

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of Georgia

Date Completed at the Institution: August 30, 2016

Name of Proposed Program/Inscription: Child Life

Degree: Master of Science

Major: Child Life

CIP Code: 19070601

Anticipated Implementation Date: Spring 2018

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: University of Georgia, College of Family and Consumer Sciences

Department: Human Development and Family Science

Departmental Contact: Emilie Smith

Approval by President or Vice President for Academic Affairs:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

ONE-STEP ACADEMIC PROGRAM PROPOSAL

1) **Rationale:** Provide the rationale for proposing the new academic program.

The College of Family and Consumer Sciences and department of Human Development and Family Science (HDFS) currently provide a Master of Science in HDFS with an emphasis in Child Life. This program has a reputation of developing highly qualified and effective Child Life Specialists and consistently attracts top-notch students. The Child Life Council, which is the governing body of the Child Life field, has recently approved several changes to the certification requirements for Child Life Specialists. Namely, effective 2025, eligibility to become a Certified Child Life Specialist will require that the candidate hold a Master's degree in Child Life. The UGA Master's degree with an emphasis in Child Life will not meet these new guidelines for certification. In response to this requirement, the department wishes to put forth a formal proposal to create a new program – the Master of Science in Child Life. The curriculum of the existing program would require minimal modifications. In order for the University of Georgia to remain relevant and in compliance with the Child Life Council's standards for certification, a new degree, a Master of Science in Child Life is needed.

2) **Mission Fit and Disciplinary Trends:**

The Master of Science in Child Life will fit the mission of the University of Georgia, as it provides students the knowledge and skills necessary to evaluate children's emotional and cognitive development, develop interventions that promote healthy coping during hospitalization, and assess the effectiveness of those interventions.

A mission of the University of Georgia is to “enhance the well-being of the citizens of Georgia through their roles in economic, social, and community development”. Graduates of the Master of Science in Child Life will work to support the emotional well-being of children and their families during the highly stressful times of acute and chronic illness, medical procedures, and end-of life processes. The Child Life program will help UGA meet its mission by increasing the number of personnel with (a) the knowledge and skills necessary to improve the lives of children with health challenges and their families and (b) the background to conduct research related to working with children and families in medical settings.

UGA has been ahead of the field with regards to educating Child Life Specialists. The graduate program with an emphasis in Child Life has been developing highly qualified Child Life Specialists for many years. In the last few years the Child Life Council developed a framework for ensuring that Child Life Specialists are highly qualified. Toward that end, the Council is requiring all newly certified Specialists to obtain a Masters in Child Life by 2025. UGA has long been a leader in providing stellar graduate education for Child Life students before it was required and we strive to continue to do so.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Admitted students will be required to complete 48 credit hours of didactic courses, 3 hours of thesis or clinical project, 3 hours of elective, and 12 hours of practicum and internship course work. Didactic courses will be offered in the traditional format, with students attending classes on the UGA-Athens campus. The practicum experiences will be conducted across community settings with a primary focus on Children's Healthcare of Atlanta. Practicum experiences are required by many hospitals and provide exposure to the clinical setting and an opportunity to relate classroom learning to real-world situations.

The goal of the Master of Science in Child Life is to increase the number of highly qualified individuals to meet the needs of children in medical settings and their families. In order to achieve this goal, objectives of the programs include providing students with didactic instruction and applied experiences so they are able to successfully accomplish the following:

- (a) assess the developmental level and coping skills of an individual child
- (b) develop interventions that support the emotional well-being and coping skills of children in medical settings and their families
- (c) evaluate the effectiveness of interventions and adapt as necessary

- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

The Child Life Council, which is the governing body of the Child Life field, has recently approved several changes to the certification requirements for Child Life Specialists. Namely, effective 2025, eligibility to become a Certified Child Life Specialist will require that the candidate hold a Master's degree in Child Life. The UGA Master's degree with an emphasis in Child Life will not meet these new guidelines for certification. In response to this requirement, the department wishes to put forth a formal proposal to create a new program – the Master of Science in Child Life. The curriculum of the existing program would require minimal modifications. In order for the University of Georgia to remain relevant and in compliance with the Child Life Council's standards for certification, a new degree, a Master of Science in Child Life is needed.

