

New Standalone Academic Program Proposal

DO NOT use this form for a multi-institution and/or multi-award program proposal.

Program Data

Program Title: **Clinical Mental Health Counseling**

HEGIS Area: **Social Sciences**

HEGIS CODE (6 digit): **2104.10 - Mental Health Counseling**

AWARD: Master of Science (MS)

If advanced certificate indicate if Post-Baccalaureate or Post Masters

CIP Code: 42.2803 - Counseling Psychology

Total # of Required Credits: **60**

Student Type (select one): Full-Time Part-Time Both

Will the ENTIRE PROGRAM be offered at more than one location of the campus (e.g., at both the main campus and a branch campus)?

Yes (a separate proposal is required for each location) No

Will any program COURSES be offered at off-campus locations (e.g., extension center, extension site)?

Yes (List the names and addresses of off-campus locations below) No

CERTIFICATE OR LICENSURE:

Is this an Education Preparation Program (EPP) proposal (i.e., does this program lead to a college recommendation for the issuance of a P-12 certificate)? Y/N

No

Is this program professional licensure-qualifying? (e.g., accounting, engineering, nursing)

For a full list of professional licensure titles go to the [SUNY Academic Programs](#) webpage

Yes

Certificate or License Title: **Licensed Mental Health Counselor**

Official Certificate or License Title: **Mental Health Counselor/Licensed Mental Health Counselor**

Certificate or Licensure Type: LIC QUAL PERM PROV PRV/PERM

INITIAL **PROFESSIONAL** INIT/PRF

RES TRANSB

No

No but related to a licensure-qualifying area (e.g., accounting, engineering, nursing)

ACCREDITATION

Will the program be accredited?

Yes

Accrediting Agency: **Masters in Psychology and Counseling Accreditation Council (MPCAC).**

Expected date of accreditation will depend on start of program. It will be approximately 2-3 years from the date the first cohort begins.

<https://mpcacaccreditation.org>

Expected Date of Accreditation: **7/1/2030**

No

PROGRAM FORMAT Check all that apply:

Schedule	Mode	Other
<input checked="" type="checkbox"/> Evening <input type="checkbox"/> Evening/Weekend <input type="checkbox"/> Weekend <input checked="" type="checkbox"/> Day <input type="checkbox"/> Not Full-Time	<input type="checkbox"/> Accelerated <input type="checkbox"/> Distance Education <input type="checkbox"/> External <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Standard	<input type="checkbox"/> Upper-Division <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English <input type="checkbox"/> Cooperative <input type="checkbox"/> 5-Year Baccalaureate <input type="checkbox"/> Teacher Residency

Definitions:

Evening: All requirements for the degree or other award must be offered during evening study.

Evening/Weekend: All requirements for the degree or other award must be offered during a combination of evening and weekend study.

Weekend: All requirements for the degree or other award must be offered during weekend study.

Day: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during the traditional daytime study.

Not Full-Time: The program cannot be completed on a full-time basis: for example, a 60-credit program that leads to an associate degree that cannot be completed in two academic years. Such programs are not eligible for TAP payments to students.

Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion.

Distance Education: 50% or more of the course requirements for the degree or other award can be completed through study delivered by distance education.

External: All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

Independent Study: A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

Standard: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.

Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Language Other Than English: The program is taught in a language other than English.

Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.

5-Year Baccalaureate: For baccalaureate programs. Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.

Teacher Residency: A structured, collaboratively designed (P-12/IHE) preparation pathway where teacher candidates participate in a yearlong, mentored clinical experience as defined by Commissioner's Regulations Section 52.21.

Program Content

Program Description:

Provide the description of the program as it will appear in the institution's catalog.

The 60-credit Master's Program in Clinical Mental Health Counseling is designed to prepare students for licensure requirements as mental health counselors in New York State and to serve diverse populations facing complex challenges. Our training model is based on cognitive and behavioral science theory, emphasizing evidence-based practice, cultural competence, and ethical responsibility. The program blends rigorous academic coursework with extensive supervised clinical experiences. Over the course of 5 consecutive semesters (two years), students engage in a structured curriculum that includes human development, counseling theory and techniques, group dynamics, assessment, research methods, and professional ethics. Practicum and internship placements allow students to apply their skills in real-world settings under the guidance of licensed professionals. The program aims to prepare graduates who are committed to promoting wellness, mental health, and social justice within their communities.

