

New Major, Specialization, Minor or Certificate

Department: Family & Consumer Sciences Submission Date: 10/13/15

For Majors Only:

Degree Type: (B.A., B.S., etc.) M.S.

Major Title: Family and Child Life

For Specializations Only:

[Click here for specialization definition.](#)

Major Title: _____

Specialization Title: _____

For Minors Only:

[Click here for minor definition.](#)

Title: _____

For Certificates Only:

Title: _____

Type: A B C [Click here for certificate definition.](#)

Implementation Quarter or Term: Fall 2016 Catalog Year: 2016-2017

Is all or part of this program offered on-line? Yes No If yes, what percentage? _____

Locations to be offered: Ellensburg Des Moines Lynnwood Wenatchee Yakima Moses Lake
 Pierce County Kent Everett Other _____

The following items MUST be submitted concurrently with this cover page:

1. Completed Summary Page [Click here for form.](#)
2. Electronic copy in Word
3. New Course Form(s), if applicable [Click here for form.](#)
4. Programmatic Goals and Assessments [Click here for form.](#)
5. Program narrative, admissions, and courses as it will be listed in the catalog.

5. Please sign, print name, date, and forward to next applicable signatory.

	Signature	Printed Name	Date
Originator		Amy Claridge	10/13/15
Department Chair		Dawn Doud	11/10/15
College Dean		Emma Bergin	12/3/15
Provost or Designee (MS 7503)			
Registrar (for review - MS 7465)		Krista Spodoba	2 Dec. 16
Ctr for Teaching & Learning (Ed.) (if applicable - MS 7415)			
Graduate Studies (if applicable - MS 7510)		Natalie Lynn	4/22

FSCC Approved: _____ Faculty Senate Approved: _____

Approved by Academic Affairs: _____ BOT Approved: _____

Sent to Registrar: _____ NWCCU Approved: _____

Received

Revised 05-12

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FEB 10 2016

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APR 22 2016

Graduate Studies
and Research

DEC 07 2015

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ASSOCIATE PROVOST

Central Washington University
Registrar Services, TAC

Required Summary Page
For All Proposed Majors, Minors, Specializations, and Certificates
This form must accompany your proposal.

Please address all questions. If it is not complete, the proposal and summary page will be returned to the originator.

1. Provide a justification for the creation of this program. *(How will this program enhance the curriculum of your department/college and the university? What specific need(s) is (are) being addressed that is (are) not being met in other programs? Please document the demand.*

2. Attach a clean copy of the catalog narrative and program requirements. Include course number, course title, credits, pre-admission requirements and total credits. Also include a sample graduation plan.

3. Please indicate how this new program will impact existing programs in your department/college and the university. *(Is this program replacing a deleted program or is it adding to your program offerings? If it is an additional program, how will the program be staffed? How will FTE's be affected in existing programs? Is there long-term support for the program in terms of staffing and funding? Will faculty e reassigned from existing courses? Will the program impact enrollments in other departments or colleges, etc.?)*

4. Does this program include courses from outside the originating department? Yes No
Has the affected department(s) agreed to allow course(s) to be used in program? Yes No If yes,
 please list those courses and attach a document (letter, email, etc.) that specifies that the department agrees to use of course(s) from all affected department chairs.

5. What are the Enrollment and Graduation Targets for the first five years? *(Include student headcount, FTE, program graduates (breakdown by year). What is the basis for these projections?)*

6. Who are the Program Personnel? *(Include faculty names, degree, rank, part-time or full-time, % of effort in program, total faculty FTE) (Also include Program Administration & Staff: name, title, responsibilities and % of effort in the program, total staff FTE)*

7. Program Expenses and Revenues

	Program Expenses				
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
Administrative Salaries (#FTE)/Benefits	0	0	0	0	0
Faculty Salaries (#FTE)/Benefits	0	0	0	0	0
TA/RA Salaries (#FTE)/Benefits	0	0	0	0	0
Clerical Salaries (#FTE)/Benefits	0	0	0	0	0
Other Salaries (#FTE)/Benefits	0	0	0	0	0
Contract Services	0	0	0	0	0
Goods and Services	500	500	500	500	500
Travel	2000	2000	2000	2000	2000
Equipment (list equipment & cost)	0	0	0	0	0
Lease or Acquisition	0	0	0	0	0
Other (Itemize)	0	0	0	0	0
Indirect (if applied to the program)	0	0	0	0	0
Total Costs	2500	2500	2500	2500	2500

	Program Revenues				
	Year 1	Year 2	Year 3	Year 4	Year n (full enrollment)
General Fund: State Support	0	0	0	0	0
Tuition and Fees (total)	59160	118320	118320	118320	118320
Corporate Grants/Donations	0	0	0	0	0
Internal Reallocation*	0	0	0	0	0
Other Fund Source (specify)	0	0	0	0	0

Total Revenue	59160	118320	118320	118320	118320
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*If revenues are projected through internal reallocation, please attach a detailed explanation of the costs and impact the reallocation would have on other departments or programs. (Source of funds and % of budget)

Notes:

Travel: One-two faculty members will attend the annual Child Life Council national conference to network and recruit students.

Goods and Services: Promotional brochures and handouts will be printed to recruit students.