The Child Life profession has grown significantly in the last 20 years. There are currently just over 400 hospital based child life programs in the U.S. and the demand is increasing. More and more high-stress settings that include children are providing child life support. From pediatric dental offices to hospice care and funeral homes child life is developing as a vital service to support healthy coping of children and their families. According to the Child Life Council there is an anticipated 179 openings for Child Life Specialists each year. This number reflects the increased demand for services as well as staff turnover.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

For the past 4 years we have seen a steady increase in the number of applications for the existing Master of Science degree in Human Development and Family Science with an emphasis in Child Life. Students apply to the UGA program from all over the country because of the reputation developed over the years and the access provided by UGA's proximity to high quality children's hospitals. The enrollment projections were collected based on the historical data regarding applications submitted to the UGA Child Life program.

Graduate degrees in Child Life are not high enrollment programs for a number of reasons. All students interested in pursuing certification in Child Life must complete a lengthy unpaid practicum and internship at a Children's medical facility. The UGA program in Child Life has established relationships with several facilities in which our students receive hands-on clinical experiences in world class pediatric hospitals. These relationships make UGA a highly desirable program however the number of students any given hospital can accommodate is limited. The practice of the HDFFS department and specifically the Child Life faculty has been to limit the number of accepted students to the number of hospital placements we can support with those relationships. Our primary objective is to prepare the highest quality students for service in the field of Child Life and that quality is grounded in experiential learning opportunities.

Type/Title of Position	Number of Anticipated Position Openings	Average Starting Salary
Child Life Specialist (National)	111	\$41,107
Director of Child Life (National)	68	\$79,566
Child Life Specialist (Georgia)	21	\$36,274
Director of Child Life (Georgia)	8	\$69,847

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

The University of Georgia has proudly provided the only graduate emphasis in child life program in the state. Presently the next closest graduate program in Child Life is over 260 miles away in Charleston, SC.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
 Yes ___ or No X (place an X beside one)

ONE-STEP ACADEMIC PROGRAM PROPOSAL

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

N/A

- 8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

This program was submitted with the 2017-2018 Academic Forecast.

- 9) **Admission Criteria:** List the admission criteria for the academic program.

Admissions requirements will align with the current admissions standards set by the Graduate School and The College of Family and Consumer Sciences. Completed applications will include the UGA graduate application, official college transcripts, 3 letters of recommendation, statement of purpose, GPA of at least 3.0, and a score of at least 300 on the GRE. Highly qualified students will be required to complete in-person interviews with graduate faculty in HDFFS at UGA. In order to be offered acceptance to the program the candidate must successfully complete the interviews and be recommended by the admission committee within HDFFS.

10) Curriculum (See the form below this series of questions and please complete.)

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.

All courses for the proposed master's degree in Child Life are pre-existing courses that are offered regularly by the respective departments. It is expected that students will enter the master's program with an undergraduate degree in a related field.

Of the required courses one was developed during the fall 2016 semester in order to better support the existing child life emphasis. This course was originally offered in the fall of 2016 as HDFFS 6900 (a special topics course) and was then developed into HDFFS 6830 Death, Dying, and Bereavement. All other courses in the proposed plan of study are preexisting courses.

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word "new" beside new courses.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

1st Year					
Fall Semester		Spring Semester		Summer Semester	
Credit hrs	Course	Credit hrs	Course	Credit hrs	Course
3	HDFS 6630 Theories of Family Relationships ⁸	3	HDFS 6640 Issues in Family Relationships ⁸	3	HDFS 7010 Directed study in HDFS (medical terminology)
3	HDFS 6810 Hospitalized Child and the Family ⁸	3	HDFS 4820/6820 Child Life Interventions for Children and Families in Health Care Settings ³		
3	HDFS 6100 Theories in Human Development ⁸	3	HDFS 6800 Research Methods		
3	HDFS 6900 Seminar in HDFS (Graduate Statistics)	3	HDFS 7130 Therapeutic Benefits of Play		
2 (14)	HDFS 8910 Current Research and Issues in Human Development and Family Science	(12)		(3)	