EDUCATIONAL OUTCOMES, CAREER OBJECTIVES, STUDENT LEARNING OUTCOMES

What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)?

The primary student learning outcomes (SLOs) align with NYS licensure standards, MPCAC accreditation guidelines and the priorities and mission of Harpur College and Binghamton University. This program will prepare graduates to:

1. Students will demonstrate broad theoretical and applied knowledge relevant to professional counseling and mental health services practice through coursework and engagement in supervised clinical experiences in a variety of applied settings.
2. Students will demonstrate knowledge of professional counseling organizations and exhibit engagement with the field through participation in events, memberships, and/or contributions to professional discourse.
3. Students will develop a strong sense of professional identity and commit to lifelong learning as a foundation for professional counseling practice and describe ongoing professional development and licensure requirements, including continuing education expectations.
4. Become familiar with the body of rules governing the practice of the professions in New York State.
5. Students will document professional decisions about appropriate client care needs in records, demonstrating awareness of ethical and legal codes of professional practice.
6. Students will critically evaluate and analyze counseling and psychological research to assess the strength and applicability of evidence for clinical use in assessment and intervention planning while considering each client's cultural, social, and individual context.

7. Students will demonstrate core counseling skills and professional competencies in diverse clinical settings, including risk assessments, structured clinical interviews, diagnostic formulations, and the development, implementation and evaluation of evidence-based treatment plans.
8. Students will explain theoretical models relevant to counseling underserved and marginalized populations, assess client needs from diverse backgrounds, integrate multicultural perspectives and adaptations to practice, and identify their own biases and values that impact service delivery and competency.
9. Students will promote equity and access in their work, model ethical behavior and advocate for social justice within their professional and personal lives.

Upon completion of the master's degree program, students will have completed 60 credits of coursework and 600 hours of supervised clinical experiences and training required by New York State for licensure as a mental health counselor.

CURRICULUM

Tracks: Will the program have multiple tracks?

Yes List Tracks:

No

Curriculum Tables

Provide a list of all courses required for the program, including restricted electives. Do not include general education course requirements or non-restricted electives.

Course Number and Title	Credits	Mark "X" if New Course
COUN 500 Foundations of Mental Health Counseling	3	X
COUN 505 Professional Orientation: Ethical Practice & Legal Issues	3	X
COUN 510 Psychopathology	3	X
COUN 515 Lifespan Development	3	X
COUN 520 Assessment & Measurement	3	X
COUN 525 Theoretical Foundations of Psychotherapy and Counseling	3	X
COUN 530 Evidence-based Practice of Counseling and Psychotherapy	3	X
COUN 535 Social and Cultural Identities and Experiences	3	X
COUN 540 Group Counseling & Group Work	3	X
COUN 545 Career Development	3	X
COUN 550 Research & Program Evaluation	3	X
COUN 555 Consultation & Supervision	3	X
COUN 565 Mental Health Counseling and Neurodevelopmental Conditions or COUN 575 Substance Use & Addictions	3	X
COUN 570 Crisis, Trauma & Grief Counseling	3	X
COUN 590 Clinical Instruction Practicum	3	X
COUN 596 Clinical Internship 1	6	X
COUN 598 Clinical Internship 2	6	X
COUN 599 Capstone Thesis Project	3	X
TOTAL	60	

Additional Curriculum Information

If necessary, provide additional information about the curricular structure.

Students must take either COUN 565 or COUN 575.

Expected Enrollment

Complete the table below for total enrollment for each year, including **both** a Full-time **and** Part-time row, even if the expected enrollment is zero.

Enrollment Status	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time	18	45	62	70	70
Part-Time					

RELATED PROGRAMS AT PROPOSING CAMPUS

Describe the program's relationship to your campus' existing or planned programs in the same or related disciplines and the expected impact on them.

