

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: FCS

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: 2019

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

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|---|--|---|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input checked="" type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input checked="" type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☒ **Other** (explain**) ** **Other:** This proposal pertains to the Child Life Concentration in the MA in FCS

Title of degree, curriculum, major, minor, concentration, or certificate: MA in FCS (Child Life Concentration)

Chair, Department Curriculum Committee: <i>Frank Cules</i>	Date <i>10/02/18</i>
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CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- ☐ When appropriate, letters of support from department faculty are attached.
- ☐ When appropriate, letters of support from other departments in the same college are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: <i>Richard Zinser</i>	Date <i>10-2-18</i>
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CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☒ The academic quality of the proposal and the faculty involved has been reviewed.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☒ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☒ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee: <i>David Reinhold</i>	Date <i>10-16-18</i>
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**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean: 	Date 10-16-18
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FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean <input type="checkbox"/> Forward to:		
	Curriculum Manager:	Date:
	*needs review by	
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

<p style="text-align: center;">NOT FOR USE FOR CURRICULAR COURSE CHANGES REQUEST FOR PROGRAM IMPROVEMENTS</p>
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1. Explain briefly and clearly the proposed improvement:

We are proposing: (1) a reduction in the total credit hours required for a concentration in Child Life in the MA in Family and Consumer Sciences from 41 to 32 credit hours; (2) changing the admissions requirements; and (3) inclusion of a new course, FCS 5540 Therapeutic Play for Pediatric Populations, in the Child Life Concentration.

This proposal accompanies two others: one proposes the new course FCS 5540 Therapeutic Play for Pediatric Populations, and the other adds FCS 5540 Therapeutic Play for Pediatric Populations to the list of Designated Accelerated Degree Program Eligible Family and Consumer Sciences Courses.

2. Rationale. Give your reason(s) for the proposed improvement.

Background:

WMU's Child Life Concentration was developed in response to: (1) student interest; (2) the decision of the Child Life Council, now called the Association of Child Life Professionals (ACLP) to require a master's degree for Certified Child Life Specialists as the entry-level degree by 2022 and a graduate degree with the title of Child Life by 2025; and (3) the lack of Child Life graduate programs in Michigan.

In designing the Child Life program we relied on ACLP's recommendations of content for graduate curriculum in 2013. During the curriculum review process in 2013 when we submitted the concentration proposal we shared our expectation to return with curriculum changes as the ACLP issued updated requirements in relation to the 2022 and 2025 dates. We are returning to the curriculum review process to update the curriculum to align with the 2019 Academic Eligibility Requirements and recent, unexpected developments.

On January 17, 2018 the ACLP issued an email reporting that "the 2013 board motion to enact the master's degree requirements for certification eligibility in 2022 and 2025 has been rescinded" (see the attachment Association of Child Life Specialists EMAIL Rescinding Move to a Master's Degree). This announcement was followed by a letter to academic programs (see attachment). Both note the job analysis as a process to determine the academic degree for entry-level positions. On September 21, 2018 the outcome of the job analysis was announced: an undergraduate degree was determined to be the entry-level degree for minimally competent practice. However, the job analysis process also confirmed "that there is an advanced level of practice" (see the attachment on the 2018 Job Analysis).

What the 2019 Academic Eligibility Requirements, rescinding of the master's degree, and the results of the job analysis mean is that students can count undergraduate and graduate courses (and a mix of both) to meet the academic requirements to establish eligibility to take the Child Life Professional Certification Exam. Passing this exam is the last step in the process to be a Certified Child Life Specialist (CCLS), the credential required by most hospitals to work as a Child Life Specialist.

Because of these recent developments, we are requesting that: (1) the Child Life Concentration be reduced from 41 graduate credit hours to 32 graduate credit hours, and (2) changes to the admission requirements as noted below.

