



**NEW PROGRAM PROPOSAL FORM**

**Sponsoring Institution(s):** Missouri State University

**Program Title:** Child Life Studies

**Degree/Certificate:** Master of Science in Child Life Studies

**Options:** None

**Delivery Site(s):** Missouri State University, Springfield Campus

**CIP Classification:** 51.2209

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** Fall 2016

**Cooperative Partners:** None

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Dr. Christopher Craig, Associate Provost

Name/Title of Institutional Officer

*Christopher Craig* 6/24/15  
Signature Date

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**Missouri State University**

**Master of Science Degree in**

**Child and Life Studies**

**A proposal for the Missouri State Department of Higher Education**

**06/24/2015**

## **Executive Summary**

The Child Life Program prepares students for careers as Certified Child Life Specialists in both hospital and community health care environments. Students develop the skills necessary to promote family-centered care and learn how to work with children and their families who are living with the realities of chronic and acute surgery, trauma, injuries and disabilities. Students learn developmentally meaningful ways of working with children and their families in health care settings.

Through the program, students gain an understanding of medical issues coupled with a firm grounding in practice. This combination of theory and practice serves as an excellent support for child life specialists who work with children, youth and families. Students learn to advocate for children and their families, prepare children for medical procedures, teach children and their families about their illness, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, provide non-pharmacological techniques to comfort children, and provide normal life experiences that promote optimal growth and development.

The Child Life Council (CLC) grants Child Life Professional Certification. Upon completion of our child life master's degree, graduates will have satisfied the course requirements, will have completed the CLC's mandated 480 hour internship in a child life program supervised by Certified Child Life Specialists, and will be prepared to take the certification examination administered by the CLC.

The Master of Science in Child Life Studies will be offered in two formats: the Advanced and Standard programs. Both the Advanced and Standard programs will be available as full or part-time status.

The Advanced program is designed for students with a Bachelor's degree and coursework toward Child Life certification, or current Child Life Specialists working in the field. The Advanced program requires either a practicum or internship. The target population would be to serve Missouri State University students in the Child & Family Development program with an emphasis in Child Life who will move directly into the Master's program. These students will be able to take advantage of an accelerated Master's program. It is anticipated the students would remain enrolled full time. The Advanced program requires 34 credit hours.

The Standard program is designed for students who do not have a Bachelor's degree in a related field to Child Life or students who do not meet the requirements of the Advanced program. The Standard program requires 43 credit hours.

## Introduction

### Rationale

The profession of Child Life Specialist is governed by the Child Life Council. In 2012, the CLC Board of Directors established an Academic Preparation Task Force charged with recommending a progression of steps and a timetable whereby all newly credentialed Certified Child Life Specialists (CCLS) would be required to hold an advanced degree from an academic program that has been accredited by the CLC. The recommendation further stated that by the year 2022, exam applicants (for certification) must hold a master's degree in child life OR a master's degree with a concentration or emphasis in child life. By the year 2025, the Task Force further recommended that the requirement be amended to state that ALL exam applicants must hold a master's degree in child life from an academic program accredited by the CLC.

In 2016, the last intake of undergraduate students will be eligible for exam eligibility. This is recommended to enable time for students to establish eligibility, meet certification exam application deadlines, and sit for the exam. Beyond 2016, it is recommended that undergraduate intake continue with the students' understanding that they will need to pursue further education to achieve exam eligibility.

The demand for the Master's in child life will be nation-wide since the national association is requiring the advanced degree. Currently there are fewer than ten programs offering a MS/MA in Child Life.

There are fewer than five programs between the east and west coasts.

### Alignment to Mission and Goals

#### 1. Need:

##### A. Student Demand:

- i. *Estimated enrollment each year for the first five years for full-time and part-time students.*

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Adv.	Std.	Adv.	Std.	Adv.	Std.	Adv.	Std.	Adv.	Std.
<b>Full Time</b>	8	5	12	5	16	6	20	7	25	8
<b>Part Time</b>	8	8	8	10	8	11	9	12	10	12
<b>Total by program</b>	16	13	20	15	24	17	29	19	35	20
<b>Overall total</b>	29		35		41		48		55	

- ii. *Will enrollment be capped in the future?*  
Due to limited laboratory sites in Springfield, the Standard program will need to be capped at 20 students.
- iii. *Please provide a rationale regarding how student enrollment projections were calculated.*

In the spring of 2014, a needs assessment survey (see Appendix A) was distributed to 38 MSU students (senior status and graduates from the past two years) in the Child & Family Development program with an emphasis in Child Life. An acceptable response rate of 34% was achieved. **Ninety-one percent** of the respondents reported "somewhat interested" or "very interested" when asked "how interested are you in pursuing a Master's degree in Child Life from Missouri State". When asked when they would consider starting the degree, **91%** responded within 1-5 years (1-2 yrs = 58%; 3-5 yrs = 33%).

A second needs assessment survey was distributed to CLC Midwest Region List-Serv group ( $N = 405$ ) and 149 (36.7%) responded. Of those responding, 78% are currently CCLS ( $M = 7.3$  years) and 72% held a Bachelor's degree and 26% held a Master's degree (in various fields of study). Of the 72% holding a Bachelor's degree, **26%** stated they were interested in pursuing a Master's degree at Missouri State and **56%** would consider starting the program in the next 5 years.