The proposed program will be housed in a separate department from other, related programs at Binghamton, such as Clinical Psychology. There are significant differences in the training and focus between these programs. As such, there will be limited sharing of resources; however, opportunities for collaboration in the area of research may arise. No negative impact is expected.

A related discipline on campus, Social Work, may have an overlap in community placements. However, the skills and fieldwork experiences for Social Work students will not overlap. Instead, there will likely be opportunities for collaboration and synergy in client care and service access. Additionally, the proposed program may offer opportunities for students in other, related graduate programs to enroll in courses offered by the program.

MARKET NEED AND DEMAND

Explain the need for this program in terms of the educational and/or economic needs.

This program addresses a significant need in the local, state, and nation. Graduate programs in health services psychology are in high demand, reflecting a consistent trend in the job market. Employment growth for this degree is among the fastest-growing occupations over the next decade, with an estimated job growth of 18-23% according to the US Bureau of Labor Statistics. Graduates can expect a competitive starting salary of \$55,000.

A Fall 2024 survey of Binghamton University undergraduates enrolled in Psychology courses revealed a high interest in health service psychology careers, with 51% indicating they would pursue graduate studies at Binghamton if these programs were offered. This is also in alignment with the recent American Psychological Association (APA) guidelines, which emphasize the need for more masters-level practitioner training and licensure to better prepare students for the workforce's growing demand for mental health professionals.

SIMILAR PROGRAMS AT OTHER CAMPUSES

SUNY Institutions

Use the table below to list similar programs at other SUNY institutions, in the service area, region and state, as appropriate.

Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites.

Institution	Program Title	Award	Enrollment
SUNY New Paltz	Clinical Mental Health Counseling	MS	69
SUNY Brockport	Mental Health Counseling	MS	83
SUNY Buffalo	Mental Health Counseling	MS	45

Non-SUNY Institutions

Use the table below to list similar programs at non-SUNY peer institutions, in the service area, region and state, as appropriate.

Official SED program titles and codes can be found on NYSED's [Inventory of Registered Programs](#).

Institution	Program Title	Degree
Syracuse University	Clinical Mental Health Counseling	MS
LeMoyne College	Clinical Mental Health Counseling	MS
Scranton University	Mental Health Counseling	MS
Marywood University	Clinical Mental Health Counseling	MA
Commonwealth University	Clinical Mental Health Counseling	MS
Russell Sage College	Mental Health Counseling	MA
Russell Sage College	Mental Health Counseling and Community Psychology	MA

If the program is designed to prepare graduates for immediate employment, estimate employment opportunities and explain how the estimates were made

Employment in the mental health services field is in high demand and anticipated to grow over the next decade. Between 2020 and 2024, the number of licensed mental health counselors in NYS increased by 39%. A review of the number of licensed mental health counselors in NY (NYSOP) shows that counties in South Central NY all fall in the bottom half, suggesting a significant need for professionals in this sector.

Job Outlook. According to the U.S. Bureau of Labor Statistics, the mental health field is expected to experience the most significant growth among all U.S. occupations over the next decade. The demand for mental health therapists will increase by 18% through 2032 (compared to 3% for all occupations, 9% for social workers). The average annual salary for mental health counselors is approximately \$55,000. US range of the entry-level wage: \$51,000 to \$70,000.

PROGRAM SCHEDULE

Attach a sample program schedule showing how a typical student may progress through the program. Detailed instructions can be found in the template. If the program contains tracks, a sample program schedule must be completed for each track.

- [Program Schedule - Graduate](#)
- [Program Schedule - Undergraduate](#)

See attached.

Is a comprehensive, culminating element required?

Yes

Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s):

Students must have a passing grade for COUN 690 Capstone Thesis Project (Thesis Equivalent)

No

Faculty

Complete the faculty tables that describe full-time faculty, part-time faculty, and/or faculty to be hired, as applicable. Faculty curricula vitae should be provided upon request.

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

FULL-TIME FACULTY: Provide information on full-time faculty members who will be teaching each course in the major field or graduate program.

