based rehabilitation or mental health programs.

Passing Rate for the Certified Rehabilitation Counselor Exam

Based on a review of the Commission on Rehabilitation Counselor Certification (CRCC) practitioner database, 86% (6/7) of the 2022 graduates who sat for the certification exam passed and attained CRC status, with the intent to also obtain counseling licensure.

Licensure

The M.S. in Rehabilitation and Mental Health Counseling Program at Illinois Tech is fully accredited by CACREP. Prospective students wishing to learn more about accreditation or to verify the accreditation status of a program should go to the CACREP website at www.cacrep.org.

Graduates of the program are eligible to take the Certified Rehabilitation Counseling Exam (CRCE) through the CRCC and to become a Certified Rehabilitation Counselor (CRC), which is the standard certification for rehabilitation counseling practice in the United States. More information can be obtained from the CRCC website at <https://www.crc certification.com>.

Graduates are also eligible to take the National Counseling Examination (NCE) through the National Board for Certified Counselors (NBCC) and to become a National Certified Counselor (NCC). NBCC also offers the National Clinical Mental

Health Counseling Examination (NCMHCE), which is required in some states for licensure as a professional counselor. Graduates of the program are also eligible to take the NCMHCE and to become a Certified Clinical Mental Health Counselor. More information can be obtained from the NBCC website at <http://www.nbcc.org>.

Graduates from the program are eligible to become licensed as a Professional Counselor in the state of Illinois. After a period of supervised practice, a Licensed Professional Counselor may apply to become a Licensed Clinical Professional Counselor (LCPC) in the state of Illinois. An LCPC may practice independently if they wish.

Licensing laws for professional counselors vary from state to state. To find out current how IIT's program fits within licensure from state-to-state, see **Table 1** below. Prospective students are encouraged to check the licensing law in the state in which they intend to reside following graduation. In most states, graduation from CACREP accredited program and possession of the CRC, NCC, or NCMHC designation is sufficient for licensure as a counselor. However, some states may have additional requirements. For example, if a state requires extra coursework, it is important for the student to identify this and discuss the matter with faculty to determine if the needed coursework is offered at IIT. To check on the requirements for a specific state, students can go to the American Counseling Association website, which lists the state counseling board websites by state: <http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>.

TABLE 1
Illinois Institute of Technology
M.S. in Rehabilitation and Mental Health Counseling
State Licensing Information Disclosure to Consumers

For more information on licensing requirements, including contact information for every state and territory licensing board, please see the Licensure & Certification – State Professional Counselor Licensure Boards page on the ACA webpage [[link](#)]. It should be noted that different states have different names/categories for professional counselor designation. All states require the completion of supervised practicum and internship during a master’s degree program (although the number of required hours may vary). These aspects are also required for the master’s degree in rehabilitation and mental health counseling at Illinois Institute of Technology. In addition to education requirements for the master’s degree, however, most jurisdictions require post-master’s professional experience. These requirements are beyond the curricular requirements described below. Where indicated, the RMHC program at IIT meets the criteria for the entrance-level professional category within the counseling profession.

Below, an asterisk (*) indicates that earning a master’s degree from a program accredited by the Counsel on the Accreditation of Counseling and Related Professions (CACREP) satisfies educational requirements for licensure. IIT is currently accredited by CACREP.

State	IIT Program Satisfies Curricular Requirements?			State Professional Association or License Authority and Notes
	Yes	No	Unable to Determine	
1. Alabama	X*			http://abec.alabama.gov/
2. Alaska	X*			https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/ProfessionalCounselors.aspx
3. Arizona	X*			https://azbbhe.us/
4. Arkansas	X*			https://abec.statesolutions.us/
5. California		X		https://www.bbs.ca.gov/ Although a master’s degree from an accredited program like IIT is needed, additional coursework or experience, potentially beyond what is offered at IIT in the following areas, are also required: California Law and Ethics (12 hours); California Cultures and the Social and Psychological Implications of Socioeconomic Position (15 hours); Child Abuse Assessment and Reporting in California (7 hours); 280 hours of face-to-face counseling experience in practicum/internship; human sexuality (10 contact hours); spousal/partner abuse, detection and intervention strategies (15 contact hours); aging and long-term care (10 contact hours); coursework or applied experience in suicide assessment and intervention (6 contact hours).
6. Colorado	X*			https://dpo.colorado.gov/ProfessionalCounselor
7. Connecticut	X*			https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing
8. Delaware	X*			https://dpr.delaware.gov/boards/profcounselors/ Tiered system requiring post-master’s supervision
9. District of Columbia	X*			https://dchealth.dc.gov/service/professional-counseling-licensing NOTE: Although a master’s degree from an accredited program like IIT is needed, additional coursework or experience, potentially beyond what is offered at IIT in the following areas, may be required: Marriage and Family Therapy