## **B. Market Demand**

- i. The CLC has determined that by 2022 all newly certified CCLS must hold a Master's degree in Child Life or a Master's degree with an emphasis in Child Life. This is a **national** requirement. Hospitals and healthcare systems throughout the United States will be seeking CCLS that hold a Master's degree. Currently there are **three** institutions offering a Master's degree in Child Life: 1) Bank Street College in New York, 2) Loma Linda University in California, and 3) University of La Verne in California. In order to meet the national demand by 2025 that all CCLS hold a Master's degree in Child Life, additional programs will need to be created. Given Missouri State's geographic location in the heart of the Midwest, it would seem imperative to offer a degree with such high demand. The U.S. Bureau of Labor Statistics projects that the employment of child life workers will increase by 12.3% by 2018.

Data from the needs assessment survey (see Appendix B) was obtained from the open-ended question, "Would you encourage your employees to pursue a Master's degree in Child Life?" Responses in favor of the advanced degree included:

- In addition to the Master's degree becoming a requirement set by the Child Life Council in upcoming years, I feel that further training/education can be beneficial, as well as raise the standard for child life professionals. It would also be a way to further the research in the field of child life.
- Because it would benefit CCLS in the future.
- It is a growing field and there are many more studies, research, and experiences out there that would benefit this type of major.
- Continued education is key!
- I believe the more education and knowledge one gets, the more child life skills and knowledge they will gain. This will only improve them as a CCLS.
- With Child Life becoming more of a comprehensive field, it is important that we are hiring the most qualified people to serve our teams.
- I would encourage it because in about 10 years a Master's degree will be required. I would encourage them to do it early instead of later so that their job will not be in jeopardy.
- A Masters provides additional research education than a BS and our field needs a stronger research component.
- To increase credibility and further professionalism.
- It will help move the profession forward and give us more credibility in a "business" like world, where funding, research, and the need to prove our service is important.
- I would encourage them to seek a Master's degree to better prepare themselves clinically and to prepare for the increasing demands of research in the profession of child life.
- Some of my fellow co-workers have their Master's degree and I see a great benefit to what they bring to our team.
- Other hospital staff may see us as an essential service to our patients' treatment if we have higher standards/degrees.
- When a CCLS has completed an advanced degree, they understand child development theory and, generally speaking, has learned additional pertinent knowledge that is focused on the field of Child Life.

- I like the professionalism the advanced degree will hopefully create in terms of acknowledgement and potential respect for the job.
- Due to the competitive nature of our field, you may get a second look if you have a Master's degree.
- It is the way the profession is moving and provides a much more comprehensive education on a very specific topic.
- As a Masters will be a requirement, this will align the student with CLC expectations as well as criteria currently in place for other health care professions.
- I believe the degree is important not only for the educational benefits but also for the credibility. I know that with the ever-growing and changing field of medicine, it is increasingly important for CCLS to continue to elevate the field and, for this reason, advanced education and research will be vital.
- As our profession grows, a Master's degree will strengthen knowledge but also the skill set of incoming professionals.
- Able to be more successful in the field by advancing to higher positions – internship coordinator, supervisor, etc.

### C. Societal Need

#### *General needs which are not directly related to employment*

Children today confront a wide variety of stressful and potentially traumatic events that may overwhelm their natural ability to cope and heal. Difficult or unexpected experiences, such as chronic illness, hospitalization, the death of a loved one, or the aftermath of violent acts or natural disasters are upsetting for everyone involved. Children are particularly vulnerable, and parents or other responsible adults may feel unsure of their ability to help children to successfully understand and manage these experiences.

Because children process information from the world around them much differently than adults, they have distinct needs for managing the effects of stress and trauma. Without the assistance of a professional who understands their unique perspective, children of all ages may experience emotions such as fear, shame, confusion and loneliness, which can inhibit their natural development, and have lasting negative effects on their well-being.

Child Life Specialists are trained professionals with expertise in helping children and their families overcome life's most challenging events, and the importance of their services has been well documented. The American Academy of Pediatrics and the Child Life Council issued a joint position statement in the journal *Pediatrics* (May 2014) advocating for the need of Child Life Specialists in hospitals and, for those already offering child life services, to expand services to be more inclusive in all areas of the hospital that serves children and youth.

**D. Methodology used to determine A and B and C above.**

A needs assessment survey was developed and distributed to TWO groups of stakeholders: 1) current students and recent graduates from the MSU Child & Family Development program with an emphasis in Child Life (N = 38), 2) Child Life Council Midwest List-Serv (N = 405). Response rates were adequate (34% and 36.7% respectively). The survey was distributed through Qualtrics, an online survey system.

An email was sent out to all potential respondents informing them that a survey would be forthcoming, who the survey was sponsored by, and the purpose for the survey. One week later, an email was sent to notify the potential respondents that the survey was available and the URL for them to log into was provided.

Stakeholders were given two weeks to respond, with a reminder email after the first week.

**2. Duplication and Collaboration (Form c)**

Currently, the University of Missouri offers a Master of Arts in Human Development with an emphasis in Child Life. Although this degree will meet the requirements of the CLC until 2022, the degree will no longer be relevant after this date as a Master's in Child Life will be required. The degree being proposed by Missouri State is a Master's of Science in Child Life Studies, not a degree with an emphasis.

