



Alabama Commission on Higher Education

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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

- New Program Proposal
- Business Plan (<https://www.ache.edu/index.php/forms/>)
- Undergraduate or Graduate Curriculum Plan (<https://www.ache.edu/index.php/forms/>)

Primary Contact Information

Institution: University of Alabama in Huntsville

Contact: Dr. David Puleo

Title: Provost and Executive Vice President for Academic Affairs

Email: provost@uah.edu

Telephone: 256.824.6337

Program Information

Date of Proposal Submission: 9/18/2025

Award Level: Master's Degree

Award Nomenclature (e.g., BS, MBA): MA

Field of Study/Program Title: Clinical Mental Health Counseling

CIP Code (6-digit): 42.2803

Administration of the Program

Name of Dean: Dr. Jodi Price

Name of College/School: College of Arts, Humanities, and Social Sciences

Name of Chairperson: Dr. Dan Morrison

Name of Department/Division: Department of Psychology

Implementation Information

Proposed Program Implementation Date: Fall 2026

Anticipated Date of Approval from Institutional Governing Board: 11/7/2025

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/13/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Approval

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):



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I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

The Department of Psychology at The University of Alabama in Huntsville proposes a 60 hour master's program in Clinical Mental Health Counseling (CMHC). Consistent with the Alabama Board of Examiners in Counseling's Administrative Code 255-X-3, the program would provide comprehensive training in counseling theory; human growth and development; social and multicultural foundations; the helping relationship; group dynamics, processing, and counseling; lifestyle and career development; appraisal of individuals; research and evaluation; and professional orientation. In addition to these core educational requirements, students would also have the option of pursuing a concentration in Correctional Counseling, which would require coursework on forensic-specific issues, to further help meet the distinct needs of the local community. Further, program requirements would include one semester of practicum experience and two semesters of internship. Graduates of the proposed program would be eligible for state licensure as a Licensed Professional Counselor (LPC).

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. Over half of the undergraduate students studying Psychology at UAH are in the Psychological Services (B.A.) concentration, reflecting their desire to pursue careers in the applied, helping domain. These students do not currently have an option for completing their master's in PY at UAH, given that the other master's degrees offered in PY are research-focused, rather than applied in nature. The proposed program will meet the needs of these service-oriented students who wish to complete advanced degrees in PY without having to move.
2. Per data provided by Hanover Research, student demand for a Master's in CMHC has grown an impressive 6.2 percent regionally and 4.3 percent nationally, which reflects projections that the labor market for individuals with this training is expected to grow 18 percent within the region in the next 10 years (far exceeding the 4.6% growth rate for all occupations).
3. Graduates of Clinical Mental Health Counseling programs can anticipate a favorable job market outlook, with 23.1% projected growth rate of occupations related to Clinical Mental Health Counseling by 2034 in Alabama. Moreover, Hanover Research found that 94% of students graduating from CMHC programs they examined found employment after graduation, with the annual wage for substance abuse, behavioral disorder, and mental health counselors in Alabama earning on average \$50,700/yr in 2024 (compared to \$59,190 for the national mean income for these types of positions).
4. The Correctional Concentration is proposed to fill a vital need for qualified mental health counselors in Alabama's correctional settings. In the landmark lawsuit *Braggs et al., v. Dunn* (2017), the mental health services in Alabama's correctional facilities were determined to be "horrendously inadequate", leading to a "skyrocketing suicide rate" among incarcerated people. As the repercussions of this lawsuit continue to unfold, correctional facilities are eager to hire affordable, qualified mental health professionals.



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C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. UAH Counseling Center
2. Longwood Psychological Center

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Students will apply evidence-based counseling theories and techniques to effectively assess, diagnose, and treat a range of mental health issues.
2. Students will demonstrate knowledge of and adherence to the ethical codes and legal standards relevant to clinical mental health counseling, including informed consent, confidentiality, and mandated reporting.
3. Students will recognize the impact of culture, identity, and systemic factors on mental health and integrate culturally responsive strategies in their clinical work with individuals, couples, families, and groups.
4. Students will communicate effectively and professionally with clients, colleagues, supervisors, and referral sources, demonstrating appropriate use of clinical documentation and consultation skills.
5. Students will critically evaluate and apply current research, assessment tools, and outcome measures to inform treatment planning and evaluate counseling effectiveness.
6. Students will articulate their role and identity as clinical mental health counselors and engage in ongoing self-reflection, supervision, and professional development to enhance personal and professional growth.

E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 [SREB](#) states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
42.2803	MS Clinical Rehabilitation Counseling	Alabama A&M	Their program focuses on rehabilitation counseling.
42.2803	MA in Clinical Mental Health Counseling	University of North Alabama	This is an in-person program, thus is not an option for students unable to commute or move to Florence, AL.



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51.1508	MS in Clinical Mental Health Counseling	University of Alabama	This is an in-person program, thus is not an option for students unable to commute or move to Tuscaloosa, AL.
13.1101	M.Ed in Counseling	Auburn University	Program is not designed to lead to LPC licensure
13.1101	MA in Counseling with a concentration in Clinical Mental Health Counseling	University of Alabama at Birmingham	This is an in-person program, thus is not an option for students unable to commute or move to Birmingham, AL.
51.1508	MS in Clinical Mental Health Counseling	University of South Alabama	This is an in-person program, thus is not an option for students unable to commute or move to Mobile, AL.
42.2810	PhD in Clinical Counseling Psychology	Alabama State University	They offer a PhD; no terminal master's in this domain
42.2806	MA in Educational Psychology and Counseling	Tuskegee University	Focus is primarily on preparing students to be school counselors.
51.1505	MS in Clinical Mental Health Counseling	Jacksonville State University	This is an in-person program, thus is not an option for students unable to commute or move to Jacksonville, AL.
42.2803	MS in Clinical Mental Health Counseling	Troy University	This is an online program, but requires a few in person residencies, thus is not an option for students unable to commute or move to Troy, AL.