Reduce Credit Hours of the Child Life Concentration

As noted above, students seeking certification as a child life specialist can establish academic eligibility by taking required course work at the undergraduate and/or graduate level. The 2019 Academic Eligibility Requirements notes that applicants can establish this academic eligibility by taking 10 specific courses or graduating from an ACLP-Endorsed Academic Program. The latter pathway requires an academic program to have one FTE; we are in the middle of a position search for term Child Life faculty member. That faculty member will be tasked with exploring the pros and cons of pursuing the Endorsement option. Meanwhile, our program aligns with the 10 required courses (except we have one child development course at the graduate level rather than two as required—we are proposing adding completion of a child development course to the admissions requirement (see below). We want to serve students who only have one relevant course in child development (see proposed admissions requirement changes) to those who are CCLSs but wish to obtain a master's degree.

We have been accepting students since 2015. All have taken at least one and some have taken many of the 10 ACLP-required courses as undergraduates yet still need to complete a some coursework and to be affiliated with a university in order to apply for a child life practicum and the highly competitive 600-hour hospital-based child life

internship. We are not requesting that we accept undergraduate coursework; we are requesting fewer graduate credit hours. A 32 credit-hour graduate Child Life program versus a 41 credit hour program will allow us to serve this range of students with less financial burden on the student.

The table below shows the 2019 Academic Eligibility Requirements courses and the aligning FCS courses that total 32 credit hours. It is important to note that prior to a Child Life Internship, most hospitals require or prefer students to have completed a Child Life Practicum. If students have not completed one prior to admission to the MA in FCS and wish to do so, additional FCS 6220 credit hours will be necessary. The current 41 credit hour Child Life Concentration includes 2-3 credit hours for a child life practicum or an elective, which means a student who has to complete a Child Life practicum as an undergraduate would still have to take an alternate course.

ACLP 2019 Required Courses (3 credit hour course recommended)	Courses in the WMU Child Life Concentration (proposed 32 credit hour) Courses listed below are each 3 credit hours * Students who have taken undergraduate or graduate coursework that meets the ACLP academic eligibility requirements for certification as a child life specialist may select alternate graduate courses with the approval of the Graduate Advisor.	
Child Life Course taught by a CCLS covering: official documents, scope of practice, impact of illness, family-centered care, therapeutic play, preparation	FCS 5510 Families and Hospitalizations I	
Child Development Two 3 credit hour courses	FCS 6510 Child Development: Theories and Practice	Note: we are proposing as an admission requirement a child development course. Nearly all students enrolled in our program have taken a child development course prior to applying.
Family Systems	FCS 6600 Studies in Family Relationships	
Play Course	FCS 5540 Therapeutic Play for Pediatric Populations	Note: Proposal for this new course accompanies this proposal.
Loss/Bereavement or Death/Dying	FCS 6530 Families, Loss & Bereavement	
Research	FCS 6010 Basic Research	
3 Additional Courses In Child Life or closely related subject	FCS 5520 Families and Hospitalizations II FCS 5530 Advanced Child Life Practice FCS 5680 Gender, Culture, & Families	
Clinical Requirement		
In addition to academic courses, students must have clinical training. The ACLP requires a 600-hour, hospital-based, Child Life Internship.	FCS 6220 Practicum/Internship (3 credit hours)	Note: Prior to a Child Life Internship, most hospitals require or prefer students to have completed a Child Life Practicum. If students have not completed one prior to admission to the MA in FCS and wish to do so, additional FCS 6220 credit hours will be necessary.
	MA in FCS Requirement	
	FCS 7100 Independent Research (2-6 credit hours) or FCS 7000 Thesis (6 credit hours)	Note: students are required to take 2 credit hour of FCS 7100 at a minimum

Changes to the Admissions Requirements

In brief, we proposed the following changes to the admissions requirements:

- An undergraduate GPA of 3.0 on a 4.0 scale.
- A bachelor's degree or minor in human development, family science studies, child and family development, health services, or a related field;
- An undergraduate or graduate course in child development;
- An undergraduate practicum/internship and/or volunteer or work experience with direct experience working with children, youth, and/or families.
- Recommended: Undergraduate course work in medical terminology, anatomy and physiology with a grade of "B" or better. ~~Applicants who have not had this course work may be considered for admission; however, if admitted, the student must successfully complete the course work before attending or while in the graduate program. Transcripts documenting successful completion of course work will be necessary. This course work will not be counted as part of the graduate degree.~~

We are broadening the type of bachelor's degree so prospective students, particularly those in health services, are aware they have the necessary foundation to apply to the Child Life concentration. We want to add the option of minors (e.g., WMU's minor in Family Science is 24 credit hours) so those prospective applicants with an unrelated bachelor's can obtain the necessary foundation in 24 credit hours versus 50 or 60 for a major.

The requirement of a undergraduate or graduate child development course (e.g., infant/toddler, child, adolescent) is added because we have only one graduate child development course at this time and almost all applicants have a child development course in their bachelor's degree.

We are expanding what counts as experience with children, youth, and/or families because not all applicants have a formal academic practicum or internship as undergraduates. Given we have students accepted into Child Life internships without courses in medical terminology or anatomy and physiology, we need to drop this requirement and make it recommended only.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

All graduate family science courses serving Child Life students and Family Life Education students are open to students from other disciplines, except FCS 6220 Practicum/Internship and FCS 7000 and 7100. The changes to the admissions requirements may attract more students to apply.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The primary effect of reducing the number of credit hours in the Child Life concentration will be on the concentration in Family Life Education (one of the four current concentrations in the MA in Family and Consumer Sciences). Currently Child Life students take courses that Family Life Education (FLE) students take: FCS 5680 Gender, Culture, & Families; **FCS 5350** Communication Skills for Working with Families Across the Lifespan; **FCS 6520** Family Life Education; and **FCS 6560** Family Law, Ethics and Professional Issues. Only the first, FCS 5680 will remain required for Child Life Students. The remaining courses, and other FCS courses such as Kinship Care Families courses and WFED Grant Writing courses, may be taken when Child Life Students have undergraduate or graduate courses prior to admission to the MA in FCS that meet the academic eligibility requirements listed in the above table.

The courses no longer required by Child Life students will see a reduction in enrollment. The faculty are aware of this reduction are in the process of examining the rotation of courses and planning marketing efforts.

5. Alignment with college's and department's strategic plan, mission, and vision.

This proposal aligns with the CEHD's goal to "Increase emphasis on graduate student recruitment and program development" and the department's mission to provide "integrative educational programs...focused on...relationships among individuals, families, and their near environments with the goal of improving the quality of life within a dynamic global community."

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

The proposed changes (reduction in credit hours and admissions requirements) will make it easier for students to meet graduation requirements and to complete the graduate program faster.

We offer each Child Life course once a year (except FCS 5680 is offered twice per year). Students may take one course or more courses a semester. We offer most courses both on campus and in Grand Rapids. The exceptions are: FCS 5510 is offered on campus and FCS 5520 and 5530 are offered in Grand Rapids to provide students the opportunity for a range of guest speakers.

Students will still need to acquire experience working with a range of children likely through a combination of employment, volunteering with child-serving agencies and organization (e.g., Children's Healing Center in Grand Rapids) and volunteering in the child life department at hospitals. These experiences are needed to compete for the child life internship.