Data gathered from the CLC Midwest group asked for respondents to identify their degree-granting institution. Ninety-nine responses were provided for this write-in question. Of the 99, the top three Child Life degree-granting institutions are: 1) Missouri State University with 14, 2) University of Missouri-Columbia with 13, and 3) University of Wisconsin-La Crosse with five. It appears Missouri State has established a good reputation for preparing Child Life Specialists.

*Does delivery of the program involve a collaborative with any external institution or organization?* NO A – H Not Applicable

**3. Program Structure**

Objectives:

- To proactively design a degree to meet the requirements of the Child Life Council.
- To design a degree to prepare Child Life Specialists for leadership roles in the profession.
- To create a degree that provides the Child Life field with evidence-based projects and research.



- To develop a degree that builds new, better, or stronger relationships with health care systems.
- To build a degree recognized nationally, as well as regionally.

**ADVANCED PROGRAM**

**A. Total credits needed for graduation? 34 hours** (refer to Appendix C for course descriptions)

**B. Are there any residency requirements? NO**

Total credits by category

**C. General education courses: Total credits required**     0    

**D. Major requirements: Total credits required**     25-28    

<u>Course ID</u>	<u>Course Title</u>	<u>Credits</u>
CFD 750	Advanced Human Development Studies	3
CFD 761	Advanced Family Theory	3
SFR 780	Educational Research Methodology	3
ECE 727	Children and Families in a Diverse Society	3
CLS 720	Trends and Issues in Child Life	3
SWK 743	Management and Program Dev. in Human Services	3
OR		
CFD 663	Administration of Programs for Children and Families	3
CLS 790	Practicum in Child Life	3
OR		
CLS 795	Child Life Internship	6
CLS 798	Proposal Development for Child Life Thesis	1
CLS 799	Thesis Research in Child Life	3

**E. Free elective credits:**     6-9    

\*Students who register for CLS 790 Practicum in Child Life will take **9 hours** of electives.  
 Students who register for CLS 795 Child Life Internship will take **6 hours** of electives.

Possible course choices for electives:

<u>Course ID</u>	<u>Course Title</u>	<u>Credits</u>
CLS 705	Aspects of Illness and Disease (3)	
CLS 710	Childhood Death and Bereavement	3
<del>CLS 715</del>	<del>Play and Therapeutic Intervention w/ Lab</del>	<del>3</del>
CFD 662	Prevention of Child Abuse and Neglect	3

PSY 622	Physiological Psychology	3
SW 750	Human Behavior and Family Systems	3
SWK 6966	Health Literacy in the Human Services	3

**E. Describe any requirements for thesis, internship, or other capstone experience.**

The Master of Science in Child Life Studies will require a thesis. This will be a five chapter paper using original data. The thesis will be proposed in CLS 798 Proposal Development for Child Life Thesis and completed in CLS 799 Thesis Research in Child Life. Field experience in either CLS 790 Practicum in Child Life or CLS 795 Child Life Internship should be used to investigate research interests.

**F. A Comprehensive Examination must be passed by the candidate before a degree will be granted. Specific requirements for the comprehensive examination will be determined by the graduate faculty for the program.**

The CLC requires completion of a 480 hour internship to be eligible to sit for the certification exam. If an Internship was not completed in the Bachelor's degree, one will be required in the Master's program. If the CLS 795 Child Life Internship is not necessary (completed prior to graduate degree work), a practicum will be arranged. CLS 790 Practicum in Child Life will be taken for 3 credit hours. If practicum hours are taken, elective hours will be added to meet the minimum degree requirement of 34 total hours.

**G. Describe any unique features such as interdepartmental cooperation.**

The MS in Child Life Studies will utilize coursework from the MS in Early Childhood & Family Development within the same department (Childhood Education and Family Studies). Since the field of Child Life is heavily dependent upon knowledge of development and family systems, it is logical that the new graduate program is linked to the MS in Early Childhood & Family Development. The undergraduate emphasis in Child Life within the Child & Family Development program, also in the department of Childhood Education & Family Studies, will act as a feeder program for the MS degree. In addition to courses used for the MS in Early Childhood & Family Development, Child Life specific coursework will be required.

One required course, SFR 780 Educational Research Methodology, is offered through the Department of Reading, Foundations and Technology. This is a service course used by a variety of graduate programs within the College of Education, including the MS in Early Childhood & Family Development.

Graduate students may choose to take elective hours from the Psychology or Social Work graduate programs.

**STANDARD PROGRAM**

**A. Total credits needed for graduation? 43 hours (refer to Appendix C for course descriptions)**

**B. Are there any residency requirements? NO**  
Total credits by category

**C. General education courses: Total credits required** 0

<u>Course ID</u>	<u>Course Title</u>	<u>Credits</u>
CFD 761	Advanced Family Theory	3
SFR 780	Educational Research Methodology	3
ECE 727	Children and Families in a Diverse Society	3
CFD 610	Child Life Theory and Practice	3
CLS 705	Aspects of Illness and Disease	3
CLS 710	Childhood Death and Bereavement	3
CLS 715	Play and Therapeutic Intervention w/ Lab	3
CFD 663	Administration of Programs for Children and Fam.	3

OR

SWK 743	Management and Program Dev in Human Services	3
CLS 790	Practicum in Child Life*	3
CLS 795	Child Life Internship	6
CLS 798	Proposal Development for Child Life Thesis	1
CLS 799	Thesis Research in Child Life	3

\* Graduate practicum is not necessary if taken at the undergraduate level

**E. Free elective credits:** 6-9

\*Students who register for CLS 790 and CLS 795 will take **6 hours** of electives.  
Students who register for CLS 795 only will take will take **9 hours** of electives.