ONE-STEP ACADEMIC PROGRAM PROPOSAL

2 nd Year					
Fall Semester		Spring Semester		Summer Semester	
Credit hrs	Course	Credit hrs	Course	Credit hrs	Course
6	HDFS 7210 Problems in Child and Family Development (hospital practicum)	3	HDFS 7010 Directed Study in HDFS (non-thesis clinical project) OR HDFS 7300 (thesis)	12	HDFS 7910 Internship in Human Development and Family Science
1	HDFS 8910 Current Research and Issues in Human Development and Family Science	3	HDFS 8040 Family and Psychopathology ⁸		
3	HDFS 6830 Death, Dying, and Bereavement	3	HDFS 6130 Family Policy		
3	Elective	3	HDFS 6860 Parenting and Child Guidance		
(13)		(12)		(12)	

- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.
N/A
- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

66 credit hours for degree

Program of Study Form

(Modified for graduate program.)

Courses <i>(list acronym, number, and title)</i>	Semester	Hours
Major Area Courses – Common Curriculum		
HDFS 6100 Theories in Human Development	F 1	3
HDFS 6630 Theories of Family Relationships	F 1	3
HDFS 6640 Issues in Family Relationships	S 1	3
HDFS 6800 Research Methods	S 1	3
HDFS 6900 Seminar in HDFS (Graduate Statistics)	F 1	3
HDFS 7010/7300 Directed Study in HDFS (non-thesis clinical project OR thesis)	S 2	3
HDFS 8910 Current Research and Issues in Human Development and Family Science	F 1/2	3

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Concentration			
HDFS 6810	Hospitalized Child and the Family	F 1	3
HDFS 6820	Child Life Interventions for Children and Families in Health Care Settings	S 1	3
HDFS 7010	Directed study in HDFS (medical terminology)	Su 1	3
HDFS 7130	Therapeutic Benefits of Play	S 1	3
HDFS 6830	Death, Dying, and Bereavement	F 2	3
HDFS 7210	Problems in Child and Family Development (hospital practicum)	F 2	6
HDFS 7910	Internship in Human Development and Family Science	Su 2	12
HDFS 6130	Family Policy	S 2	3
Electives			
HDFS 6860	Parenting and Child Guidance	S 2	3
HDFS 8040	Family and Psychopathology and Assessment Throughout the Lifespan	S 2	3
XXXX XXXX	Elective	F 2	3
Total Semester Credit Hours			66

- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

The availability of graduate assistantships is determined annually and is based on the number of admitted graduate candidates.

All students will gain field-based experiences by completing a practicum and an internship. To meet the requirements of the Child Life Council and prepare students for the field each student will complete a 120 hour practicum with children in medical settings. Our relationship with Children's Healthcare of Atlanta (CHoA) will allow the majority of the students to complete a practicum at CHoA. There are some factors that may limit a student's ability to complete the practicum at CHoA however, The Children's Hospital at Navicent Health in Macon, GA and Greenville Children's Hospital in Greenville, SC are additional possible practicum locations. The practicum experiences are supervised by the on-site Child Life Specialist and the UGA Child Life Director or Coordinator. Students will also gain field-

ONE-STEP ACADEMIC PROGRAM PROPOSAL

based experience by completing a Child Life internship. All students are required to complete a Child Life internship at the end of the program prior to receiving a diploma. Students will receive intensive support from the Child Life Director, Child Life Coordinator, Child Life alumni, and current Child Life students while developing application materials for internships. Students are required to apply to 10 Child Life internships, successfully complete interviews, and obtain an internship. They are supervised by the on-site Child Life supervisor as well as the UGA Child Life Director or Coordinator. Extensive learning and application experiences are provided by the site supervisor during the practicum and internship.

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

See Appendix A

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

The ethical, developmental, and clinical education necessary for those who support children and families in crisis cannot be completed within a 36 credit hour program. The licensing body for the field of Child Life has developed recommendations for course topics for graduate students pursuing certification. In order to provide a thorough education in each of the 6 areas along with clinical experiences it is necessary to provide a more extensive plan of study. Our students complete 48 credit hours of didactic courses, 3 hours of thesis or clinical project, 3 hours of elective, and 12 hours of practicum and internship course work. With the highly competitive nature of the field of Child Life it is vital that UGA stay in the forefront of educating future Child Life Specialists.

