# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **MS Clinical Mental Health Counseling Program** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**revision**](#revision) | | | | |  |
| A.3. [Originator](#Originator) | **Monica Darcy** | | [Home department](#home_dept) | | **Counseling, Educational Leadership and School Psychology** | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to revise admission requirements for the MS CMHC program by a) removing the standardized test score (GRE or MAT) as a requirement for admission; b) removing a prerequisite for admission; and c) adding a supplemental writing submission.  **a) removing the standardized test score (GRE or MAT) as a requirement for admission;**  After reviewing admission application decisions in the MS CMHC program since we achieved national accreditation with Council for Accreditation of Counseling and Related Education Programs (CACREP) in 2016, program faculty determined that standardized test scores hold relatively little value in our admissions decisions.  To date, the test score contributes to the minimum overall rubric score for admission, however, no minimum test score has ever disqualified an otherwise qualified applicant.  Our decision to make this curriculum change is based on   1. Success of a 2 year pilot with waived test scores for RIC students in PSYCH and CDAS programs with a 3.5 or above 2. Other RIC graduate programs eliminating or reducing the need for standardized test scores 3. National discussion of the use of standardized test scores particularly based on its negative impact on students of diverse backgrounds 4. Alignment to national counseling accreditation standards that adequately guide our admissions decisions   1) Since fall 16, fifty five (55) RIC undergraduate students have been admitted and matriculated in the MS CMHC program. For these matriculated students:  The average RIC undergraduate GPA is 3.37.  The average GRE percentile scores are V=38, Q=13, A=31  The average MAT percentile score is 48  In the past 2 years, we have piloted waiving test scores for admission decisions with RIC undergraduate students from the PSYCH and CDAS programs with a GPA 3.5 or above. Nine students have qualified for this waiver.  This analysis gives one perspective of factors that can be considered in admissions decisions. Our rubric- based decision process currently includes review of:   1. Professional Goals Essay 2. Undergraduate grades 3. 3 letters of recommendation 4. Performance based evaluation 5. Standardized test scores 6. Interview with individual and group   In the admission decisions for RIC applicants as well as undergraduates from other programs, faculty place relatively little value in test scores when items such as grades, related work or volunteer experience, professional goals essay, recommendations, and interview performance is balanced.  2) In 2018/19 two RIC graduate program changed or eliminated standardized test scores for admission:  MS HCA – 3.0 or above for RIC and URI students  English replaced with additional written work submission  Also SSW does not require a standardized test score for admission to the MSW program.    3) In a comprehensive report supporting holistic graduate admissions practices, reviewers highlight weak correlation of standardized test scores with long-term outcomes, and disadvantages to applicants who are women, underrepresented minorities, and older students (Kent & McCarthy, 2016). Eliminating the use of a standardized test score for admission to the MS CMHC program will be evidence of one effort to meet the CACREP 2016 national accreditation standard (1.J) *the academic unit makes continuous and systematic effort to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.*  4) The graduate counseling faculty decision to remove the standardized test scores as an admission criteria will be accompanied by adjustments to the admissions rubric placing heavier emphasis on other variables and alternative predictors of success (Kent & McCarthy, 2016). This adjustment is in keeping with recommendations for CACREP standards require that admission recommendations include consideration of each applicant’s  (1) relevance of career goals,  (2) aptitude for graduate-level study,  (3) potential success in forming effective counseling relationships, and  (4) respect for cultural differences  In revising our admissions protocol, program faculty intend to revise admissions practices and priorities to better align with the program’s mission.  Kent, J.D. and McCarthy, M.T. (2016). Holistic Review in Graduate Admissions: A Report from the Council of Graduate Schools. Washington, DC: Council of Graduate Schools  <https://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf>  See also  Posselt, J. R. and Miller C. W. (2018, May 7) It’s Time for the Talk. Inside Higher Ed  <https://www.insidehighered.com/admissions/views/2018/05/07/doctoral-programs-need-rethink-their-use-standardized-tests-opinion#.XZeHuijyQDM.link>  **b) removing a prerequisite for admission;**  In the past 3 years, students from various majors (Health, English, Theatre, Speech Communication) have been admitted to the MS CMHC program and have been successful in the program without the stated prerequisite  *A minimum of 6 credit hours of course work in psychology or related field.*  At this time, we would like to remove the prerequisite.  **c) adding a supplemental writing submission;**  The Professional Goals Essay currently included in application materials outlines an applicant’s experiences and reason for selecting the profession of mental health counseling in general and our graduate program in particular. Program faculty who all participate in the admissions committee review process would like supplemental material that reveals an applicant’s thoughts about counseling, and establishing therapeutic relationships. The supplement will include a prompt about a counseling situation which will help assess CACREP standards on an applicant’s potential success in establishing effective counseling relationships and their respect for cultural differences. | | | | | |