Course	Semester/Session Currently Offered (Rotation changes possible)
	Unless otherwise noted, class sessions are offered once a week in the evening.
FCS 5510 Families and Hospitalization I	<i>Fall (Saturdays)</i>
FCS 5520 Families and Hospitalization II	<i>Spring (weekends)</i>
FCS 5530 Advanced Child Life Practice	<i>Summer (weekends)</i>
FCS 5540 Therapeutic Play with Pediatric Patients (Proposed new course)	<i>Spring</i>
FCS 5680 Gender, Culture & Families	<i>Fall and Spring</i>
FCS 6010 Basic Research Methods	<i>Fall online and Spring (may move to Summer online)</i>
FCS 6510 Child Development Theories & Practice	<i>Fall</i>
FCS 6600 Studies in Family Relationships	<i>Fall (may move to spring)</i>
FCS 6530 Families, Loss, & Bereavement	<i>Spring (offering in Summer II in 2019 as a trial)</i>
FCS 6220 Practicum/Internship	<i>Fall, Spring, Summer (meetings by arrangement with instructor)</i>
FCS 7100 Independent Research	<i>Fall, Spring, Summer (meetings by arrangement with instructor)</i>
FCS 7000 Thesis	

Sample of alternate courses for students who have taken ACLP academic courses prior to admission to the MA in FCS (Child Life concentration)

FCS 5350 Communication Skills for Working with Families Across the Lifespan	<i>Summer</i>
FCS 6520 Family Life Education	<i>Spring</i>
FCS 5100 Teaching Sexuality	<i>Spring</i>
FCS 6560 Family Law, Ethics, and Professional Issues	<i>Fall</i>
FCS 5250 Adolescent in Development	<i>Spring</i>
FCS 6550 Adult-Child Relationships	<i>Summer</i>
FCS 5220 Topics in FCS (1-3 credit hours)	<i>Variable</i>
FCS 5110 Kinship Care Family Members: Strengths and Challenges	<i>Variable</i>

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

We have admitted students to the Child Life concentration since 2015. Our enrollment of students by year are:
 2015-16: 6 enrolled (5 have graduated; 1 withdrew)
 2016-17: 9 enrolled (1 graduated, 7 in process, 1 withdrew)
 2017-18: 8 enrolled (7 in process, 1 withdrew)
 2018-19: 8 enrolled

We have three admissions deadlines per year (January, March, and October). The January deadline is the heaviest. Inquiries for the graduate program continue even after the move toward requiring a master's degree was rescinded. This coming January we will know better the impact of rescinding the move to a master's degree.

8. **Effects on resources.** Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

As noted in the 2013 curriculum proposal for a Child Life concentration, the program relies on full-time and part-time faculty to teach courses. A full-time faculty member is the Graduate Advisor and liaison with part-time faculty who are CCLSs. The CCLSs also serve on the Admissions Committee, often taking a day off to participate in interviews, and make themselves available to students when they have questions or need guidance on preparing practicum and internship applications. The Graduate advisor for the MA in FCS already has been advising students on the upcoming changes to the CLCC/ACLP course requirements.

The 2013 proposal also noted the support to search for a term child life instructor. We were not successful in a search five years ago. We have an active search underway this fall for a term faculty member in Child Life who is a CCLS and can teach child life and other family science courses. This time we are optimistic the search will be successful.

The 2013 proposal also stated one-time costs. Given the search that is underway, stating these costs again is appropriate

Initial One-Time Costs (Estimated)

<i>Item</i>	<i>Amount</i>	<i>Funding</i>
Computer	\$1,500	College
Child Life Items	\$2,000	Department
Accreditation	\$5,000* estimated	Department

*ACLP no longer is offering accreditation but is offering an endorsement. One task for a new faculty member in Child Life will be to examine the pros and cons of pursuing the endorsement. As of fall 2018 the endorsement application fee is \$1750, the annual maintenance fee is \$250, the appeals fee is \$500, and the re-endorsement fee after five years is \$1750.

Child Life items refers to those items used by child life specialists with children and families (e.g., ipad, distraction toys, dolls for demonstrating medical procedures, special needs toys). We have not purchased Child Life items and expect a new Child Life faculty member to consider what items would enhance student learning.

Space

Office space will be provided in the department of Family and Consumer Sciences.