Possible course choices for electives:

<u>Course ID</u>	<u>Course Title</u>	<u>Credits</u>
CFD 750	Advanced Human Development Studies	3
CLS 720	Trends and Issues in Child Life	3
CFD 662	Prevention of Child Abuse and Neglect	3
PSY 622	Physiological Psychology	3
SWK 696	Health Literacy in the Human Services	3
SWK 750	Human Behavior and Family Systems	3

**F. Describe any requirements for thesis, internship, or other capstone experience.**

The Master of Science in Child Life Studies will require a thesis. This will be a five chapter paper using original data. The thesis will be completed in CLS 798 and CLS 799.

A **Comprehensive Examination** must be passed by the candidate before a degree will be granted. Specific requirements for the comprehensive examination will be determined by the graduate faculty for the program.

The CLC requires completion of a 480 hour internship to be eligible to sit for the certification exam. In addition, it is "highly recommended" by the CLC that students complete a practicum experience that is supervised by a CCLS prior to their internship. This practicum is a minimum of 100 hours.

**G. Describe any unique features such as interdepartmental cooperation.**

The MS in Child Life Studies will utilize coursework from the MS in Early Childhood & Family Development within the same department (Childhood Education and Family Studies). Since the field of Child Life is heavily dependent upon knowledge of development and family systems, it is logical that the new graduate program is linked to the MS in Early Childhood & Family Development. The undergraduate emphasis in Child Life within the Child & Family Development program, also in the department of Childhood Education & Family Studies, will act as a feeder program for the MS degree. In addition to courses used for the MS in Early Childhood & Family Development, Child Life specific coursework will be required

One required course, SFR 780 Educational Research Methodology, is offered through the Department of Reading, Foundations and Technology. This is a service course used by a variety of graduate programs within the College of Education, including the MS in Early Childhood & Family Development.

Graduate students may choose to take elective hours from the Psychology or Social Work graduate programs.

**4. Financial Projections**

See Appendix D

**5. Program Characteristics and Performance Goals:**

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**A. Student Preparation**

## Program Admission Requirements

Admission to the **Advanced** program requires the following minimum requirements:

- A Bachelor's degree with an emphasis or minor in Child Life OR
- A Bachelor's degree and currently hold certification as a Child Life Specialist
- A cumulative undergraduate GPA of 3.00 or higher.
- A Graduate Record Examination (GRE) COMBINED score (Verbal and Quantitative) of 290 or higher with results from the GRE provided prior to the student's registration for more than 9 hours.
- Applicants for whom English is not their primary language are required to submit scores on the Test of English as a Foreign Language (TOFEL). A minimum score of 550 on the paper-based or a comparable score of 213 on the computer-based exam are required for admission.
- Students must meet the requirements for admission to the Graduate College as stated in the Admission to Graduate Study section of the Graduate Catalog.

Admission to the **Standard** program must meet the additional requirements:

- A minimum of 100 documented volunteer hours working with children or youth in a health care facility.
- Any necessary undergraduate pre-requisites for graduate coursework.

## Program Admission Procedure

Following admission to graduate study and prior to completion of 9 hours of graduate level coursework at Missouri State, the candidate must submit the following to the Graduate Director of the Child Life program:

- A separate application with the following materials must be submitted to the Child Life Program.
  - 1) A letter of intent containing professional goals, future plans, background information, and professional experiences.
  - 2) Submission of two letters of recommendation from professionals familiar with the candidate's academic abilities and potential.
  - 3) Documentation of a minimum of 100 hours working with children or youth in a health care facility (for Standard program).
  - 4) Completion of any required prerequisite courses or permission from the Graduate Director of the Child Life program (for Standard program).
- Students may transfer in no more than 6 credit hours which must be approved by the Graduate Director.
- Students must complete a Program of Study with their advisor prior to completing 15 credit hours and file this document with the Child Life Studies

Program and the Graduate College.

**B. Faculty Characteristics**

Faculty teaching in this program must hold Graduate Faculty status at Missouri State and will have expertise in the area in which they are teaching. Full time, tenure-track faculty will teach in this program. Occasional use of adjunct faculty who meet the Graduate Clinical Faculty requirements may be hired to teach a course in a specific content area. The Advanced and Standard levels of the Child Life Studies program being proposed will share faculty and a Graduate Director.

In addition to teaching graduate courses, faculty in this program will advise students in their course of studies and assist them in the completion of their research requirements and thesis paper. Faculty will be expected to complete departmental requirements for tenure and promotion. Those tenured will be expected to continue to pursue a research agenda. Faculty will be encouraged to develop and teach online courses as deemed necessary.