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes No**

If **yes**, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

We expect that the largest number of applicants to the CMHC program will come from our undergraduate Bachelor of Arts: Psychological Services concentration at UAH. More than half of PY majors are pursuing the BA in Psychology and the faculty who support that program will also support the proposed CMHC program. In addition, some classes that are currently taught for the existing graduate programs in Psychology will be offered as electives within the new program. Thus, courses, faculty, and facilities will overlap within the department.

If **not**, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored? **Yes No**

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

The UAH Counseling Center has expressed interest in having students in the CMHC program complete their internship and/or practicum hours at the Counseling Center. This will help



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address the overwhelming mental health needs of UAH students, which exceed current staffing, and provide a venue for students to earn their supervised hours.

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored? Yes No

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

Discussions have begun with Limestone Correctional Facility, where faculty member Dr. Lauren Meaux frequently conducts assessments on their prisoners, about students in the CMHC program, who wish to focus on Correctional Counseling, to also help conduct assessments at the prison.

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

Once we have hired our three new faculty (one per year, in each of the first three years of the program) with Counseling backgrounds and can apply for CACREP accreditation, our program will already be in alignment with accreditation standards. Specifically, the course offerings are consistent with CACREP requirements, as well as with those of other CACREP-accredited programs in our state. Further, the SLOs were designed to mirror those of CACREP. The only aspect of accreditation we are currently lacking pertains to the requisite faculty number and composition. However, as noted below, not having CACREP or CORE accreditation will not preclude students from sitting for licensure as an LPC.

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: Yes No

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If **yes**, please explain:

The program will be designed to prepare students to sit for licensure as a Licensed Professional Counselor (LPC).

Select the appropriate licensure body from the table below:

Alabama Board of Examiners in Counseling

Select the appropriate license from the table below:



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NOTE: Current faculty (Dr. Lauren Meaux) spoke with the Alabama Board of Examiners in Counseling and they made it very clear that the only requirements for licensure in AL are that 1) the university is regionally accredited (e.g., SACS) and 2) the coursework aligns with the statutory requirements. The proposed Program of Study and course offerings were designed to align directly with those requirements and we have received positive feedback from practicing counselors and the Alabama Board of Examiners in Counseling about our proposed Program of Study.

Once we have hired our three new faculty with Counseling backgrounds and can apply for CACREP accreditation, our program will already be in alignment with accreditation standards. Specifically, the course offerings are consistent with CACREP requirements, as well as with those of other CACREP-accredited programs in our state. Further, the SLOs were designed to mirror those of CACREP. The only aspect of accreditation we are currently lacking pertains to the requisite faculty number and composition. However, as noted above, not having CACREP or CORE accreditation will not prevent students from sitting for licensure as an LPC.

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation? Yes No

If yes, please explain:

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

Students applying to the program should have earned a BA or BS with a cumulative GPA of 3.25 or better. Applicants will be asked to submit a personal statement, official transcripts, and a writing sample. A subset of applicants will be selected by the faculty for zoom interviews, which will serve as the final criterion for admission decisions.



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L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

The program will primarily be taught in person, with some courses being offered in a hybrid or online format in any given semester.

Can students complete the entire degree program through distance education (100% online) based on the following definition? **Yes** **No**

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

Main UAH Campus

Will more than 50% of this program be offered at an off-campus site(s) **Yes** **No**

If **yes**, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1 (required): 19-3033.00

SOC 2 (optional): 21-1011.00

SOC 3 (optional): 21-1013.00

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).



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The Alabama Demand Occupations ACCCP 2024-2025 list cites "Substance Abuse, Behavioral Disorder, & Mental Health" workers (SOC 21-1018) as one of several Human Services occupations in demand in the State, with 590 annual openings, on average. In addition, as previously noted, the Correctional Concentration will address a vital need for qualified mental health counselors in Alabama's correctional settings. In the landmark lawsuit *Braggs et al., v. Dunn* (2017), the mental health services in Alabama's correctional facilities were determined to be "horrendously inadequate", leading to a "skyrocketing suicide rate" among incarcerated people. As the repercussions of this lawsuit continue to unfold, correctional facilities are eager to hire affordable, qualified mental health professionals.

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

No additional training will be required, but students will have to pass a licensing examination to be in one of these disciplines.

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

Students have repeatedly expressed to faculty in recent years their desire to complete a Counseling degree at UAH. To corroborate these anecdotal reports, we conducted a survey of high school and undergraduate students to ascertain their interest in such a program. Of high school students surveyed ($N = 29$), 20.6% indicated a Counseling Master's would make them extremely or moderately more likely to apply to UAH for their undergraduate education and 13.8% indicated they would for graduate education. Of Services Track undergraduate students surveyed ($N = 18$), 55.5% indicated they would be moderately or extremely likely to apply for a Counseling Program at UAH. In part, high school and undergraduate students provided the following open-ended feedback:

- "You should definitely invest and begin to offer that program."
- "The licensed professional counselor would be a great program, and I am interested."
- "I think this program is a really good idea. It would help so many students who really need this. That has been the one complaint that I have noticed with students is that they would have to go to another school for counseling psychology."
- "The absence of this program makes it extremely difficult when deciding where to go, especially when I've loved every experience at UAH so far!"
- "When I first applied for UAH, it was my plan to go into psych services and I was disappointed that UAH didn't have a graduate option for counseling like this. I think it would benefit the school greatly!"
- "This could help with psychology retention and not make students unnecessarily relocate."



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The estimated number of students per year is based on a conservative projection derived from current enrollment figures for similarly-sized regional universities offering a Master's in CMHC (e.g., UNA's current enrollment is 84 with an 87% graduation rate).



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II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	5		5
	Part-Time Faculty	1		1
	Administration			
	Support Staff	1		1
*New To Be Hired	Full-Time Faculty	3		3
	Part-Time Faculty		5	5
	Administration			
	Support Staff			
Personnel Total				15

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

The Psychology Department currently has 5 existing FT faculty, 1 PT faculty member, and a staff assistant. Given that two of the FT faculty have PhDs in Clinical Psychology, while one has her master's in Counseling, we propose hiring three new faculty with PhDs in Counseling Psychology, one per year for the first three years of the program, which will be needed in order to pursue and meet the staffing requirements for CACREP accreditation. One of the new hires will serve as Director of Clinical Training, [DCT] and the other two will help support coverage of classes. The DCT will be critical in Year 3 as they will need to help supervise students' practica and internship courses. We will also need to hire PT adjuncts to assist with teaching specific courses and to supervise internships. With these hires, we can ensure all courses are taught on a consistent basis and that students will have the support they need throughout the program.