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Students earning their Master's in Child Life will acquire the knowledge and skills necessary to

- (a) assess the developmental level and coping skills of an individual child
- (b) develop interventions that support the emotional well-being and coping skills of children in medical settings and their families
- (c) evaluate the effectiveness of interventions and adapt as necessary.

- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Monitoring and ensuring quality of the degree program will incorporate the following activities on an annual basis. Data will be collected regarding the following:

- (a) percentage of students who obtain a Child Life internship during the summer of their second year of study
- (b) percentage of students who successfully pass the Child Life Certification exam within one year of completing the program,
- (c) percentage of students who are employed as Child Life Specialists one year after graduation,
- (d) percentage of students who graduate within one semester of their expected graduation date.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A. The Association of Child Life Professionals (ACLP) does not have an accreditation process for Master's programs. The required topic areas for students to sit for the Child Life Certification exam are attached in Appendix B. It is also included in the credit waiver request (attached).

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes____ or No__X__ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

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ONE-STEP ACADEMIC PROGRAM PROPOSAL

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	6	6	6	6
Total Majors	6	12	12	12
Course Sections Satisfying Program Requirements				
Previously existing	10	18	18	18
New	0	0	0	0
Total Program Course Sections	10	18	18	18
Credit Hours Generated by Those Courses				
Existing enrollments	0	222	222	222
New enrollments	174	174	174	174
Total Credit Hours	174	396	396	396

16) Faculty

- a) Provide the total number of faculty members that will support this program: 21
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload
Diane Bales	Associate Professor, F	Fall: TBD Spring: HDFS 7130 Therapeutic Benefits of Play, 3 cr, G	PhD Child Psychology	75% Outreach, 25% Instruction
Assaf Oshri	Assistant Professor, F	Fall: HDFS 7170 Graduate Statistics, 3 cr, G	PhD Developmental Psychology	50% Instruction, 50% Research

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Geoffrey Brown	Assistant Professor, F	<u>Fall</u> : HDFS 6860 Parenting and Child Guidance, 3 cr, G <u>Spring</u> : HDFS 6800 Research Methods, 3 cr, G	PhD Developmental Psychology	50% Instruction, 50% Research
Chalandra Bryant	Professor, F	<u>Fall</u> : HDFS 6630 Theories of Family Relationships, 3 cr, G*	PhD Child Development and Family Sciences	75% Research, 25% Instruction
Margaret Caughy	Athletic Association Professor of Family Health Disparities, F	<u>Fall</u> : HDFD 8910 Current Research and Issues in HDFS, 1 cr, G	Sc.D Maternal and infant health	50% Research, 50% Instruction
Ted Futris	Associate Professor, F	<u>Spring</u> : HDFS 6640 Issues in Family Relationships, 3 cr, G	PhD HDFS	90% Outreach, 10% Instruction
Denise Lewis	Associate Professor, F		PhD Gerontology	50% Research, 50% Instruction
Emilie Smith (Department Head)	Barber Distinguished Professor and Department Head, F		PhD Ecological/Community Psychology	60% Administration, 40% Research
Kimberlee Spencer	Clinical Assistant Professor, F	<u>Fall</u> : HDFS 6810 Hospitalized Child and Family, 3 cr, G <u>Fall</u> : HDFS 6830 Death, Dying, and Bereavement, 3cr, G <u>Spring</u> : HDFS 6080 Advanced Human Development, 3 cr, G <u>Summer</u> : HDFS 7010 Medical Terminology, 3 cr, G <u>Summer</u> : HDFS 7910 Internship, 12 cr, G	PhD Child Development	100% Instruction
David Wright	Associate Professor Emeritus, P	<u>Fall</u> : HDFS 6100 Theories in Human Development, 3 cr, G	PhD Child and Family Development	1 course annually
Kym Allen	Adjunct, P	<u>Spring</u> : HDFS 6820 Child Life Interventions, 3 cr, G	Masters in Child Life	1 course annually
Katie Lawhead	Adjunct, P	<u>Spring</u> : HDFS 6820 Child Life Interventions, 3 cr, G	Masters in Child Life	1 course annually