**C. Enrollment Projections (repeat Section 1.a)**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Adv.	Std.	Adv.	Std.	Adv.	Std.	Adv.	Std.	Adv.	Std.
<b>Full Time</b>	8	5	12	5	16	6	20	7	25	8
<b>Part Time</b>	8	8	8	10	8	11	9	12	10	12
<b>Total by program</b>	16	13	20	15	24	17	29	19	35	20
<b>Overall total</b>	29		35		41		48		55	

It is anticipated that in the first two years of the program students' enrollment will be nearly equal between full and part time. It is projected that after 2020 the percentage of full-time students will increase due to the requirement that one must hold a Master's degree before certification.

It is projected that by Year 5, there will be at least 50 students in the Child Life Studies program. The program requires a laboratory experience in CLS 715 Play and Therapeutic Intervention. The two health systems located in Springfield can only accommodate a maximum of 20 students per semester. Some of the lab placements will need to be reserved for the undergraduate program. Therefore, students enrolled in the Standard program will be capped.

**D. Student and Program Outcomes**

- Number of graduates per annum at three and five years after implementation: Graduates at three years after implementation is projected

to be 15 while at five years it is projected to be 25. It is anticipated that the program will graduate between 10-15 students per year from year six forward.

- Special skills applicable to the program: Graduates of the program will meet all requirements set forth by the CLC to sit for the certification exam and obtain certification.
- Proportion of students who will achieve licensure, certification, or registration: The CLC administers and archives the information from the certification exam. To date, the results have not been shared by the CLC. Given the new requirements for an advanced degree, discussion is occurring to provide this information to the degree-granting institution.

Based on anecdotal accounts from the undergraduate program (BS in CFD emphasis in Child Life), a 100% pass rate has been achieved. It is anticipated that the graduate program would render similar results.

- Performance on national/local assessments: A written Comprehensive Examination will be administered to the students in this program. A 100% pass rate is projected.
- Placement rates in related field, in other field, unemployed: Some of the students, particularly those enrolled part time, will already be employed and will remain so. Some of these students may change employment or change positions in the same company/institution based on their new qualifications. The number of jobs in the Child Life field continues to rise with virtually every children's hospital across North America creating a "child life team." Most children's hospitals are in large urban areas, therefore, those interested in this career may need to be willing to relocate.
- Transfer rates continuous study: Not applicable to this program.

#### **E. Program Accreditation**

- Institutional plans for accreditation, including accrediting agency and timeline. If there are no plans for specialized accreditation, please specify reasons: The faculty of the Child Life Studies program as well as designees from the Department of Childhood Education and Family Studies will conduct all necessary self-studies or other reports required by Missouri State or the Child Life Council. Drafts of such reports will be provided when necessary and will be subject to internal and external review. Missouri State is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

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#### **F. Alumni and Employer Survey**

- Expected satisfaction rates for alumni, including timing and method of delivery: The program will be reviewed annually by an Advisory Committee comprised of current and past students, graduate faculty, and community stakeholders, the College of Education graduate and employer survey, and on-going review by the program and department. An Exit Survey will be developed and administered prior to graduation.

Data from the needs assessment surveys revealed the preferred mode of program delivery: 1) 56% online, 2) 21% some online/some face-to-face, 3) 14% blended format, 4) 9% face-to-face.

- Expected satisfaction rates from employers, including timing and method of delivery: The College of Education is in the process of developing a survey/assessment system for graduate program completers.

#### 6. Program Specific Accreditation

The Child Life Council (CLC) will be establishing accreditation criteria; however, this has not been completed at this time.

#### 7. Off-campus location

No

#### 8. Institutional Characteristics

Missouri State was founded in 1905 as the Fourth District Normal School and became Southwest Missouri Teachers College in 1919. The university has had a long history of meeting regional, state, and national needs for preparing educated citizens. Missouri State is a public, comprehensive, metropolitan system with a state-wide mission of Public Affairs. The University's identity is distinguished by this Public Affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. These "pillars" of our mission are integrated throughout six themes: professional education, health and human services, business and economic development, agriculture, creative arts, and science and the environment.

The College of Education prepares a large number of teachers and other professionals working in social services agencies. By reviewing graduate and employer surveys, listening to advisory committees, maintaining ongoing dialogue with community partners, and participating in national professional organizations, Missouri State continually reviews its academic programs and services to students.



## Appendix A: Needs Assessment Survey Questions

1. What is your current level in the Child Life Specialist field?  
Undergraduate Student  
CCLS  
CCLS Supervisor  
Other (specify)
  2. If certified, number of years' experience/years certification has been held:
  3. Have you completed a college degree?  
Yes  
No
  4. Highest level of degree attained?  
Associates Degree  
Bachelor's Degree  
Master's Degree  
Master's Degree plus  
Ph. D.
  5. Major or Program:
  6. The degree-granting university:
  7. Would you encourage your employees to seek a Master's in Child Life if you were an administrator or supervisor?  
Yes  
No
  8. Why or why not?
  9. Would you encourage your employees to seek a Ph. D. in Child Life if you were an administrator or supervisor?  
Yes  
No
  10. Why or why not?
-