Note: Include **any new funds** designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits **should not be included** in the Business Plan.

The hiring for PT adjuncts begins in Year 1 and carries over to Years 2-7 (\$21k per year). In years 1, 2, and 3 we factor in salary and startup funds for the three new faculty, one hired in each of the first three years of the program.



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B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Lauren Meaux (FT)	PY 533: Psychopathology 3 (G) PY 534: PY and Law 3 (G) PY 630: Assessment 3 (G) PY 636: Crisis Intervention 3 (G) PY 750: Consultation on Forensic Assessment 3 (G) PY 775: Proseminar in Social PY 3 (G)	Ph.D. Clinical Psychology with a concentration in Psychology and Law, University of Alabama MA. Clinical Psychology with a concentration in Psychology and Law, University of Alabama B.S. Psychology and B.A. in Anthropology, Louisiana State University	
Shauna Bowes (FT)	PY 504: Theories of Counseling 3 (G) PY 511: The Helping Relationship 3 (G) PY 512: Group Dynamics, Processing, and Counseling 3 (G) PY 533: Psychopathology 3 (G)	Ph.D. in Clinical Psychology, Emory University M.A. in Clinical Psychology, Emory University B.S. in Neuroscience and Behavioral Biology, Emory University	
Jodi Price (FT)	PY 515: Advanced Developmental Psychology 3 (G) PY 610: Experimental Design 3 (G)	Ph.D. Experimental Psychology with a focus in Cognitive Aging, Georgia Institute of Technology M.S. Research Psychology, University of Tennessee at Chattanooga B.S. Research Psychology, University of Tennessee at Chattanooga	UAB Geriatric Education Center Faculty Scholar, 2011
Daniel Krenn (FT)	PY 530 Psychometrics 3 (G) PY 610: Experimental Design 3 (G)	Ph.D. Industrial and Organizational Psychology, Wayne State University M.A. Industrial and Organizational Psychology, Wayne State University B.A. Psychology, Auburn University	



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Linda Hannah (FT)	PY 500: Introduction to Clinical and Counseling Psychology 3 (G) PY 504: Theories of Counseling 3 (G) PY 506 Psychology of Women 3 (G) PY 507: Cross Cultural PY 3 (G) PY 555: PY of Adjustment and Adaptation 3 (G)	M.S. Counseling Psychology, Marriage and Family Counseling, University of Central Texas B.S. Psychology major, Criminal Justice minor, University of Central Texas	
Aurora Torres (PT)	PY 505 Psychopharmacology (G) PY 537 Stress & Illness (G) PY 610 Experimental Design, 3 (G)	Ph.D. Biological Psychology, University of Oklahoma—Health Science Center M.S. Biological Psychology, University of Oklahoma—Health Science Center B.S. University of Oklahoma	
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
FT	PY 540 Professional Orientation 3 (G) PY 620 Lifestyle and Career Development 3 (G) PY 680: Practicum 3 (G)	PhD in Counseling Psychology	Need to be qualified to serve as a Director of Clinical Training (DCT)
FT	PY 632 Substance Abuse Therapy 3 (G) PY 633 Trauma-Focused Therapy 3 (G) PY 640: Advanced Approaches to Therapy 3 (G)	PhD in Counseling Psychology	
FT	PY 645 Correctional Counseling 3 (G)	PhD in Counseling Psychology	Background in Correctional Counseling
PT	PY 698 Counseling Internship 3 (taken twice) (G)	PhD in Clinical or Counseling Psychology	Need to be qualified to supervise internships

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment

Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site



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C. Equipment

Will any special equipment be needed specifically for this program? Yes No

If **yes**, list the special equipment and include all special equipment costs in the **Business Plan, Line 8**:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program?

Yes No

If **yes**, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the **Business Plan, Line 9**:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program? Yes No

If **yes**, provide the number of assistantships to be offered and include all *new* costs for assistantships in the **Business Plan, Line 10**.

Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

F. Library

Will any **additional** library resources be purchased to support the program? Yes No

If **yes**, briefly describe new resources to be purchased and include the cost of new library resources in the **Business Plan, Line 11**:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the **Business Plan, Line 12** and itemize and explain below:

We plan to pursue CACREP accreditation in the third year of the program. We have budgeted \$12,000 (application fee \$4150 + site visit costs of \$6000-\$7850) in Year 3 (once we have the requisite faculty) for the application fee and site visit to occur, with an additional \$5000 budgeted per year for the maintenance/membership fees.

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the **Business Plan, Line 13** and explain below:



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III. Program Revenue and Funding

A. Tuition Revenue: Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

Note: Tuition Revenue should be proportional to total enrollment.

The tuition was calculated based on an assumed 12 students being admitted to the program each year, for a total of 36 students by year 3. We would then have a continuous 36 students, on average, per year in Year 3 and beyond.

For a conservative estimate of tuition revenue, we assumed 8 would be FT and 4 PT students added per year. In addition, we have started with current tuition values, but increase them by \$500 each year to reflect possible tuition hikes at some point during the 7 year period.