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Jennifer Gonyea	Senior Lecturer, F		PhD Child and Family Development, LMFT	100% teaching
Melissa Landers-Potts	Lecturer, F		PhD Child and Family Development	100% teaching
Melissa Kozak	Lecturer, F		PhD Child and Family Development	100% teaching
Jennifer George	Lecturer, F		PhD Human Development	100% teaching
Desiree Seponski	Assistant Professor, F		PhD Marriage and Family Therapy	50% research 50% instruction
Jerry Gale	Professor, F		PhD Marriage and Family Therapy	50% research 50% instruction
Maria Bermudez	Professor, F		PhD Marriage and Family Therapy	50% research 50% instruction
Kandauda Wickrama	Professor, F		PhD Sociology	73% Research 27% Instruction
Steve Kogan	Associate Professor, F		PhD Child and Family Development	27% Instruction 8% HDFS Research 57% CFR Research 8% OIBR Research

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

**Course will not be taught Fall 2017; faculty member is on temporary assignment with the National Science Foundation*

- c) Explain how faculty workloads will be impacted by the proposed new program.

The coursework required for the program exists across programs in the UGA Department of Human Development and Family Science at the College of Family and Consumer Sciences. Faculty workloads will not be impacted as all faculty resources needed for the program are pre-existing.

- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Additional faculty are not required to implement this program. Students will be incorporated into existing courses already being taught. Approximately 30% of seats in the graduate courses listed above are estimated to be filled by students in the proposed program.

17) Fiscal and Estimated Budget

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- a) Describe the resources that will be used specifically for the program.

All resources needed for the program are pre-existing. This program is replacing the existing Masters in HDFS with an emphasis in Child Life.

- b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

- c) For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
 - All faculty resources needed for the program are pre-existing. The program requires twenty-one faculty members, all of whom are existing faculty within the Department of Human Development and Family Science at the College of Family and Consumer Sciences. These faculty members will not be teaching any new courses and additional support materials (i.e. laptops and classroom materials) are not required.
 - Personnel expenditures for the first fiscal year are calculated using faculty members' FY18 salaries. Each additional year is calculated based on a 5% salary increase. Calculations are made as follows:
 - Because Dr. Spencer is a Clinical Assistant Professor with 60% of her time assigned to child life, 60% of her annual salary is included in personnel
 - Because Dr. Bales's 25% instruction appointment is assigned to Child Life, 25% of her annual salary is included in personnel
 - Personnel expenses for remaining faculty who teach a course that includes Master's in Child Life students are calculated using a base percentage of 12.5% of a faculty member's time per course, adjusted for the percentage of Child Life students in that course (e.g., 30% of the course amount if 30% of students in the course will be in Child Life).
 - Need for administrative staff time is limited and is built into existing duties within the Department of Human Development and Family Science. No new staff and no quantifiable redirection are needed.
 - As the program grows, the addition of graduate assistants will help to handle the resulting increase in supervision duties.
 - All classes are face-to-face classes and thus will require classroom spaces for instructional purposes. These classes are all being offered by current faculty and thus no new class space will be required.
 - An important component of Child Life students' professional development is the annual study tour, where students and faculty visit a series of children's hospitals within driving distance of Athens. The department has provided travel funding for these trips for several years.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).
 - Neither faculty nor staff hiring or reassignments are necessary.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

1. Source of existing funds being reallocated

Existing faculty lines budgeted for instruction will be utilized to cover program instructional costs. These courses were scheduled to be offered already, and only the class size is expected to expand. Funds are being used more efficiently rather than being truly reallocated.

2. How the existing resources will be reallocated to specific costs for the new program

Instructional time for existing faculty lines will be used to cover the needed program instruction.

3. The impact the redirection will have on units that lose funding

No funding or instruction will be lost as a result of this program.

- ii. Explain how the new tuition amounts are calculated.

The total credit hours per academic year have been calculated based on the anticipated number of students enrolled in the program. This number was then multiplied by the new graduate tuition rate of \$4,352 per student per semester for the 2017-2018 academic year.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

No additional fees are to be charges at this time.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

N/A

e) When Grand Total Revenue is not equal to Grand Total Costs:

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

N/A. There is no shortfall because there is no new cost as a result of these programs.