Identify Program Director with an asterisk (*)

Name and Title/Rank	Program Courses	Percent Time to Program	Highest Degree, Institution, and Discipline	Additional Qualifications
Nadine Mastroleo*, Professor, Program Director		30%	PhD, Pennsylvania State University, Counselor Education	

PART-TIME FACULTY: Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

Name and Title/Rank	Program Courses	Highest Degree, Institution, and Discipline	Additional Qualifications

FACULTY TO BE HIRED: Complete the table below; one row per position.

Title/Rank of Position	Minimum Qualifications (including degree and discipline)	Expected Course Assignments	Expected Hire Date	Job Description Attached
TBH1 Associate/Full Professor. This individual will likely serve as the Program Director.	Doctoral / Clinical, School, or Counseling Psychology / Licensed Psychologist or Mental Health Counselor; Significant Professional Experience in field	Any of the above	8/1/2026	
TBH2 Assistant Professor	Doctoral / Clinical, School, or Counseling Psychology / Licensed Psychologist or	Any of the above	8/1/27	

	Mental Health Counselor			
TBH3 Assistant Professor	Doctoral / Clinical, School, or Counseling Psychology / Licensed Psychologist or Mental Health Counselor	Any of the above	8/1/28	
TBH4 Instructor	Doctoral/ Clinical, School, or Counseling Psychology / Licensed Psychologist or Mental Health Counselor	Any of the above	8/1/27	
TBH5 Instructor	Masters or Doctoral / Clinical, School, or Counseling Psychology / Licensed Psychologist or Mental Health Counselor	Any of the above	8/1/28	
TBH6 Instructor	Masters or Doctoral / Clinical, School, or Counseling Psychology / Licensed Psychologist or Mental Health Counselor	Any of the above	8/1/28	
TBH7 Instructor	Masters or Doctoral / Clinical, School, or Counseling Psychology / Licensed Psychologist or Mental Health Counselor	Any of the above	8/1/30	

If existing faculty members will direct study (e.g., teach courses) in the proposed program, please explain the impact of the proposed program on existing programs in terms of faculty responsibilities to meet the needs of each program. Use "N/A" if not applicable.

N/A

Financial Resources and Instructional Facilities

a) Budget Narrative - Personnel

Explain what is driving the personnel costs (e.g., hired faculty/staff Full-Time Equivalent (FTEs); efficient use of faculty now teaching full load; moves from Temporary Service (TS) to Personal Service Regular (PSR); additional adjunct faculty hired; course load increases; and extra service).

The proposed master's program is entirely new and, as such, would require the hiring of faculty to staff the program. A program director will be hired. This individual will be an associate or full professor, or an assistant professor with significant industry experience. Two professor-rank (assistant or associate) faculty members and four instructors will be hired to meet the instructional and supervisory needs of the program once it is fully enrolled.

The Psychology Department has a full-time faculty member qualified to serve in this program, assisting in its development. However, after the faculty for this program has been hired, the faculty member would return to the Psychology Department.

Year Before Program Start:

To oversee the planning and initial development of the program, a faculty member from the Department of Psychology will be assigned full-time, and a .25FTE staff member will provide administrative assistance. A Program Director, part-time (.75FTE) program coordinator, and administrative assistant will be recruited and hired during this year.

Years 2-7: Two assistant professors (tenure-track) and four instructors will be hired. When the program reaches complete enrollment (35 students per cohort), an adjunct instructor will be hired to teach one course, meeting the curricular needs of the program. We anticipate a Fall 2027 start date with a smaller incoming class of 21 students, increasing the incoming cohort size each year so that by 2029, the incoming cohort will reach its maximum size of 35. For capstone courses and internship/practicum courses, which are all time-intensive, a student-to-faculty member ratio of 8-13 is required. Other courses will accommodate larger enrollments of up to 35 students. Smaller class sizes are relatively standard for programs that include supervision and clinical training. Faculty will be required to supervise clinical work in both internal and external internship settings, in addition to any additional clinical supervision provided at an external site. By providing supervision to students, this will enable a richer offering of services at the university-based clinic and alleviate the supervision burden on licensed professionals for external community placements. Students must be well-prepared for their licensure exam upon graduation and possess the skills required for employment in a mental health setting.