B. External Funding: Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? Yes No

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

C. Reallocations: For each year will tuition revenue and/or external funding cover projected expenses? Yes No

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

1	ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
2	INSTITUTION:	University of Alabama in Huntsville							
3	PROGRAM NAME:	Clinical Mental Health Counseling							CIP CODE: 42.2803
4	SELECT LEVEL:	GRADUATE (MASTER'S)							
5	ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
7	PERSONNEL SALARIES & BENEFITS	\$96,000	\$171,000	\$246,000	\$246,000	\$246,000	\$246,000	\$246,000	\$1,497,000
8	EQUIPMENT								\$0
9	FACILITIES								\$0
10	ASSISTANTSHIPS/FELLOWSHIPS								\$0
11	LIBRARY								\$0
12	ACCREDITATION			\$12,000	\$5,000	\$5,000	\$5,000	\$5,000	\$32,000
13	OTHER COSTS	\$12,000	\$12,000	\$12,000					\$36,000
14	TOTAL EXPENSES	\$96,000	\$171,000	\$270,000	\$251,000	\$251,000	\$251,000	\$251,000	\$1,565,000
15	*NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT								
16		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
17	TUITION + FEES	\$127,680	\$267,360	\$419,040	\$437,040	\$455,040	\$473,040	\$491,040	\$2,670,240
18	EXTERNAL FUNDING								\$0
19	REALLOCATIONS								\$0
20	TOTAL REVENUES	\$127,680	\$267,360	\$419,040	\$437,040	\$455,040	\$473,040	\$491,040	\$2,670,240
21	ENROLLMENT PROJECTIONS								
22		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
23									
24	FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	8	14	16	20	20	22	16.67
25	PART-TIME ENROLLMENT HEADCOUNT		4	8	10	10	10	12	9.00
26	TOTAL ENROLLMENT HEADCOUNT		12	22	26	30	30	34	25.67
27	NEW ENROLLMENT HEADCOUNT		12	12	12	14	16	18	14.00
28	Validation of Enrollment		YES	YES	YES	YES	YES	YES	
29	DEGREE COMPLETION PROJECTIONS								
30	Note: Do not count Lead "0's and Lead 0 years in computing the average annual degree completions.								
31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
32	DEGREE COMPLETION PROJECTIONS	No data reporting	0	8	10	12	14	18	12.40

Graduate Curriculum Overview

Graduate Curriculum Checklist:

1. Overview
2. Components
3. Options (as required)

1. Graduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable). The credit hours MUST match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in Program Courses	60
Credit hours in Program Options (concentrations/specializations/tracks)	42
Credit hours in Program Electives	9
Credit hours in Required Thesis/Research	0
Credit hours in Required Capstone/Internship/Practicum	9
Total Credit Hours Required for Completion:	60

Maximum number of credits that can be transferred in from another institution and applied to the program:

Intended program duration in semesters for full-time students:

 6

Intended program duration in semesters for part-time students:

 9

Does the program require students to demonstrate industry-validated skills, specifically YES through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?

Students in the program will be expected to complete one semester of practicum experience (100 hours total with a minimum of 40 direct service hours) and two semesters of internship (minimum of 600 hours total with a minimum of 240 direct service hours). The specified hours align with licensing requirements for LPCs.

YES

Does the program include any concentrations/ tracks/ options?

Students admitted to the master's program in Clinical Mental Health Counseling will have the option to specialize in Correctional Counseling, for those interested in providing care within a prison population. These students will be required to choose at least 9 hours of Correctional-focused courses to fulfill their elective requirements.

2. Graduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
Program Courses			42	
PY 500	Introduction to Clinical and Counseling Psychology	3		
PY 504	Theories of Counseling	3		
PY 507	Cross-Cultural Psychology	3		
PY 511	The Helping Relationship	3	Y	
PY 512	Group Dynamics, Processing, and Counseling	3	Y	
PY 515	Advanced Developmental Psychology	3		
PY 533	Psychopathology	3		
PY 540	Professional Orientation	3	Y	
PY 610	Experimental Design	3		
PY 620	Lifestyle and Career Development	3	Y	
PY 630	Assessment	3	Y	
PY 632	Substance Abuse Therapy	3	Y	
PY 636	Crisis Intervention	3	Y	
PY 640	Advanced Approaches to Therapy	3	Y	
Program Options (enter total credit hours from all options below)			18	
Program Electives			9	
PY 505	Psychopharmacology	3		
PY 506	Psychology of Women	3		
PY 530	Psychometrics	3		
PY 534	Psychology and Law*	3		
PY 537	Psychobiology of Stress and Illness	3		
PY 555	Psychology of Adjustment and Adaptation	3	Y	
PY 633	Trauma-Focused Therapy*	3	Y	
PY 645	Correctional Counseling*	3	Y	
PY 750	Consultation on Forensic Assessment*	3		
PY 775	Proseminar in Social Psychology*	3		
Required Thesis/Research				
Capstone/Internship/Practicum			9	
PY 680	Practicum	3	Y	Y
PY 698	Counseling Internship (taken twice at 3 hrs/term)	6	Y	Y
Total Credit Hours Required for Completion:			60	

3. Graduate Options

Please provide all concentrations/ tracks/ options in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows and Tables as Needed				
Option Name:	Clinical Mental Health Counseling - General			
Course Number		Credit Hours	New? (Y)	WBL? (Y)
	Complete each of the following core courses:			
PY 500	Introduction to Clinical and Counseling Psychology	3		
PY 504	Theories of Counseling	3		
PY 507	Cross-Cultural Psychology	3		
PY 511	The Helping Relationship	3	Y	
PY 512	Group Dynamics, Proessing, and Counseling	3	Y	
PY 515	Advanced Developmental Psychology	3		
PY 533	Psychopathology	3		
PY 540	Professional Orientation	3	Y	
PY 610	Experimental Design	3		
PY 620	Lifestyle and Career Development	3	Y	
PY 630	Assessment	3	Y	
PY 632	Substance Abuse Therapy	3	Y	
PY 636	Crisis Intervention	3	Y	
PY 640	Advanced Approaches to Therapy	3	Y	
	Choose 9 hours from following (* correctional counseling courses)			
PY 505	Psychopharmacology	3		
PY 506	Psychology of Women	3		
PY 530	Psychometrics	3		
PY 534	Psychology and Law*	3		
PY 537	Psychobiology of Stress and Illness	3		
PY 555	Psychology of Adjustment and Adaptation	3	Y	
PY 633	Trauma-Focused Therapy*	3	Y	
PY 645	Correctional Counseling*	3	Y	
PY 750	Consultation on Forensic Assessment*	3		
PY 775	Proseminar in Social Psychology*	3		
	Complete each of the following:			
PY 680	Practicum	3	Y	Y
PY 698	Counseling Internship (taken twice at 3 hrs/term)	6	Y	Y
Total Option Credit Hours Required for Completion:			60	
Option Name:	Clinical Mental Health Counseling - specialization in Correctional Counseling			
Course Number		Credit Hours	New? (Y)	WBL? (Y)