| A.5. [Student impact](#student_impact) | **Potential positive impact on attracting a diverse range of students; cost savings for testing fees.** | | | | | |
| A.6. Impact on other programs | **Increased options for undergraduate programs to endorse the viability and accessibility of applying to the MS Clinical Mental Counseling program** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **none** | | | | |
|  | [*Library*:](#library) | **none** | | | | |
|  | [*Technology*](#technology) | **Remove test scores from College Net and include supplemental writing submission** | | | | |
|  | [*Facilities*](#facilities): | **None** | | | | |
|  | Promotion/ Marketing needs | **Include in web materials; connect to previous schools who have encouraged their students to consider MS CMHC program** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020 for spring 2021 admission** | A.9. Rationale if sooner than next fall | |  | | |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) | Admission Requirements  1. Completion of all Feinstein School of Education and Human Development admission requirements (p. ).  2. A minimum of 6 credit hours of course work in psychology or related field.  3. A Performance-Based Evaluation of professional work or volunteer experience.  4. A current résumé.  5. A group and/or individual interview with CEP counseling faculty. | Admission Requirements  1. Completion of all Feinstein School of Education and Human Development admission requirements (p. ) except standardized test scores and teaching certificate.  3. A Performance-Based Evaluation of professional work or volunteer experience.  4. A current résumé.  5. A group and/or individual interview with CEP counseling faculty.  6. A 1-2 page writing sample to demonstrate the candidate’s abilities in forming effective counseling relationships and respect for cultural differences. |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option |  |  |
| C.5. [Credit count](#credit_count) for each program option |  |  |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Other changes if any | Admission Requirements to Graduate (M.A., M.A.T., M.S., M.Ed., C.A.G.S., and C.G.S.) Programs Admission to the Feinstein School of Education and Human Development master’s level programs is determined by the quality of the total application. Applicants must submit the materials listed below to the associate dean of graduate studies as a measure of their potential for success in graduate-level studies.  1. **A completed online application form accompanied by a $50 nonrefundable application fee.** Graduate school information and the application are available online at www.ric.edu/graduatestudies/Pages/default.aspx.  2. **Official transcripts of all undergraduate and graduate records.**  3. **A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.** Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.  4. **A teaching certificate** (for all school-related programs, except school psychology and health education).  5.  **An official report of scores on the Graduate Record Examination or the Miller Analogies Test, except C.G.S. candidates.** The MAT applicant has a different admissions test that varies by program. The applicant should check with the appropriate department or the associate dean’s office. The admissions test for MAT applicants varies by program. The applicant should visit the appropriate department to get additional test information.  6. **Three Candidate Reference Forms** accompanied by **three letters of recommendation.**  7. **A Professional Goals Essay.**  8. **A Performance-Based Evaluation.**  See individual programs for additional program-specific requirements. | Admission Requirements to Graduate (M.A., M.A.T., M.S., M.Ed., C.A.G.S., and C.G.S.) Programs Admission to the Feinstein School of Education and Human Development master’s level programs is determined by the quality of the total application. Applicants must submit the materials listed below to the associate dean of graduate studies as a measure of their potential for success in graduate-level studies.  1. **A completed online application form accompanied by a $50 nonrefundable application fee.** Graduate school information and the application are available online at www.ric.edu/graduatestudies/Pages/default.aspx.  2. **Official transcripts of all undergraduate and graduate records.**  3. **A bachelor’s degree with a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in all undergraduate course work.** Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.  4. **A teaching certificate** (for all school-related programs, except school psychology and health education).  5.  **An official report of scores on the Graduate Record Examination or the Miller Analogies Test, except MS CMHC and C.G.S. candidates.** The MAT applicant has a different admissions test that varies by program. The applicant should check with the appropriate department or the associate dean’s office. The admissions test for MAT applicants varies by program. The applicant should visit the appropriate department to get additional test information.  6. **Three Candidate Reference Forms** accompanied by **three letters of recommendation.**  7. **A Professional Goals Essay.**  8. **A Performance-Based Evaluation.**  See individual programs for additional program-specific requirements. |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
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|  | Program Director of |  |  |
|  | Chair of |  |  |
|  | Dean of |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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