10. Florida	X*			https://floridasmentalhealthprofessions.gov/ NOTE: Although a master's degree from an accredited program like IIT is needed, additional coursework or experience, potentially beyond what is offered at IIT in the following areas, may be required: Human Sexuality (3 credit hours). This coursework can be completed during your Provisional Mental Health Counselor.
11. Georgia	X*			https://sos.ga.gov/index.php/licensing/plb/43
12. Hawaii	X*			http://cca.hawaii.gov/pvl/programs/mental/
13. Idaho		X		https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=COU NOTE: Although a master's degree from an accredited program like IIT is needed, requires that supervised hours be completed in a clinical counseling setting only; psychosocial rehabilitation not accepted. Also requires one thousand (1,000) hours of supervised experience in counseling acceptable to the board (With planning this requirement may be able to be met within the program).
14. Illinois	X*			https://www.idfpr.com/profs/ProfCounselor.asp
15. Indiana		X		https://www.in.gov/pla/social.htm Requires completion of not less than one (1) supervised practicum, internship, or field experience in a counseling setting, which must include a minimum of one thousand (1,000) clock hours consisting of one (1) practicum of one hundred (100) hours, one (1) internship of six hundred (600) hours, and one (1) advanced internship of three hundred (300) hours with at least one hundred (100) hours of face to face supervision. With planning, this requirement can be met within the program.
16. Iowa	X*			https://ibpllicense.iowa.gov/PublicPortal/Iowa/IBPL/common/index.jsp
17. Kansas		X		https://ksbsrb.ks.gov/professions/professional-counselors NOTE: Requires not less than 350 direct client hours during clinical practicum/internship experiences. IIT's RMHC requires 300. With planning, this requirement can be met within the program.
18. Kentucky	X*			http://lpc.kv.gov/Pages/default.aspx
19. Louisiana	X*			https://www.lpcboard.org/application
20. Maine	X*			https://www.maine.gov/pfr/professionallicensing/
21. Maryland		X		https://health.maryland.gov/bopc/Pages/licenseeinfo.aspx NOTE: Although a master's degree from an accredited program like IIT is needed, additional coursework or experience, potentially beyond what is offered at IIT in the following areas, may be required: Marriage and Family Therapy (3 credit hours)
22. Massachusetts	X*			https://www.mass.gov/orgs/board-of-registration-of-allied-mental-health-and-human-services-professions
23. Michigan	X*			https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27536---,00.html
24. Minnesota	X*			https://mn.gov/boards/behavioral-health/lpc-and-lpcc/
25. Mississippi	X*			https://www.lpc.ms.gov/wplpc/ NOTE: Although a master's degree from an accredited program like IIT is needed, additional coursework or experience may be required: Marriage and Family Therapy.
26. Missouri	X*			https://pr.mo.gov/counselors.asp
27. Montana	X*			http://boards.bsd.dli.mt.gov/bbh#1?1
28. Nebraska	X*			http://dhhs.ne.gov/licensure/Pages/Mental-Health-and-Social-Work-Practice.aspx
29. Nevada	X*			http://marriage.nv.gov/
30. New Hampshire	X*			https://www.oplc.nh.gov/mental-health/
31. New Jersey	X*			https://www.njconsumeraffairs.gov/pc/Pages/default.aspx
32. New Mexico	X*			http://www.rld.state.nm.us/boards/Counseling_and_Therapy_Practice.aspx
33. New York	X*			http://www.op.nysed.gov/prof/mhp/#
34. North Carolina	X*			https://www.ncblpc.org/

35. North Dakota	X*			http://www.ndbce.org/
36. Ohio	X*			https://cswmft.ohio.gov/wps/portal/gov/cswmft/preparing-for-a-license/counselors
37. Oklahoma	X*			https://www.ok.gov/behavioralhealth/
38. Oregon	X*			https://www.oregon.gov/oblpc/Pages/index.aspx
39. Pennsylvania	X*			https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx
40. Rhode Island	X*			https://health.ri.gov/licenses/detail.php?id=228
41. South Carolina	X*			https://lir.sc.gov/cou/
42. South Dakota	X			https://dss.sd.gov/licensingboards/counselors/counselors.aspx
43. Tennessee	X*			https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board.html
44. Texas	X			https://www.dshs.state.tx.us/counselor/
45. Utah	X*			https://dopl.utah.gov/
46. Vermont	X*			https://sos.vermont.gov/ NOTE: Although a master's degree from a CACREP accredited program like IIT is needed, Vermont's licensing system requires supervised post-master's experience under the designation of "non-licensed non-certified psychotherapist." Graduates of IIT's RMHC program qualify for this entry level designation.
47. Virginia		X		http://www.dhp.virginia.gov/counseling/ Although a master's degree from a CACREP accredited program like IIT is needed, additional coursework is required in the following area: Marriage and Family Therapy.
48. Washington	X*			https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/CertifiedCounselor
49. West Virginia		X		http://www.wvbec.org/ Although a master's degree from a CACREP accredited program like IIT is needed, additional coursework is required in the following area: Marriage and Family Therapy.
50. Wisconsin	X*			https://dsps.wi.gov/Pages/BoardsCouncils/MPSW/Default.aspx
51. Wyoming	X*			https://mentalhealth.wyo.gov/