9. **List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.**

Students

- Assess developmental and psychosocial needs of infants, children, youth, and families;
- Explain tenets of family and patient-centered care, elements of a therapeutic relationships, and values of sociocultural diversity;
- Identify likely stressful events for infants, children, youth, and families; coping strategies; and the contextual factors influencing stress, coping, and resilience;

- Design and implement distraction techniques, effective non-pharmacological pain management techniques, and therapeutic play environments and activities that are grounded in theory and best practice;
- Demonstrate effective communication including active listening and empathic responses, and explain their role in building relationships with families under stress;
- Identify theoretical approaches to understanding grief, loss, death, and bereavement;
- Explain ethical professional practice; the importance of maintaining professional competence and work within the scope of practice; and how to function as a positive contributing member of professional team; and
- Engage in self-reflective practice in support of infants, children, youth, and families.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

The proposed changes to the Child Life concentration in the MA in FCS reflects CEHD's strategic objective in outcome assessment and program quality: increase program adaptation to changing external trends. The trend, in this case, is the ACLP's updated academic requirements to establish academic eligibility for the Child Life Professional Certification Exam and rescinding the move to a graduate degree. In response we are reducing the total number of credit hours for the Child Life Concentration.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Current Catalog Copy	Proposed Catalog Copy with Changes in Red Font and Highlighted	Proposed Catalog Copy (Clean)
<p>Child Life Concentration</p> <p>The Master of Arts in Family and Consumer Sciences (concentration in Child Life) prepares students to pursue a career in the child life profession. This 41 hour concentration involves course work aligned with recommendations of the Association of Child Life Professionals, the primary professional organization of child life specialists. The curriculum provides classroom and field experiences enabling students to build on skills and knowledge key to working as a child life professional. See the department website for information on admission requirements and the admissions application process.</p>	<p>Child Life Concentration</p> <p>The Master of Arts in Family and Consumer Sciences (concentration in Child Life) prepares students to pursue a career in the child life profession. This 4132 hour concentration involves course work aligned with recommendations of the Association of Child Life Professionals, the primary professional organization of child life specialists. The curriculum provides classroom and field experiences enabling students to build on skills and knowledge key to working as a child life professional. See the department website for information on admission requirements and the admissions application process.</p>	<p>Child Life Concentration</p> <p>The Master of Arts in Family and Consumer Sciences (concentration in Child Life) prepares students to pursue a career in the child life profession. This 32 hour concentration involves course work aligned with recommendations of the Association of Child Life Professionals, the primary professional organization of child life specialists. The curriculum provides classroom and field experiences enabling students to build on skills and knowledge key to working as a child life professional. See the department website for information on admission requirements and the admissions application process.</p>