	Complete each of the following core courses:			
PY 500	Introduction to Clinical and Counseling Psychology	3		
PY 504	Theories of Counseling	3		
PY 507	Cross-Cultural Psychology	3		
PY 511	The Helping Relationship	3	Y	
PY 512	Group Dynamics, Processing, and Counseling	3	Y	
PY 515	Advanced Developmental Psychology	3		
PY 533	Psychopathology	3		
PY 540	Professional Orientation	3	Y	
PY 610	Experimental Design	3		
PY 620	Lifestyle and Career Development	3	Y	
PY 630	Assessment	3	Y	
PY 632	Substance Abuse Therapy	3	Y	
PY 636	Crisis Intervention	3	Y	
PY 640	Advanced Approaches to Therapy	3	Y	
Choose 9 hours from following:				
PY 534	Psychology and Law*	3		
PY 633	Trauma-Focused Therapy*	3	Y	
PY 645	Correctional Counseling*	3	Y	
PY 750	Consultation on Forensic Assessment*	3		
PY 775	Proseminar in Social Psychology*	3		
Complete each of the following:				
PY 680	Practicum	3	Y	Y
PY 698	Counseling Internship (taken twice at 3 hrs/term)	6	Y	Y
Total Option Credit Hours Required for Completion:				60

MA in Clinical Mental Health Counseling Program Course Descriptions

PY 500: Introduction to Clinical and Counseling Psychology (3 semester hours)

This course introduces clinical/counseling psychology and professional psychology. History of diagnosis and treatment, theoretical models in counseling, contemporary practice models, research basis of clinical/counseling psychology, empirically validated techniques, and doctoral program models are covered.

PY 504: Theories of Counseling (3 semester hours)

This course is designed to introduce theories of psychotherapy and the process of psychotherapy and counseling. This course is a survey of counseling/psychotherapy models and techniques with emphasis on Empirically Validated Therapies (EVT) and traditional models with substantial support in the research and clinical literature.

PY 505: Psychopharmacology (3 semester hours)

Introduction to drug classification and action with emphasis on physiological and psychological interactions.

PY 506: Psychology of Women (3 semester hours)

The course will provide an examination of sex and gender differences from an interdisciplinary and multi-cultural approach, covering the effects of biology, culture, and society in creating sex and gender differences. The course will include an analysis of major theories of gender development.

PY 507: Cross-Cultural Psychology (3 semester hours)

Examines psychological similarities and differences between members of industrialized and non-industrialized cultures. Comparisons will include development, social interaction, and perception.

PY 511: The Helping Profession (3 semester hours)

This course provides a broad understanding of philosophical bases of helping processes; counseling theories and their clinical applications; basic and advanced helping skills, consultation theories and their applications; client and helper self-understanding and self-development; facilitation of client or consultee change; diagnostic process including differential diagnosis; etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

PY 512: Group Dynamics, Processing and Counseling (3 semester hours)

This course introduces key challenges encountered by group leaders and members in contemporary psychotherapy. It explores ethical guidelines specific to group work and examines the application of common counseling theories in group settings. Students will develop an understanding of group developmental stages and processes, gaining insight into how these dynamics impact group growth and effectiveness. Emphasis will be placed on enhancing leadership skills. Additionally, a portion of class time will be dedicated to experiential learning, allowing each student to actively participate in a group setting.

PY 515: Advanced Developmental Psychology (3 semester hours)

Examination of cognitive, psychoanalytic, ethological, behavioral, and humanistic theories of development.

PY 530: Psychometrics (3 semester hours)

Introduction to drug classification and action with emphasis on physiological and psychological interactions.

PY 533: Psychopathology (3 semester hours)

Selected disorders such as depression, anxiety disorders, and personality disorders from different theoretical orientations with emphasis on cognitive behavioral theory.

PY 534: Psychology and Law (3 semester hours)

This seminar is a survey of the major topics represented in the field of Psychology and Law. We will focus on how psychological research can contribute to a better understanding of issues related to law.

PY 537: Psychobiology of Stress and Illness (3 semester hours)

Overview of physiological stress responses and their influence on health behavior and illness.

PY 540: Professional Orientation (3 semester hours)

This course provides a comprehensive exploration of the counseling profession, emphasizing professional roles and responsibilities, ethical and legal considerations, historical foundations, preparation standards, credentialing, and emerging trends. A key component of the course is continuous self-evaluation, encouraging students to reflect on their attitudes, values, interpersonal skills, and motivations for pursuing a career in counseling. Throughout the course, students will examine the counselor's role as a social change agent and advocate for clients, communities, and the profession.

PY 555: Psychology of Adjustment and Adaptation (3 semester hours)

This course will explore psychological approaches to understanding, managing, and modifying our physical and emotional well-being. Students will learn ways to apply psychological principles and concepts to enhance coping with various issues of adulthood. Relationships with others, the environment and the self will be examined.

PY 610: Experimental Design (3 semester hours)

Design and use of the experiment as an inferential tool. Issues pertaining to reliability, validity, manipulation of independent variables and sampling will be examined.

PY 620: Lifestyle and Career Development (3 semester hours)

This course provides a comprehensive introduction to career development concepts, emphasizing the philosophical and historical foundations of career counseling. Students will explore key career counseling theories and learn how to apply them effectively in practice. Instruction will cover career counseling techniques, assessment methods, career exploration strategies, job market trends, workplace issues, and the integration of lifestyle and wellness considerations into career decision-making.

PY 630: Assessment (3 semester hours)

This course provides a comprehensive introduction to assessment methods, instrumentation, and fundamental principles of measurement. Students will explore techniques for evaluating intellectual ability, aptitude, achievement, psychopathology, emotion, and personality. Additional topics include clinical assessment, effective communication of results, multicultural considerations, and ethical and legal issues in assessment. The course will familiarize students with commonly used instruments in educational and clinical settings, covering selection procedures, measurement methodologies, administration, scoring, and interpretation.