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If enrollments do not match projections, there will be no budget shortfall and there would be no additional cost to the University, because these courses will continue to be taught by the existing faculty members

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	\$90,260	\$94,773	\$99,511	\$104,487
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)	\$12,587	\$13,216	\$13,877	\$14,571
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs	\$102,847	\$107,989	\$113,388	\$119,058

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs	\$0	\$0	\$0	\$0
Start-up Costs (one-time expenses) (see 15 a.i)				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs	\$0	\$0	\$0	\$0
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	\$400	\$400	\$400	\$400
Travel	\$1,000	\$1,000	\$1,000	\$1,000
Equipment	\$0	\$0	\$0	\$0
Library/learning resources				
Other				
Total Recurring Costs	\$1,400	\$1,400	\$1,400	\$1,400
GRAND TOTAL COSTS	\$104,247	\$109,389	\$114,788	\$120,458
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	\$104,247	\$109,389	\$114,788	\$120,458
New student workload				
New Tuition (see 15 b.ii)	\$58,758	\$137,094	\$137,094	\$137,094
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other (see 15 b.v)				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	\$163,005	\$246,483	\$251,882	\$257,552
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$58,758	\$137,094	\$137,094	\$137,094

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

			Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	5,000	
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)		
	Type of Space	Comments	
i.	Construction of new space is required (x).-→	N/A	
ii.	Existing space will require modification (x). →	N/A	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	N/A	
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	N/A	
vi.	Indicate whether existing space will be used.	X	Existing facilities will be sufficient.
c.	If new space is anticipated, provide information in the spaces below for each category listed:		
i.	Provide the estimated construction cost.	N/A	
ii.	Provide the estimated total project budget cost.	N/A	
iii.	Specify the proposed funding source.	N/A	
iv.	What is the availability of funds?	N/A	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A	
vi.	How will the construction be funded for the new space/facility?	N/A	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project	N/A	

ONE-STEP ACADEMIC PROGRAM PROPOSAL

	authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?																																	
d.	If existing space will be used, provide information in the space below. Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.																																	
	Two offices for existing faculty, classroom space in Dawson Hall on floors 1, 2, and 3																																	
e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)																																	
i.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">No. of Spaces</th> <th style="width: 40%;">Type of Space</th> <th style="width: 15%;">Number of Seats</th> <th style="width: 35%;">Assignable Square Feet (ASF)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Classrooms</td> <td style="text-align: center;">20</td> <td style="text-align: center;">2500</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Labs (dry)</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">0</td> <td>Labs (wet)</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">0</td> <td>Meeting/Seminar Rooms</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Offices</td> <td></td> <td style="text-align: center;">600</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Other (specify)</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Total Assignable Square Feet (ASF)</td> <td style="text-align: center;">5600</td> </tr> </tbody> </table>	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)	2	Classrooms	20	2500	0	Labs (dry)			0	Labs (wet)			0	Meeting/Seminar Rooms			2	Offices		600	0	Other (specify)			Total Assignable Square Feet (ASF)			5600	
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Total Assignable Square Feet (ASF)			5600																															
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.																																	
	N/A																																	
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.																																
		Email Address																																
		Signature																																
<i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i>																																		