<p>Child Life Admission Requirements</p> <ul style="list-style-type: none"> • An undergraduate GPA of 3.0 on a 4.0 scale. • A bachelor's degree in family studies, child and family development, or a related field • An undergraduate practicum/internship with direct experience working with children, youth, and families. • Undergraduate course work in medical terminology, anatomy and physiology with a grade of "B" or better. Applicants who have not had this course work may be considered for admission; however, if admitted, the student must successfully complete the course work before attending or while in the graduate program. Transcripts documenting successful completion of course work will be necessary. This course work will not be counted as part of the graduate degree. 	<p>Child Life Admission Requirements</p> <ul style="list-style-type: none"> • An undergraduate GPA of 3.0 on a 4.0 scale. • A bachelor's degree or minor in human development, family science studies, child and family development, health services, or a related field; • An undergraduate or graduate course in child development; • An undergraduate practicum/internship and/or volunteer or work experience with direct experience working with children, youth, and/or families. • Recommended: Undergraduate course work in medical terminology, anatomy and physiology with a grade of "B" or better. Applicants who have not had this course work may be considered for admission; however, if admitted, the student must successfully complete the course work before attending or while in the graduate program. Transcripts documenting successful completion of course work will be necessary. This course work will not be counted as part of the graduate degree. 	<p>Child Life Admission Requirements</p> <ul style="list-style-type: none"> • An undergraduate GPA of 3.0 on a 4.0 scale. • A bachelor's degree or minor in human development, family science, child and family development, health services, or a related field; • An undergraduate or graduate course in child development; • An undergraduate practicum/internship and/or volunteer or work experience with children, youth, and/or families. • Recommended: Undergraduate course work in medical terminology, anatomy and physiology with a grade of "B" or better.
<p>Child Life Program Requirements</p> <ol style="list-style-type: none"> 1. The concentration in Child Life includes a minimum of 41 semester hours, 15 of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research. 2. A total of 20 hours in Family and Consumer Sciences must be completed in graduate level courses, planned in consultation with a program advisor. <p>Assistantships may be available to those wishing to pursue full-time graduate study.</p>	<p>Child Life Program Requirements</p> <ol style="list-style-type: none"> 1. The concentration in Child Life includes a minimum of 41 32 semester hours, 15 of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research. 2. A total of 20 hours in Family and Consumer Sciences must be completed in graduate level courses, planned in consultation with a program advisor. Students who have taken undergraduate or graduate coursework that meets the ACLP academic eligibility requirements for certification as a child life specialist may select alternate graduate courses with the approval of the Graduate Advisor. <p>Assistantships may be available to those wishing to pursue full-time graduate study.</p>	<p>Child Life Program Requirements</p> <ol style="list-style-type: none"> 1. The concentration in Child Life includes a minimum of 32 semester hours, 15 of which must be in courses at the 6000-level or higher, and at least two hours of FCS 7100, Independent Research. 2. Students who have taken undergraduate or graduate coursework that meets the ACLP academic eligibility requirements for certification as a child life specialist may select alternate graduate courses with the approval of the Graduate Advisor. <p>Assistantships may be available to those wishing to pursue full-time graduate study.</p>

Association of Child Life Specialists EMAIL Rescinding Move to a Master's Degree

From: Jennifer Lipsey <academics@lists.childlife.org>
Reply-To: "academics@lists.childlife.org" <academics@lists.childlife.org>
Date: Wednesday, January 17, 2018 at 4:45 PM
To: "academics@lists.childlife.org" <academics@lists.childlife.org>
Subject: [academics] - Advanced Degree Requirement Rescinded
Resent-From: <academics@lists.childlife.org>
Resent-Date: Wednesday, January 17, 2018 at 4:45 PM

Caution - External Email

For several years, the strategic plan has outlined opportunities to evolve the child life profession and elevate credibility. This year several initiatives moved to the next level of investigation. The process offered additional clarity regarding accreditation and the certification standards. Included as one of the top priorities for several years has been to further legitimize the Child Life Professional Certification Program through accreditation by the National Commission for Certifying Agencies (NCCA). This body accredits credentialing programs in a process analogous to certification.

Through this ongoing pursuit, we now have greater clarity around credentialing industry standards and evidence-based practices. To maintain the credibility of the CCLS credential, it is imperative that the certification program demonstrate its integrity through policies and procedures that are both defensible and evidence-based.

Learning more about NCCA accreditation has made the ACLP Board of Directors aware that the Child Life Certifying Committee (CLCC) cannot be under undue influence with regards to its decisions/policies and requirements for certification-related activities. As such, CLCC will be formally recognized as a Commission with authority over all essential certification decisions pending the proposed Bylaws revision on which the ACLP membership will vote in Spring 2018. Perhaps most significant in this new understanding is the recognition that the decision that led to the 2022 and 2025 eligibility requirements should have been made by CLCC through an evidence-based process (i.e., Job Analysis)

It was with the best of intentions that the decision to require a master's degree was made. However, the reason behind this decision was in part to advance the profession, which is the responsibility of the association, not its credentialing program. The primary purpose of a credentialing program is the protection of the public through the establishment of a minimum standard for competence based on evidence of current practice.