PY 632: Substance Abuse Therapy (3 semester hours)

This course provides an introductory overview of the key theories, research, and practices related to substance use and addictions counseling. The course combines didactic instruction with experiential learning to deepen students' understanding of core concepts and build foundational clinical skills. Topics include pharmacology and substance-related terminology, models of addiction, etiological theories, assessment and diagnosis, and evidence-based treatment approaches. A central component of the course is the development of basic Motivational Interviewing skills through practice-based activities integrated with lectures, case studies, group discussions, and demonstrations.

PY 633: Trauma-Focused Therapy (3 semester hours)

This course examines the human response to trauma, focusing on biological, psychological, and social impacts. Topics include child abuse, sexual assault, terrorism, war, and disasters. Students will explore trauma theories, assessment, and treatment approaches, with attention to legal and ethical issues, memory, and evidence gathering. The course also addresses the impact of trauma work on clinicians, including vicarious trauma, countertransference, and strategies for professional resilience and self-care.

PY 636: Crisis Intervention (3 semester hours)

This course provides an in-depth exploration of suicide risk and violence risk, focusing on epidemiology, demographic trends, and incidence rates among at-risk populations. Students will examine key risk and protective factors, warning signs, and evidence-based assessment strategies. Emphasis will be placed on comprehensive assessment methods, crisis intervention techniques, and long-term prevention strategies for individuals at varying levels of risk. The course will also address ethical and legal considerations, multidisciplinary collaboration, and best practices for working with diverse populations. Through case studies, research reviews, experiential exercises, and discussions with experts in the field, students will develop the skills necessary to assess, intervene, and advocate for individuals experiencing suicidal ideation or violent tendencies.

PY 640: Advanced Approaches to Therapy (3 semester hours)

This course provides an in-depth exploration of counseling theories that are both culturally relevant and integrative, incorporating multiple perspectives and techniques. While an emphasis will be placed on advanced Cognitive Behavioral Therapy (CBT) techniques, students will also explore a range of evidence-based approaches. The course will engage students through selected readings, academic discussions, and hands-on clinical applications, fostering critical thinking and

active participation. A key focus will be on applying theoretical knowledge to develop comprehensive case conceptualizations, serving as a foundation for effective treatment planning.

PY 645: Correctional Counseling (3 semester hours)

This course examines the application of counseling theory and practice within correctional settings. Students will explore assessment, diagnosis, and treatment of incarcerated individuals, with a focus on mental illness, substance use, trauma, and risk for violence. The course addresses ethical and legal issues, offender rehabilitation, and the counselor's role in correctional systems. Emphasis is placed on evidence-based practices and the unique challenges of providing services in secure environments.

PY 680: Practicum (3 semester hours)

This clinical course provides students with the opportunity to apply foundational counseling skills in a supervised school or community setting, advancing toward professional proficiency. Building on knowledge and techniques from previous coursework, students will engage in meaningful counseling interactions with clients. Counselors-in-training will receive ongoing feedback and supervision from on-site supervisors, group seminar leaders, and UAH faculty. Each student is required to complete a minimum of 100 clock hours, with at least 40 hours dedicated to direct client service.

PY 698: Counseling Internship (6 semester hours/ 3 per semester)

This clinical course offers students the opportunity to engage in professional clinical activities under supervision in a community or correctional setting. Interns complete 600 clock hours, including at least 240 hours of direct client service, performing tasks aligned with those of a licensed counselor in their chosen field. Supervision is provided by on-site professionals, group supervisors, and UAH faculty. In addition to skill development, the internship emphasizes self-awareness and professional growth. Through direct feedback, group discussions, and reflective practice, students are encouraged to explore how their personal identity influences the therapeutic process. The internship fosters a supportive environment where students are challenged to grow into authentic, ethical, and effective counselors.

PY 750: Consultation on Forensic Assessment (3 semester hours)

This course will address the various factors that courts evaluate when determining whether a defendant is competent to stand trial.

PY 775: Proseminar in Social Psychology (3 semester hours)

In this class social psychological theories (e.g., attitudes, social cognition, social influence and persuasion) will be examined to understand and address several areas in legal system, including interrogations, conducting line-ups, interviewing child and adult witnesses, jury decision making, race, and gender.

Projected Tuition Revenue for Proposed MA in CMHC Program

		New Number	Total Students	Tuition*	Tuition Revenue	
Year 1	FT	8		11670	93360	
	PT	4		8580	34320	127680
Year 2	FT	8	16	12170	194720	
	PT	4	8	9080	72640	267360
Year 3	FT	8	24	12670	304080	
	PT	4	12	9580	114960	419040
Year 4	FT	8	24	13170	316080	
	PT	4	12	10080	120960	437040
Year 5	FT	8	24	13670	328080	
	PT	4	12	10580	126960	455040
Year 6	FT	8	24	14170	340080	
	PT	4	12	11080	132960	473040
Year 7	FT	8	24	14670	352080	
	PT	4	12	11580	138960	491040
						2670240

*Tuition was increased by \$500/year to reflect possible tuition increases across time.



New Program Proposal Supplement

In addition to the items ACHE has requested for program proposals, please include the following additional items when developing and submitting academic program proposals to the System Office and the Board of Trustees for approval.

1. Institution:

UA

UAB

UAH

Please select more than one institution for cooperative, joint, and shared degree programs.

2. Program Identification

Program name:

Degree Nomenclature:

Date of NPP submission:

3. Six-digit CIP Code:

4. Executive Summary (not to exceed two pages)

5. Steps taken to determine if other UA System institutions might be interested in collaborating in the program.

6. Summary of other campus comments, internal to the UA System or external (if any), regarding your plans for developing this program. Please include substantive feedback from the pre-proposal process.