Annual Program Evaluation – 2021/2022

<p>Learning Goals</p> <p><i>What should students be able to do after success-fully completing the program?</i></p>	<p>Measures</p> <p><i>What class work and assignments will be used to assess whether the student has achieved the goal?</i></p>	<p>Schedule</p> <p><i>When, how often and by whom will data be collected?</i></p>	<p>Evaluation</p> <p><i>How will you determine how well your students have learned this?</i></p>	<p>Standards</p> <p><i>What benchmarks will be used to interpret your results?</i></p>	<p>Results/Findings</p> <p><i>Percent of attainment, number of participants, and interpretation.</i></p>
<p>1. Demonstrate foundational skills and techniques necessary to work in a practicum setting.</p> <p><i>Supports Program Objectives a-k</i></p>	<p>The video-recording evaluation and feedback form utilized in pre- practicum. The skill categories include: (1) basic listening skills, (2) interview structure, (3) facilitation skills, (4) reflecting, (5) advanced reflecting, (6) challenging, (7) client counselor alliance, (8) goal setting, (9) solution skills, and (10) counseling style</p>	<p>1) The instructor for the pre-practicum course is responsible for individual evaluation of counseling videotape projects for the mid-term and final evaluation.</p>	<p>Each student must receive a passing grade on the evaluation and feedback form in order to be approved for practicum.</p>	<p>90% of students will achieve a passing score on the evaluation and feedback form.</p>	<p>100% (15/15) of students in the pre-practicum course received a passing grade on their final evaluation and feedback form, and were approved to move on to practicum.</p>
<p>2. Demonstrate basic counseling skills in practicum before progressing to specialized internship experience</p> <p><i>Supports Program Objectives b-f, and i-k,</i></p>	<p>The Basic Counseling Skills Rubric is used to evaluate the students (1) counseling relationship, (2) comprehensive use of counseling skills, (3) structure and direction or focus of a session (4) attending to client affect, content, meaning, reflection, exploration and summarization, and (5) professional role skills</p>	<p>1) The individual faculty supervisor will complete the basic counseling skills rubric at the end of the semester. The instructor of the practicum course will review all counseling skills rubrics and report on the total for all students.</p>	<p>1) Students are rated on a 0-does not meet, 1-meets target, and 2-exceeds target. A student must achieve a total of 4 (e.g. having met the target for four out of five counseling skills). in order to pass.</p>	<p>90% students will achieve a passing score of 4 or higher.</p>	<p>100% (9/9) of the students in practicum received a minimum score of 4 on the Basic Counseling Skills Rubric.</p>

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<p>3. Demonstrate advanced counseling skills in their specialized internship prior to graduation.</p> <p><i>Supports Program Objectives a-q, CMHC Objectives a-l, and CRC Objectives a-j</i></p>	<p>The Advanced Counseling Skills Rubric is used to evaluate the students (1) counseling relationship, (2) comprehensive use of counseling skills, (3) structure and direction or focus of a session (4) attending to client affect, content, meaning, reflection, exploration and summarization, (5) professional role skills, (6) case conceptualization, and (7) personal growth skills.</p>	<p>1) The individual faculty supervisor will complete advanced counseling skills rubric at the end of the semester. The instructor of the internship course will review all counseling skills rubrics and report on the total for all students.</p>	<p>1) Students are rated on a 0-does not meet, 1- meets target, and 2-exceeds target in seven skills areas. A student must achieve a total of 7 (e.g. having met the target for seven out of seven counseling skills) in order to pass.</p>	<p>90% students will achieve a passing score of 7 or higher.</p>	<p>100% (15/15) students participating in internship received a passing score of 7 or higher on the Advanced Counseling Skills Rubric at the end of Internship.</p>
<p>4. Students entering the program will complete the program</p> <p><i>Supports Program Objectives a-q</i></p>	<p>Student retention and matriculation rates.</p>	<p>1) The program director will monitor all students in the program and review the monitoring report for student who have not registered each semester</p>	<p>1) Students who have not completed at least one semester in an academic year without having requested a leave of absence will be considered dropped from the program according to university policy</p>	<p>90% of students who enter the program will matriculate and graduate with a M.S. in Clinical Counseling.</p>	<p>Eight students entered into the program in spring or fall 2020, seven of which enrolled as full-time students. 5/7 (71%) of the full-time students entering the program in 2020 graduated in 2022. Of the two who did not graduate, one student went PT due to pregnancy/childbirth, and the other left the program for financial reasons.</p>