11. How interested are you in pursuing a Master's degree in Child Life at Missouri State University?
- Very interested
  - Somewhat interested
  - Neither interested or disinterested
  - Somewhat disinterested
  - Very disinterested
12. When would you consider starting the Master's in Child Life degree?
- 1-2 years
  - 3-5 years
  - 6-8 years
  - 8 + years
  - Unsure
13. How interested are you in pursuing a Ph. D. in Child Life at Missouri State University?
- Very interested
  - Somewhat interested
  - Neither interested or disinterested
  - Somewhat disinterested
  - Very disinterested
14. When would you consider starting the Ph. D. in Child Life degree?
- 1-2 years
  - 3-5 years
  - 6-8 years
  - 8 + years
  - Unsure
15. What would be your preferred course delivery system?
- On-line
  - Face-to-Face
  - Blended/Hybrid
  - Some on-line/Some face-to-face
16. What time of day would you prefer if face-to-face or blended courses were offered?
- Days
  - Evenings
  - No preference

17. Which format would you prefer if face-to-face or blended courses were offered?

Week Days

Weekends

Summer Institutes

18. Please explain why you would or would not be interested in pursuing a Master's degree in Child Life at Missouri State University.

19. Please explain why you would or would not be interested in pursuing a Ph. D. degree in Child Life at Missouri State University?

**Appendix B: Needs Assessment Data**

**Student survey (N = 13)**

**Highest level of degree attained?**

Associates Degree	0%
Bachelor's Degree	100%
Master's Degree	0%
Master's Degree plus	0%
Ph. D.	0%

**How interested are you in pursuing a Master's degree in Child Life at Missouri State University?**

Very interested	69%
Somewhat interested	23%
Neither interested/disinterested	0%
Somewhat disinterested	0%
Very disinterested	8%

**When would you consider starting the Master's degree in Child Life degree?**

1-2 years	58%
3-5 years	33%
6-8 years	8%
8 + years	0%
Unsure	0%

**How interested are you in pursuing a Ph. D. in degree Child Life at Missouri State University?**

Very interested	34%
Somewhat interested	38%
Neither interested/disinterested	0%
Somewhat disinterested	0%
Very disinterested	31%

**When would you consider starting the Ph. D. degree in Child Life degree?**

1-2 years	0%
3-5 years	0%
6-8 years	44%
8 + years	11%
Unsure	44%

**What would be your preferred course delivery system?**

On-line	8%
Face-to-Face	31%
Blended/Hybrid	23%

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Some on-line/ Some face-to-face	38%
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What time of day would you prefer if face-to-face or blended courses were offered?

Days	31%
Evenings	54%
No preference	15%

Which format would you prefer if face-to-face or blended courses were offered?

Week Days	85%
Weekends	8%
Summer Institutes	8%

**Midwest Region Child Life Council List-Serv**

Highest level of degree attained?

Associates Degree	0%
Bachelor's Degree	720%
Master's Degree	26%
Master's Degree plus	2%
Ph. D.	0%

How interested are you in pursuing Master's degree in Child Life at Missouri State University?

Very interested	11%
Somewhat interested	12%
Neither interested/disinterested	15%
Somewhat disinterested	5%
Very disinterested	57%

When would you consider starting the Master's degree in Child Life degree?

1-2 years	35%
3-5 years	23%
6-8 years	8%
8 + years	3%
Unsure	31%

How interested are you in pursuing a Ph.D. degree in Child Life at Missouri State University?

Very interested	3%
Somewhat Interested	8%
Neither interested/disinterested	15%
Somewhat disinterested	4%
Very disinterested	71%

**When would you consider starting the Ph.D. degree in Child Life degree?**

1-2 years	7%
3-5 years	26%
6-8 years	14%
8 + years	2%
Unsure	50%

**What would be your preferred course delivery system?**

On-line	56%
Face-to-Face	9%
Blended/Hybrid	14%
Some on-line/ Some face-to-face	21%

**What time of day would you prefer if face-to-face or blended courses were offered?**

Days	10%
Evenings	57%
No preference	32%

**Which format would you prefer if face-to-face or blended courses were offered?**

Week Days	44%
Weekends	38%
Summer Institutes	19%

## Appendix C:

### **PROGRAM DESCRIPTION**

The Master of Science in Child Life Studies prepares students to be certified Child Life Specialists (CCLS) in both hospital and community health care environments. Students develop the skills necessary to promote family-centered care and learn how to work with children and their families who are living with the realities of chronic and acute surgery, trauma, injuries and disabilities. Students learn developmentally meaningful ways of working with children and their families in health care settings. Through the program, students gain an understanding of medical issues coupled with a firm grounding in practice. Students learn to advocate for children and their families, prepare children for medical procedures, teach children and their families about their illness, minimize stress and anxiety for children and their families, create opportunities that strengthen self-esteem and independence, provide non-pharmacological techniques to comfort children, and provide normal life experiences that promote optimal growth and development. In addition, the program provides graduate students with the opportunity to pursue research interests that will provide the field with evidence-based practices.

### **Proposed Course and Course Descriptions**

**\*Denotes new course**

#### **DEVELOPMENT**

**CFD 750 Advanced Human Development Studies (3) on-line**  
Analysis of theories applicable to human development.

**CFD 761 Advanced Family Theory (3) on-line**  
Provides students with an understanding of theories used in the study of families, awareness of current demographics and trends of today's families; examines characteristics of various families and social structure influencing family functioning.