In order to preserve the credibility of our certification program, we must constantly strive to use commonly accepted, evidence-based practices and ultimately achieve NCCA accreditation. **Thus, the 2013 board motion to enact the master's degree requirements for certification eligibility in 2022 and 2025 has been rescinded.**

The ACLP Board remains solid in its recommendation to CLCC to require a master's degree in recognition that advanced education and applied skill sets have surfaced as necessary components for success. Knowing this, the CLCC is conducting initial investigations to determine whether/how an advanced level credential might rely on a master's degree as a foundational requirement and will keep the ACLP membership and Board apprised of its investigations and recommendations.

The 2019 eligibility requirements stand firm and will go into effect on January 1, 2019 because they originated with CLCC. Along with our credentialing partner, CLCC will conduct a Job Analysis in 2018. One objective of this activity is to determine what eligibility requirements are appropriate beyond those set for 2019.

The CLCC will continue to pursue credentialing industry best practices while the association looks to advance the profession through thoughtful marketing, greater outreach and public education, and innovative strategies

identified during the next strategic planning meeting in late 2018.

As the child life profession and child life programs have continued to evolve over the past decade, many child life students have pursued advanced degrees and employers have established various mechanisms for requiring or recognizing advanced training and experience. New job titles and roles with expanded responsibilities as well as clinical ladders are increasingly common. ACLP supports the ongoing creation and growth of child life training and encourages clinical programs to consider both bachelor's-prepared and master's-prepared CCLSs as we further investigate models of clinical advancement programs that incorporate the unique value and skills at all levels of practice.

What can Academic Programs do for their students?

Apply for [course requirement pre-approval](#).

We recognize the impact of this message affects many of you. It is essential we continue to work closely together to stay engaged—providing recommendations and feedback—to inform us as we head into creating the next Strategic Plan with diligence, ambition and clarity at the forefront.

To that end, please send questions or feedback to the ACLP Board at aclpboard@childlife.org.

Sincerely,

Jennifer Lipsey, CEO, and the ACLP Board of Directors

-----End Original Message-----

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To Whom It May Concern:

In 2013, the Association of Child Life Professionals (ACLP), as the professional organization and credentialing body for Certified Child Life Specialists, instituted plans to elevate certification eligibility requirements starting in 2022. Over these past five years, it has come to our attention that there were crucial elements missing from our credentialing process that require the immediate and diligent attention of our leadership and membership. In benchmarking with related allied health care professions, we have learned a great deal about best practices for structuring and maintaining industry-standard credentialing processes. As a result, we have partnered with the National Commission for Certifying Agencies (NCCA) to examine and solidify the Certified Child Life Specialist (CCLS) credential as one that is defensible, credible, fair, and evidence based.

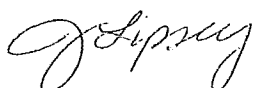
Our relationship with NCCA and the evidence available about market trends and across the child life profession suggest that an advanced degree requirement may not be sufficiently supported at this time. The job analysis conducted as a part of the certification process by ACLP and the professional exam developing agency in 2018 will help us better understand through an evidence-based approach whether or not there is a gap and to what extent. We greatly value the strides that university programs and faculty have made to elevate the academic training of our future professionals, and also recognize that more investigation and justification is needed to successfully support this transition. Thus, we have rescinded the master's degree requirement originally set to take effect in 2022.

The Child Life Certifying Committee is progressing quickly towards industry guidelines for best practice by establishing the policies and procedures needed to uphold the CCLS credential as a marked reflection of the quality of the academic training students have received at your institutions, as well as the clinical training they receive during child life internships. ACLP's academic program support includes endorsement of undergraduate programs (with correlating endorsement service to become available to graduate programs) as a means of recognizing those institutions that have gone above and beyond to provide their students with the highest quality educational experiences. The association has added an additional support to students and academic programs by pre-approving courses (for programs) that wish to attract and retain students who are independently constructing their curriculum paths. The 2019 eligibility requirements stand firm and will go into effect on January 1, 2019.