7. Describe the process that will be used by your institution for routine internal and/or external program review.

8. Describe the process that will be used in assessing program outcomes (to include student learning outcomes).

9. Other pertinent information, if any.



University of Alabama System®

Board Rule 502

Notice of Pending Proposal (NPP) for a New Program of Instruction *(To be completed by the Provost's Office)*

1. Institution:

UA

UAB

UAH

Please select more than one institution for cooperative, joint, and shared degree programs.

2. Date of NPP Submission (mm/dd/yyyy): 1/31/2025

3. Contact Information

Institutional Contact Person: Dr. David A. Puleo

Telephone: (256) 824-6337

Email: Dave.Puleo@uah.edu

4. Program Identification

Program Name: Master's in Clinical Mental Health Counseling

Degree Nomenclature: Master's degree (M.A.)

5. 6-digit CIP Code: 51.1508

6. Program Mode of Delivery

Provide the planned delivery format(s) (i.e., in-person, online, hybrid) of the program along with the planned location(s) at which the program will be delivered (i.e., on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

In-person

Online

Hybrid

On-campus

Off-campus

Competency-based

Other, please describe:

7. Select a meeting for Board consideration:

April 11-12, 2024

June 6-7, 2024

September 12-13, 2024

November 7-8, 2024

February 6-7, 2025

April 3-4, 2025

June 5-6, 2025

September 11-12, 2025

November 6-7, 2025

February 5-6, 2026

April 2-3, 2026

June 4-5, 2026

8. Is the proposed academic degree program currently listed on your campus Three-Year Academic Program Planning Report that is annually submitted to the Board of Trustees?

Yes

No

If no, please explain.

N/A

9. Provide a brief description of the program.

We propose the development of a Master's in Clinical Mental Health Counseling (CMHC) program to fit the needs of prospective graduate and current undergraduate students, who share the goal of addressing the increasing demand for qualified mental health professionals in our community. Consistent with the Alabama Board of Examiners in Counseling's Administrative Code 255-X-3, the program would provide comprehensive training in counseling theory; human growth and development; social and multicultural foundations; the helping relationship; group dynamic, processing, and counseling; lifestyle and career development; appraisal of individuals; research and evaluation; professional orientation; and assessment. In addition to these core educational requirements, students would also have the option of pursuing a concentration in Correctional Counseling, which would require coursework on forensic-specific issues, to further help meet the distinct needs of the local community. Further, program requirements would include one semester of practicum experience (100 hours total with a minimum of 40 direct service hours with clients) and two semesters of internship (minimum of 600 hours total with a minimum of 240 direct service hours with clients). Graduates will be eligible for state licensure as a Licensed Professional

+

10. Relationship of program to other programs within the institution.

10.1. How will the program support or be supported by other programs within the institution?

The CMHC program will be housed within the Psychology Department in the College of Arts, Humanities, and Social Sciences. Some full-time faculty (both PhDs and LPCs) will teach most core and elective courses. LPCs in the community will serve as adjunct faculty for other core and elective courses. Regarding the applied aspects of the curriculum (i.e., practicum and internship), most students will complete their practicum and internship semesters with the UAH Student Counseling Center (letter of support available upon request). The Student Counseling Center is conveniently located proximal to Morton Hall, which houses the Psychology Department, and has four full-time counseling staff available to supervise trainees. This will be a reciprocal relationship, wherein students also support the Student Counseling Center and help eliminate the wait list for UAH students pursuing therapy.

10.2. Will this program replace any existing program(s) or specialization(s), option(s) or concentration(s) within existing programs?

Yes

No

If yes, please explain:

N/A

11. If this program is similar or duplicative of any other programs in the system or the state, please give your rationale for program duplication.

Several universities in the UA system (e.g., UAB, UA) and state (e.g., Alabama A&M, UNA) offer Master's in Counseling programs. However, most local programs do not offer a CMHC specialty (e.g., Alabama A&M offers a rehabilitation specialty), or those that do, do not provide substantial training on assessment procedures, which has been identified as a desirable skill among community partners looking to hire. Our proposed program would provide both additional coursework and clinical training (via an assessment rotation at the Counseling Center) specific to assessment. Further, no programs in the state provide a Correctional Concentration. The Correctional Concentration is proposed to fill a vital need for qualified mental health counselors in Alabama's correctional settings. In the landmark lawsuit Braggs et al., v. Dunn (2017), the mental health services in Alabama's correctional facilities were determined to be "horrendously inadequate", leading to a "skyrocketing suicide rate" among incarcerated people. As the repercussions of this lawsuit continue to unfold, correctional facilities are eager to hire affordable, qualified mental health professionals.

12. Do you plan to explore possible program collaboration with other institutions? Please explain.

Not at this time.

13. Please describe the need and/or level of student demand for this program.

Based on feedback from current UAH psychology students, we expect the proposed Master's in CMHC to boost graduate and undergraduate enrollment, as well as lead to greater retainment of undergraduate students. To further support this, we conducted a survey of current high school students planning to study psychology to ascertain their interest in a potential program. Of high school students surveyed (N = 29), 20.6% indicated that a Master's in CMHC would make them extremely likely or moderately more likely to apply to UAH for their undergraduate education and 13.8% indicated they would for graduate education. Some students provided the following open-ended feedback: "You should definitely invest and begin to offer that program. That is very important and needs to happen to make the world a more accepting place, and to help the mental health system expand with more therapists and jobs." and "I believe a Counseling program could benefit multiple students and, by proxy, their community."