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX A

Course Descriptions

Course prefix/number	Credit hours	Course title	Course description
HDFS 6100	3	Theories in Human Development ⁸	Theoretical and historical perspectives used in the study of human development across the lifespan.
HDFS 6630	3	Theories of Family Relationships ⁸	Theoretical and philosophical perspectives used in the study of families.
HDFS 6640	3	Issues in Family Relationships ⁸	Integration of classic and current research literature on families from an ecological, life-span perspective.
HDFS 6800	3	Research Methods	Research design in selected areas of family and consumer sciences. Emphasis on common problems incurred in measurement and data analysis.
HDFS 6810	3	Hospitalized Child and the Family ⁸	Developmental and psychosocial issues of hospitalized children and their families. Organization and services in health care settings investigated.
HDFS 6820	3	Child Life Interventions for Children and Families in Health Care Settings ³	The child life profession will be examined, including history, theory, clinical practice, techniques, and interventions, along with experiential-learning with children and families coping with illness.
HDFS 6860	3	Parenting and Child Guidance	Application of theory, research, and developmental practice to understanding the role of parents, and community leaders in guiding the behavior of children from birth through adolescence, and to establishing mutually satisfying parent-child relationships through the life cycle. Programs for parents and parental interactions with social institutions.
HDFS 7010	3	Directed study in HDFS (medical terminology)	Directed reading and/or research under supervision of the instructor.
HDFS 7010/7300	3	Directed Study in HDFS (non-thesis clinical project) OR (thesis)	Directed reading and/or research under supervision of the instructor. OR Thesis writing under the direction of the major professor.
HDFS 7130	3	Therapeutic Benefits of Play	Individual and group programming for children and adolescents based upon current theory, research, and developmentally appropriate practice. Special emphasis will be placed upon the integration and implementation of therapeutic activities,

ONE-STEP ACADEMIC PROGRAM PROPOSAL

			including art, music, movement, and dramatic and medical play, particularly in the healthcare context.
HDFS 6830	3	Death, Dying, and Bereavement	An exploration of perspectives and realities focused on experiences of death, dying and bereavement including: the cultural context of death, personal meaning and perception of death at different stages throughout the life cycle, and the effect of death upon surviving family members and society.
HDFS 7210	6	Problems in Child and Family Development (hospital practicum)	Individual guidance in the development of a significant project related to the student's field of work. Written report of problem or project required.
HDFS 7910	12	Internship in Human Development and Family Science	Supervised professional practice in settings with employed persons with a degree in Human Development and Family Science or related field.
HDFS 8040	3	Family and Psychopathology and Assessment Throughout the Lifespan ⁸	Prepares students to identify and assess psychopathology in families throughout the life span using a biopsychosocial family systems framework.
HDFS 8910	3	Current Research and Issues in Human Development and Family Science	Current research of faculty, graduate students, and visiting scholars. Discussion of current issues pertaining to child and family development.
HDFS 6130	3	Family Policy	Students will learn about the interdependence between family functioning and public policies at the local, state, and federal levels. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX B



GRADUATE CURRICULUM RECOMMENDATIONS

The following curriculum recommendations for graduate level academic programs in child life was developed by the Academic Task Force and approved by the CLC Board of Directors in November 2010. In developing these recommendations, the Task Force identified key topics that should be covered in the child life curriculum of any program offering a concentration, minor, or major in child life, rather than dictating specific courses, course titles, or syllabi. The list below delineates those content areas the CLC Board of Directors believes should be covered in the required coursework of any such graduate program.

Graduate academic programs with child life majors or concentration areas should adequately cover, but are not limited to, the following content in their required curriculum:

Child Development: Theoretical and Applied

Coursework in the graduate program should provide students a foundation of child development theories and applications.

Family Theories

Coursework in the graduate program should provide students a foundation in a range of family theories and applications.

Research

Research Methods
Statistics
Ethics
Completion of one of the following: thesis, project paper, or internship with research paper or project

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Therapeutic play
Designs for healing environments
Family-centered care
Pain management (non-pharmacological) and coping techniques
Guided imagery and relaxation techniques
Comfort positioning

Child Life Professional Practice

Psychological preparation
Expressive interventions
Ethics/Professionalism
Bereavement support and interventions
Impact of illness, injury and health care on patients and families
Pediatric diagnoses
Scope of Practice
Child Life Documents: Code of Ethical Responsibility Child Life Competencies Standards of Clinical Practice
Charting/Documentation
Therapeutic Relationships
Cultural Competence

Program Administration

Leadership
Supervision
Clinical issues
Program development

Clinical Training

Students will complete a minimum of a 480-hour child life internship prior to graduation from a master's degree program, unless the student successfully completed a child life internship prior to admission into the graduate program.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Request for waiver to degree credit-hour length:

1. Degree requested for an extension of credit hours: Master of Science in Child Life
2. Rationale for credit hour increase:

The ethical, developmental, and clinical education necessary for those who support children and families in crisis cannot be completed within a 36 credit hour program. The licensing body for the field of Child Life has developed recommendations for course topics for graduate students pursuing certification. In order to provide a thorough education in each of the 6 areas along with clinical experiences it is necessary to provide a more extensive plan of study. Our students complete 42 credit hours of didactic courses, 3 credit hours of thesis or clinical project, 3 credit hours of elective, and 18 credit hours of practicum and internship course work. With the highly competitive nature of the field of Child Life it is vital that UGA stay in the forefront of educating future Child Life Specialists.