As the child life profession has continued to evolve over the past decade, many child life students have pursued advanced degrees and employers have established various mechanisms for requiring or recognizing advanced training and experience. New job titles and roles with expanded responsibilities as well as clinical ladders are increasingly common. ACLP supports the ongoing creation and growth of child life academic, training and clinical programs to consider *both* the bachelor's-prepared and master's-prepared CCLSs as we further investigate models of clinical advancement programs that incorporate the unique value and skills at all levels of practice.

As always, we are committed to providing the opportunity for you to relay your thoughts and concerns directly to leadership who can be reached via aclpboard@childlife.org. As the needs and trajectory of the field continue to evolve, it is critical that diverse perspectives on the current and future academic requirements are shared. We welcome your voices. In terms of how the association will approach its certification requirements, we will follow best practice, which dictates an evidence-based approach; we are committed to following the evidence where it leads.

Respectfully,



Jennifer Lipsey, CEO, and the ACLP Board

Good afternoon,

We are writing today to share with you the results of the 2018 Job Analysis (JA). Since the master's degree requirement was rescinded in 2017, many have been waiting for the outcome to learn if this requirement would be reinstated by CLCC (Child Life Certification Commission). The Job Analysis was facilitated by our testing agency, Schroeder Measurement Technologies (SMT), following widely accepted credentialing industry standards. The results have been verified by the appropriate entities. The methodology has been proven to be sound.

For those who may not recall, the Job Analysis is an essential step in safeguarding consumers as it is the method for defining the knowledge, skills, and abilities (KSAs) of an individual who has the capacity to perform competently in the field. The JA is identified by the National Commission for Certifying Agencies (NCCA) as the mechanism through which certifying bodies establish their minimum standards for eligibility and serves as a link between the job of a child life specialist and the certification exam.

The Job Analysis began in February with a meeting of 10 Subject Matter Experts (SMEs) who defined the tasks a minimally competent, entry-level child life practitioner would perform. This is the level of knowledge that the Child Life Professional Certification Exam is designed to assess. The panelists kept in mind specialists who are just starting their child life practice.

The results of this meeting were subject to validation by all Certified Child Life Specialists. SMT devised a survey instrument, which was sent to all Certified Child Life Specialists to validate the work of the SME panel. The survey had nearly a 30% response rate with over 1,400 respondents. Thank you to all who participated.

Results

The validation survey confirmed the SMEs' outcomes. Over 98% of Certified Child Life Specialists who provided a response indicated that the defined tasks identified by the SMEs either adequately or completely covered the essential tasks performed by a child life specialist. Therefore, the new draft Exam Content Outline (test blueprint) was finalized.

Also significant, the 2018 Job Analysis did not demonstrate that a master's degree is essential to obtain the KSAs present in the new blueprint, therefore, the 2019 requirements stand and no changes are expected in the near term.

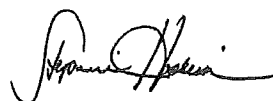
The Job Analysis process confirmed that there is an advanced level of practice *in addition* to the minimally competent, entry-level (CCLS) practitioner.

More information on the 2018 Job Analysis and outcomes can be found on [our website](#).

We appreciate the patience all have demonstrated while waiting for the final results of the Job Analysis. Please be sure to review the 2019 eligibility requirements that have been public since 2014 and go in to effect January 1, 2019, for all pursuing the CCLS credential. The next Job Analysis will be conducted in 2023, and we will continue to follow the best practices for the development of the certification exam as set forth by the NCCA.



Bindy Sweett, CCLS
Chair, Child Life Certification Commission



Stephanie Hopkinson, CCLS
President, Association of Child Life Professionals