Classes will be offered in person. Classrooms will need to accommodate up to 35 students.

It is not expected that the library will need to offer additional journals or books, given the existing programs (clinical psychology, social work) currently on campus. However, this will be explored more thoroughly with the library faculty.

b) Budget Narrative – Instructional Facilities

Describe the instructional facilities (including laboratories) and equipment committed to ensure the success of the program.

- If applicable, please explain what courses will be offered at the labs and the staffing for the labs(s).
- If applicable, please elaborate on the plan for new or renovated labs, including the timeline and the process for maintaining and replacing resources as necessary.

The university is currently in the process of identifying appropriate instructional and clinical spaces for this program.

c) Complete the new resources table.

List **new** resources that will be engaged specifically as a result of the new program (e.g. a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

Expenditure Category	Before Start	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	258,368	410,568	728,849	768,723	854,385	880,017
Faculty/Professional Support	49,063	50,532	53,906	33,353	36,540	37,578
Supplies & Expenses (OTPS)	38,678	54,590	106,556	65,578	61,664	53,281
TOTAL	346,109	515,690	889,331	867,654	952,589	970,876

Specify expenditure for description if “Other” fields above:

If applicable, please elaborate on the plan for new or renovating the labs, including the timeline.

d) Complete revenue table.

Year	Enrollment FTE	Tuition Rate (\$)	Tuition Subtotal (\$)	Other (\$)	Other: Specify Source	Total (\$)
Year 1	18	11,310 in-state;	203,580	0		230,634
Year 2	45	11,310 in-state;	508,950	88,066	Harpur funded asst prof & insurance	597,016
Year 3	62	11,310 in-state;	701,220	90,977	Harpur funded asst prof & insurance	792,197
Year 4	70	11,310 in-state;	791,700	93,966	Harpur funded asst prof & insurance	885,666
Year 5	70	11,310 in-state;	791,700	96,748	Harpur funded asst prof & insurance	888,448
TOTAL			2,997,150	369,757		3,366,907

Use currently approved in-state tuition rate for all years.

Other is used for allowable revenue sources other than tuition, e.g. grants.

e) If applicable, please explain any significant gaps between revenues and expenditures.

We anticipate that there will be a lot of interest in this program from out-of-state students, so our tuition revenue projections are significantly higher when we include a mixture of in-state and out-of-state students. We project that by year 3 the program will be totally solvent and revenue generating with revenue exceeding expenditures. Harpur College and Binghamton University are prepared to invest in years 0 through 2 when expenditures exceed revenue. It is typical for new programs to require investment in the early years of a program while staff are hired and enrollment leads are generated.

External Evaluation

Information on External Evaluation can be found on the SUNY Academic Programs webpage.

If required, pre-approval of External Evaluators form must be completed before this full proposal is submitted.

****TO BE COMPLETED AFTER LETTER OF INTENT IS APPROVED BY SUNY****

Is External Evaluation Required?

Yes if:

- an associate degree program that requires a Degree Authorization or Master Plan Amendment
- an associate degree program in engineering technology
- an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field)
- a baccalaureate degree program
- a graduate degree program

Is Pre-Approval of External Evaluators Required?

Campuses will select external evaluators without the need for preapproval from SUNY System Administration, except in instances that require NYSED preapproval (licensure-qualifying and doctoral programs); in these instances, campuses must obtain pre-approval by submitting a rank-ordered list and the CVs of three to five potential reviewers, which will then be transmitted to NYSED for review and preapproval.

Is External Evaluation Required to be ATTACHED?

Yes if:

- an associate or baccalaureate degree program that requires a Degree Authorization or Master Plan Amendment
- an associate or baccalaureate degree program in the discipline of engineering technology
- an associate or baccalaureate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field)
- a graduate degree program

For each reviewer provide:

Evaluator 1 Name:

1-2 sentence rationale for the selection of the external reviewer:

Evaluator 2 Name:

1-2 sentence rationale for the selection of the external reviewer:

*Attached CVs and [External Evaluation Reports](#)