#### **CHILD LIFE PROFESSIONAL PRACTICE**

**ECE 727 Children and Families in a Diverse Society (3) on-line**  
Examination of diverse cultures in American society. Analysis of racism, sexism, and other diversity issues in the community. Discussion of child development within different cultures and identifying changing family and community structure.

**\*CFD 610 Child Life Theory and Practice (3) seated**  
This course is designed to provide an overview of the field of child life. The course examines concepts and principles of the child life profession. Students will be strengthening their educational knowledge and practical skills to prepare for the role of child life specialists to support children and their families while in healthcare settings.

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**\*CLS 705 Aspects of Illness and Disease (3) on-line**  
Childhood disease processes and pathophysiology, symptoms, diagnostic tests, and treatment of

diseases will be discussed. Information on how disease affects a child and family's behavioral, social and emotional development and coping strategies.

**\*CLS 710 Childhood Death and Bereavement (3) on-line**

Various theories and practice specific interventions that assist children/youth or family members when they encounter issues of death, loss, and/or grief. Examination of those issues affecting the student personally or professionally. Development of epistemology regarding death, loss, and grief.

**\*CLS 715 Play and Therapeutic Intervention with lab (3) seated**

Developmental aspects of play and therapy related to developmental stages of children and family in the context of a health-care setting. Apply play therapy techniques in dealing with childhood problems such as molestation, physical abuse, depression, trauma, and family conflict.

**\*CLS 720 Trends and Issues in Child Life (3) on-line**

Topics of interest from the profession of Child Life will be discussed through readings, case studies, and review of research. The application of theory and research to current practices in Child Life will be discussed. Potential research topics will be investigated and the thesis literature review will begin.

**PROGRAM ADMINISTRATION (choose one)**

**CFD 663 Administration of Programs for Children and Families (3) on-line**

Types and purposes of programs for children youth, and families. Development of leadership and management skills. Includes an overview of office policy and procedure, staff and volunteer management, public relations, budgeting, and quality assurance.

**SWK 743 Management and Program Development in Human Services (3) on line**

Develop knowledge and skills for effective supervisors and administrators in human service organizations. Students will also learn grant proposal writing and develop an understanding of their management styles and philosophy.

**ELECTIVES**

**CFD 662 Prevention of Child Abuse and Neglect (3) on-line**

The primary and secondary prevention of the physical, emotional, and sexual abuse and neglect of children. Designed for professionals who work with children and families and are required by law to report incidences of abuse and neglect.

**\*CLS 720 Trends and Issues in Child Life (3) on-line**

Topics of interest from the profession of Child Life will be discussed through readings, case studies, and review of research. The application of theory and research to current practices in Child Life will be discussed. Potential research topics will be investigated and the thesis literature review will begin.

**~~SWK 696 Health Literacy in the Human Services (3) on-line~~**

~~This online course offers an interdisciplinary approach to understanding fundamental health~~



literacy and how the public's literacy skills affect interactions with health and human service professionals. Includes examination of the data for national and international literacy levels and populations at-risk for low literacy; research on health literacy; assessment tools; and practical techniques for addressing literacy issues in spoken and written communications at the practitioner and organizational levels.

**SWK 750 Human Behavior and Family Systems (3) seated**

Examines the family within an eco-systemic context and provides key perspectives related to family development and how individual family members development affects and is affected by the family system. Also provides key foundations in Family Health.

**PSY 622 Physiological Psychology (3) seated**

Physiological correlates underlying behavior, including sensory and response mechanisms, central nervous system.

**RESEARCH**

**SFR 780 Educational Research Methodology (3) on-line or seated**

Research methods, problems of interpretation and application, basic form and structure in research.

**\*CLS 798 Proposal Development for Child Life Thesis (1) arranged**

Students will prepare a proposal for their seminar/thesis paper. Information and guidance completing Human Subjects Review will be provided.

**\*CLS 799 Thesis Research In Child Life (3) arranged**

Guided development of original research and reporting in a five chapter format.

**CLINICAL TRAINING**

**\*CLS 790 Practicum in Child Life (3)\* arranged**

Students carry out play activities; supervise activities that foster creativity, divert children/youth from stress and worry and normalize their environment; and provide opportunities for children/youth to socialize and engage in developmentally appropriate activities. Practicum must be supervised by a certified Child Life Specialist.

**\*CLS 795 Child Life Internship (6) arranged**

Student will work with children/teens and families in a hospital and/or related clinical setting under the supervision of a certified Child Life Specialist. The student will accumulate 600 hours to meet the eligibility requirement to sit for the Child Life Professional Certification Exam. Special attention will be given to legal, ethical, moral, educational, cultural, spiritual, and gender issues as they relate to working with children, youth, teens and their families.

**NOTE: Graduate practicum is not required if taken at the undergraduate level**

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**TOTAL HOURS Standard Program = 43**

**Advanced Program = 34**

**Appendix E: MDHE Related Forms**

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## STUDENT ENROLLMENT PROJECTIONS

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Year	1	2	3	4	5
Full Time	13	17	22	27	33
Part Time	16	18	19	21	22
Total	29	35	41	48	55

Please provide a rationale regarding how student enrollment projections were calculated:

In the spring of 2014, a needs assessment survey (see Appendix A) was distributed to 38 MSU students (senior status and graduates from the past two years) in the Child & Family Development program with an emphasis in Child Life. An acceptable response rate of 34% was achieved. Ninety-one percent of the respondents reported "somewhat interested" or "very interested" when asked "how interested are you in pursuing a Master's degree in Child Life from Missouri State". When asked when they would consider starting the degree, 91% responded within 1-5 years (1-2 yrs = 58%; 3-5 yrs = 33%).