We also surveyed current undergraduate psychology students at UAH. Of those surveyed (N = 36), 67.5% indicated they would be slightly, moderately, or extremely likely to apply for graduate school at UAH. Of

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

Resolution

**Granting Approval of and Permission to Submit to the
Alabama Commission on Higher Education (ACHE) a Proposal for a
Master of Arts (M.A.) Degree in Clinical Mental Health Counseling
(CIP Code 42.2803)**

WHEREAS, the College of Arts, Humanities, and Social Sciences at The University of Alabama in Huntsville proposes a new Master of Arts (M.A.) degree in Clinical Mental Health Counseling; and

WHEREAS, the new degree program will meet the needs and demand of current and prospective students, who share the goal of addressing the increasing demand for qualified mental health professionals in our community and state; and

WHEREAS, the Clinical Mental Health Counseling program is 60 credit hours in length and will provide comprehensive training in the areas of counseling theory, human growth and development, social and multicultural foundations, the helping relationship, group dynamics, processing and counseling, lifestyle and career development, and research and evaluation, and will also offer the option to pursue a concentration in Correctional Counseling; and

WHEREAS, graduates of the Clinical Mental Health Counseling program will be eligible to sit for state licensure as Licensed Professional Counselors (LPC), and the job market outlook in Alabama is favorable, with research studies suggesting a 23.1% projected statewide growth rate of occupations related to clinical mental health counseling by 2034; and

WHEREAS, the M.A. in Clinical Mental Health Counseling program is proposed for implementation in fall 2026 and will be administered under the Department of Psychology and will rely on existing full-and part-time faculty and staff for the first two years. The department anticipates hiring additional faculty members after the first two years, along with part-time teaching hires, but anticipates that new revenue generated from program tuition and fees will cover the expenses.

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that the Board does hereby support and approve the Master of Arts (M.A.) degree in Clinical Mental Health Counseling (CIP Code 42.2803) at The University of Alabama in Huntsville and grants permission to submit this proposal to the Alabama Commission on Higher Education.

September 22, 2025

Mr. Sid J. Trant
Chancellor
The University of Alabama System
Sid McDonald Hall
500 University Blvd. East
Tuscaloosa, AL 35401

Dear Chancellor Trant:

Attached is a proposal package, resolution, and all supporting documentation for the creation of a new Master of Arts (M.A.) degree in Clinical Mental Health Counseling at UAH.

I seek support of this proposed program from you and the Board of Trustees and ask that it be placed on the agenda for the November meeting.

Sincerely,



Charles L. Karr
President

Attachments

MEMORANDUM

Date: September 22, 2025

To: Charles Karr, President

From: Dave Puleo  David Puleo
2025.09.23
11:55:37 -05'00'
Provost and Executive Vice President for Academic Affairs

Subject: New program package – M.A. in Clinical Mental Health Counseling

Please see the proposal package and supporting documentation for the creation of a new M.A. degree in Clinical Mental Health Counseling in the College of Arts, Humanities, and Social Sciences.

The program proposal package is submitted for your review, approval, and forwarding to the Board for their November meeting.

Attachments



January 16, 2025

Subject: Letter of Support for Clinical Mental Health Counseling Track

To Whom It May Concern:

I am writing to express my enthusiastic support for the proposed establishment of a Clinical Mental Health Counseling Track at UAH in the Department of Psychology. As a licensed counselor in the community and on campus, I strongly believe this program will significantly benefit the campus and community at large by providing highly trained therapists for the Tennessee Valley and beyond. The campus community is growing and there is a need for additional support. The new Master's Degree program would provide the Student Counseling Center with interns that would be able to support the needs of students at UAH.

There are several reasons that the Student Counseling Center would support this new program.

Critical Need: There is a growing demand for quality trained mental health within our region, and this program will directly address this need by providing students with the necessary training and expertise to succeed in the counseling field. Additionally, there are no Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited institutions in North Alabama and several undergrad students seek these programs either online or at other institutions outside of the immediate area. At this time, there are now graduate level programs in Clinical Mental Health in the area either.

Curriculum Design: The proposed curriculum is comprehensive and well-aligned with industry standards, which will ensure graduates are prepared for immediate employment upon completion and the ability to pursue the licensure needed for a therapist.

Faculty Expertise: UAH possesses a strong faculty with extensive experience and continue to seek out and hire individuals that would provide the needed expertise to make the program successful. This will provide students with high-quality instruction and mentorship opportunities. Having the Student Counseling Center on campus will also provide students with internship options on campus and already has a well established and comprehensive program to accommodate the students in the field experience needed. A new program in this field would also allow for more collaboration on campus between the Psychology Department and the Counseling Center.

Impact on Community: This program will not only enhance the skills of our workforce but also foster innovation and economic development within North Alabama. It will fill a gap in services in the community and allow for more of the population to have quality support that they have difficulty obtaining at this time.

Impact on Campus: Additionally, this program would offer students locally and beyond the opportunity to have a quality, accredited education at the graduate level leading to retention of undergraduate students already at UAH and recruitment of new students at the graduate program. The impact would be financial and allow the Psychology Department to grow their resources and research opportunities.

In conclusion, I wholeheartedly endorse the establishment of the Clinical Mental Health Counseling Track at UAH in the Department of Psychology and believe it will significantly contribute to the advancement of therapists and the success of our community.

Please feel free to contact me if you require any additional information regarding my support for this program.

Sincerely,

Emily Eichhorn, M.S., L.P.C., N.C.C.
Director of Student Counseling Center
University of Alabama in Huntsville

From: Lauren Meaux <ltm0016@uah.edu>
Sent: Thursday, September 18, 2025 9:04 AM
To: Jodi Price
Subject: Fwd: [External] Invitation to meet

Lauren Meaux, Ph.D.
Assistant Professor
Department of Psychology
Morton Hall 206K
(256) 824-2580

----- Forwarded message -----

From: **Dr Patrick Quirk** <drpatrickquirk@gmail.com>
Date: Tue, Sep 2, 2025 at 8:01 AM
Subject: [External] Invitation to meet
To: <LTM0016@uah.edu>

Hi Dr. Meaux,

I was referred to you by Dr. Jodi Price. My wife, Dr. Margaret Bibb, and I own and operate Longwood Psychological Center. We have a longstanding Internship Program with a strong assessment orientation, where we host graduate and undergraduate interns. from many universities.

I am interested in the Masters in Counseling Program with a strong assessment orientation which you are developing at UAH, both to refer students to and from which to host Interns.

I understand that you are still in the planning stage, but I would appreciate the opportunity for us to meet and for me to better understand your plans.

I will call you this week to see about arranging a meeting.

I look forward to meeting with you and learning more about your program.

Warmest Regards,

Patrick J. Quirk, Psy.D.
Owner, Longwood Psychological Center
Executive Council, Alabama Psychological Association
Adjunct Faculty, UAB Medical School Huntsville Campus