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<p>5. Offer a student focused curriculum. <i>Supports Program Objectives a, b, and f-h, CMHC Objectives a-l, and CRC Objectives a-j</i></p>	<p>1) Graduation survey of students to assess satisfaction</p>	<p>1) Survey is administered at the end of each academic year before students graduate</p>	<p>1) Compile comments from students and assess areas of concern identified by students</p>	<p>90% of students indicate they are satisfied with the how effectively they were prepared to apply knowledge of rehabilitation and mental health counseling practice.</p>	<p>8/8 (100%) respondents indicated a rating of 5 or higher on their level of preparation for the fields of clinical rehabilitation and/or clinical mental health counseling on a scale 0 (not at all) to 10 (very prepared). The mean rating for clinical mental health counseling was 8.6/10, and the mean rating for clinical rehabilitation counseling was 8/10. In both cases improved from last year & exceeds the standard.</p>
<p>6. Demonstrate ability to apply evidence-based research to their clinical practice. <i>Supports Program Objectives f, n, and o</i></p>	<p>1) Research strength rubric completed by research instructor</p>	<p>1) Research strength will be collected by faculty members at the end of each of 2 research courses</p>	<p>1) Students successfully defend the originality of their research proposal and its significance to rehabilitation and mental health counseling practice</p>	<p>90% achieve a passing grade of a B or higher on the research courses.</p>	<p>100% (8/8) of students who enrolled in the research project course received a grade of B or better on their final research project.</p>

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<p>7. Demonstrate knowledge of the knowledge domain areas for clinical counseling rehabilitation and/or clinical mental health counseling.</p> <p><i>Supports Program Objectives a-q, CMHC Objectives a-l, and CRC Objectives a-j</i></p>	<p>1) Certified Rehabilitation Counselor (CRC) exam OR National Counselor Examination (NCE)</p>	<p>1) Data will be requested of CRCC and NCE in September/October of each year. 2) Students will be asked to report on their examination status (pass/fail). 3) Search of the CRC certification database will be conducted to determine certification status.</p>	<p>1) Students successfully learn the knowledge domain areas for rehabilitation and mental health counseling practice.</p>	<p>80% of students who take the certification (CRC) or licensing (NCE) exam receive a passing score on the exam.</p>	<p>Based on a search conducted on the CRCC database website and in speaking with graduates, 86% (6/7) of the students who took the CRC examination during the 2021-2022 cycle received a passing score. This exceeds both the standard and the national average, which is 67%.</p>
<p>8. Employer satisfaction with preparation of graduates.</p> <p><i>Supports Program Objectives a-q</i></p>	<p>1) Employer questionnaire</p>	<p>1) Questionnaire will be sent out and data collected once every five years</p>	<p>1) Employers will rank each outcome area on a scale of 0 (unsure) to 5 (excellent preparation). If any outcome area scores below a 3, the employer will indicate which area(s) are deficient</p>	<p>90% of the employers will rank the program a minimum of a 3 or higher on each of the ten outcome areas</p>	<p>This evaluation, which is conducted every five years, was completed in 2020. 100% (18/18) of the employers who responded to the survey rated outcome areas as 3 or higher. The mean rating for the 21 competency areas was 4.14/5, which indicates a high level of satisfaction with our graduates' level of preparedness</p>

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<p>9. Student satisfaction with preparation for professional counseling practice</p>	<p>1) Student questionnaire</p>	<p>1) Student survey is distributed to all graduating students in the semester of graduation</p>	<p>1) Students will rank each outcome area on a scale of 0 (unsure) to 5 (excellent preparation). If any outcome area scores below a 3, the student will indicate which area(s) are deficient</p>	<p>90% of students will rank the outcomes areas a minimum of a 3 or higher.</p>	<p>100% (8/8) of the respondents rated each of the 12 domains areas as a 3 (moderate preparation) or above. The average rating across all domains was 4.2/5.</p>
<p>10. Students professional identity as a professional counselor</p> <p><i>Supports Program Objectives a, e, g, and l</i></p>	<p>1) Student survey</p>	<p>1) Student survey is distributed to all graduating students in the semester of graduation Student employment and pursuit of an advanced graduate degree is tracked</p>	<p>1) Students indicate the certification exam they are taking and the licensure they are pursuing Students report on their employment or advanced graduate degree that is sought</p>	<p>90% of students will plan to pursue certification in a counseling area and licensure as a professional counselor 100% of students will plan to pursue an advanced graduate degree in a counseling field</p>	<p>100% (8/8) of the respondents plan to pursue either CRC certification (8/8) and/or counseling licensure at the state level (8/8).</p>