A second needs assessment survey was distributed to CLC Midwest Region List-Serv group (N = 405) and 149 (36.7%) responded. Of those responding, 78% are currently CCLS (M = 7.3 years) and 72% held a Bachelor's degree and 26% held a Master's degree (in various fields of study). Of the 72% holding a Bachelor's degree, 26% stated they were interested in pursuing a Master's degree at Missouri State and 56% would consider starting the program in the next 5 years.



Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The CLC has determined that by 2022 all newly certified CCLS must hold a Master's degree in Child Life or a Master's degree with an emphasis in Child Life. This is a national requirement. Hospitals and healthcare systems throughout the United States will be seeking CCLS that hold a Master's degree. Currently there are three institutions offering a Master's degree in Child Life: 1) Bank Street College in New York, 2) Loma Linda University in California, and 3) University of La Verne in California. In order to meet the national demand by 2025 that all CCLS hold a Master's degree in Child Life, additional programs will need to be created. Given Missouri State's geographic location in the heart of the Midwest, it would seem imperative to offer a degree with such high demand. The U.S. Bureau of Labor Statistics projects that the employment of child life workers will increase by 12.3% by 2018.



E. Free elective credits:

6-9

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

CLS 798 and CLS 799

G. Any unique features such as interdepartmental cooperation:

SFR 780



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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name Missouri State University  
Program Name Child Life Studies  
Date 06/10/2015

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

**1. Student Preparation**

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Admission to the STANDARD program must meet the additional requirements:

- A minimum of 100 documented volunteer hours working with children or youth in a health care facility.
- Any necessary undergraduate pre-requisites for graduate coursework.
- Characteristics of a specific population to be served, if applicable.

N/A

**2. Faculty Characteristics**

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty must hold Graduate Faculty status at Missouri State and will have expertise in the area in which they are teaching.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

Undefined

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty will advise students in their course of studies and assist them in the completion of their research requirements and thesis paper. Faculty be expected to complete departmental requirements for tenure and promotion. Those tenured will be expected to continue to pursue a research agenda.

### **3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.

32

- Percent of full time and part time enrollment by the end of five years.  
60% full time students. 40% part time students

### **4. Student and Program Outcomes**

- Number of graduates per annum at three and five years after implementation.  
Fifteen students are estimated to graduate at three years: Twenty-five are estimated to graduate at five years.

- Special skills specific to the program.  
Graduates of the program will meet all requirements set forth by the CLC to sit for the certification exam and obtain certification.

- Proportion of students who will achieve licensing, certification, or registration.  
Unknown

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

A written Comprehensive Examination will be administered. A 100% pass rate is projected.

- Placement rates in related fields, in other fields, unemployed.  
Placement rates in related field, in other field, unemployed: Some of the students, particularly those enrolled part time, will already be employed and will remain so. Some of these students may change employment or change positions in the same company/institution based on their new qualifications. The number of jobs in the Child Life field continues to rise with virtually every children's hospital across North America creating a "child life team." Most children's hospitals are in large urban areas, therefore, those interested in this career may need to be willing to relocate.

- Transfer rates, continuous study:  
N/A to this program

### **5. Program Accreditation**



- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

The faculty of the Child Life Studies program as well as designees from the Department of Childhood Education and Family Studies will conduct all necessary self-studies or other reports required by Missouri State or the Child Life Council. Drafts of such reports will be provided when necessary and will be subject to internal and external review. Missouri State is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

#### **6. Alumni and Employer Survey**

- Expected satisfaction rates for alumni, *including timing and method of surveys.*  
The program will be reviewed annually by an Advisory Committee comprised of current and past students, graduate faculty, and community stakeholders, the College of Education graduate and employer survey, and on-going review by the program and department. An Exit Survey will be developed and administered prior to graduation. Data from the needs assessment surveys revealed the preferred mode of program delivery: 1) 56% online, 2) 21% some online/some face-to-face, 3) 14% blended format, 4) 9% face-to-face.
- Expected satisfaction rates for employers, including timing and method of surveys.  
The College of Education is in the process of developing a survey/assessment system for graduate program completers.

#### **7. Institutional Characteristics**

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.  
Missouri State was founded in 1905 as the Fourth District Normal School and became Southwest Missouri Teachers College in 1919. The university has had a long history of meeting regional, state, and national needs for preparing educated citizens. Missouri State is a public, comprehensive, metropolitan system with a state-wide mission of Public Affairs. The University's identity is distinguished by this Public Affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. These "pillars" of our mission are integrated throughout six themes: professional education, health and human services, business and economic development, agriculture, creative arts, and science and the environment. The College of Education prepares a large number of teachers and other professionals working in social services agencies. By reviewing graduate and employer surveys, listening to advisory committees, maintaining ongoing dialogue with community

partners, and participating in national professional organizations, Missouri State continually reviews its academic programs and services to students.

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205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

Form PG – Program Characteristics and Performance Goals