3. External accrediting body that has mandated a change to curricula nationwide:

The Child Life Council is the accrediting body and has made recommendations for graduate coursework to include 6 areas and 28 topics.

4. Documentation of external accrediting body requirements;

See Appendix A

5. Curriculum program of study before and after the increase:

1st Year					
Fall Semester		Spring Semester		Summer Semester	
Credit hrs	Course	Credit hrs	Course	Credit hrs	Course
3	HDFS 6630 Theories of Family Relationships ⁸	3	HDFS 6640 Issues in Family Relationships ⁸	3	HDFS 7010 Directed study in HDFS (medical terminology)
3	HDFS 6810 Hospitalized Child and the Family ⁸	3	HDFS 4820/6820 Child Life Interventions for Children and Families in Health Care Settings ³		
3	HDFS 6100 Theories in Human Development ⁸	3	HDFS 6800 Research Methods		
3	HDFS 6900 Seminar in HDFS (Graduate Statistics)	3	HDFS 7130 Therapeutic Benefits of Play		

ONE-STEP ACADEMIC PROGRAM PROPOSAL

2 (14)	HDFS 8910 Current Research and Issues in Human Development and Family Science	(12)		(3)	
2nd Year					
Fall Semester		Spring Semester		Summer Semester	
Credit hrs	Course	Credit hrs	Course	Credit hrs	Course
6	HDFS 7210 Problems in Child and Family Development (hospital practicum)	3	HDFS 7010 Directed Study in HDFS (non-thesis clinical project) OR HDFS 7300 (thesis)	12	HDFS 7910 Internship in Human Development and Family Science
1	HDFS 8910 Current Research and Issues in Human Development and Family Science	3	HDFS 8040 Family and Psychopathology ⁸		
3	HDFS 6830 Death, Dying, and Bereavement	3	HDFS 6130 Family Policy		
3	Elective	3	HDFS 6860 Parenting and Child Guidance		
(13)		(12)		(12)	

6. Statement of impact on students and student matriculation.

Providing a Master of Science in Child Life allows graduates of the program to pursue Certification as a Child Life Specialist. If the degree remains to be an emphasis in Child Life we will no longer meet the needs of students which will negate the need for our program. Failure to adjust our programming to align with the Council's requirements will negatively impact enrollment in HDFS and FACS. As the only graduate program in child life in the state of Georgia it is important that we continue to meet the needs of students and the community.

7. Statement of impact on faculty and faculty workload.

No additional faculty are required and there will be no change in existing faculty workload. The proposal simply changes the name of the degree in order to meet certification requirements. The number of courses/hours does not change from the existing emphasis in Child Life degree.

ONE-STEP ACADEMIC PROGRAM PROPOSAL



GRADUATE CURRICULUM RECOMMENDATIONS

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II. Family Theories

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III. Research

Research Methods

Statistics

Ethics

Completion of one of the following: thesis, project paper, or internship with research paper or project

IV. Child Life Professional Practice

Therapeutic play

Designs for healing environments

Family-centered care

Pain management (non-pharmacological) and coping techniques

Guided imagery and relaxation techniques
--

Comfort positioning

ONE-STEP ACADEMIC PROGRAM PROPOSAL



Psychological preparation
Expressive interventions
Ethics/Professionalism
Bereavement support and interventions
Impact of illness, injury and health care on patients and families
Pediatric diagnoses
Scope of Practice
Child Life Documents: Code of Ethical Responsibility Child Life Competencies Standards of Clinical Practice
Charting/Documentation
Therapeutic Relationships
Cultural Competence

V. Program Administration

Leadership
Supervision
Clinical issues
Program development

VI. Clinical Training

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