Tuition and Fees: Per full-time student (see projected student enrollment on attached summary page):

Academic Year: \$8,874 + Summer (10 credits): \$2,958 = \$11,832

Summary Page

Department: Family & Consumer Sciences

New Graduate Degree: Family and Child Life

1. Justification:

We are proposing a master's degree in Family and Child Life. The degree is already in existence, but is currently a specialization in Family and Consumer Sciences rather than a stand-alone degree. In addition to making the degree a stand-alone program, we are also proposing a name change and minor changes to the curriculum.

The current master's program in Family Studies attracts students from our undergraduate Family Studies program who want to work in supervisor positions in social service agencies or who are interested in pursuing doctoral-level education. Graduates of the program are eligible to become Certified Family Life Educators through the National Council on Family Relations. The program consistently attracts 1-2 students from outside of Central each year, and each cohort includes 5-8 students. The existing program has been successful in placing students in doctoral programs and social service jobs.

Changing the name of the program, and making it a stand-alone degree will allow for broader recruitment of students from other institutions and from outside the region. We are specifically aiming to attract students pursuing certification as child life specialists.

Child life specialists work with children and families in medical settings. To become a certified child life specialist (CCLS), students must have specialized training outlined by the Child Life Council and participate in an internship at a children's hospital. There are several children's hospitals in Oregon and Washington that have organized child life internships and employ CCLSs. There are, however, no approved child life training programs in the region: the nearest programs are in Salt Lake City and Oakland. Currently, local children's hospitals have to recruit interns from outside of the Pacific Northwest, and those interns often return to their home states for employment. CCLSs who coordinate internship programs at children's hospitals in Oregon and Washington have expressed a need for qualified interns from the Northwest who are more likely to stay in the region following certification.

We currently have an undergraduate specialization in child life which provides a strong foundation for students interested in child life careers or other careers working with children, and will prepare them to be competitive for child life practicum experiences. However, the Child Life Council has announced that beginning in 2021, a master's degree with "child life" in the degree title will be required for certification. Hospitals have already begun changing their requirements for child life interns such that applicants without master's degrees are no longer competitive. To ensure our students are competitive for child life positions, it is important that we change the name of our current graduate program to "Family and Child Life" to reflect the child life emphasis.

We will also need to make minor revisions to the degree requirements in order to meet the master's degree requirements of the Child Life Council. The existing curriculum largely meets requirements, however, two additional courses (FCL 547: Families and Poverty and FCL 534: Therapeutic Applications of Child Development) will be added to the program of study in order to meet content area requirements of the Child Life Council. These courses are already consistently offered in our program as electives, but in the revised program will be required courses. After the changes, all students in Family and Child Life will complete the same core coursework, and students pursuing child life will have to either have already

completed the child life content courses (if they come from a child life undergraduate program) or will complete them as electives in the graduate program.

The Family and Child Life program will meet the requirements for Child Life Council graduate accreditation, and we will seek out accreditation once the program is launched. Accreditation of the program will ensure the program meets the highest standards in the child life field and that our graduates will be competitive for internship and employment opportunities. It will also help with recruitment of students outside of the region.

We anticipate that graduates of our undergraduate child life specialization who decide to pursue certification will want to continue in our master's program. We will also recruit students who would not have otherwise enrolled in a graduate program at CWU. We anticipate that many current CCLSs without graduate degrees will return and earn their master's degree in order to be competitive for CCLS positions. In fact, we have already been approached by practicing CCLSs who would like to earn Master's degrees. We also anticipate that graduates from other programs at CWU and graduates of other universities in the northwest who would like to pursue child life or advanced training in child development will also enroll in the program.

Potential Programmatic Success

The field of child life has been consistently growing in the last decade as evidenced by the increasing number of available jobs (Mayo Clinic, 2014). The U.S. Bureau of Labor Statistics (2014) projects that child and family social service positions will continue to increase by 19% by 2018, a faster than average rate. In fact, almost all children's hospitals across North America have a CCLS on staff, and most employ a team of CCLSs (Mayo Clinic, 2014). The growth of child life is also reflected in increasing salaries of CCLSs both for entry-level and leadership positions (Child Life Council, 2012). Although new positions in child life are emerging, the field remains competitive, and the number of people seeking certification is larger than the number of available jobs. Therefore, having an undergraduate degree in child life is not always sufficient to be competitive for the available jobs. In a 2012 survey of 4,800 employed CCLSs across the nation, the Child Life Council reported that among those with administrative responsibilities, 60% had a master's degree and among those with solely clinical duties, 34% had a master's degree. These results highlight the growing trend toward master's level education among all CCLSs even though a graduate degree is not currently required for certification. They also highlight the importance of graduate education in order for CCLSs to move into leadership roles. Therefore, our program in Family and Child Life will likely be attractive to currently employed CCLSs in the Northwest who do not have a graduate degree.

There are currently twenty master's programs with specializations in child life in the United States (Child Life Council, 2014). However, only six of those programs are located in the western United States, of those only three are located in the Pacific Time zone, and all of them are in California. There are no programs in the Pacific Northwest. There are, however, at least eight children's hospitals in Washington and Oregon which hire CCLSs, and the field of child life is especially thriving on the west coast as evidenced by higher average annual salaries (\$55,164) among CCLSs on the west coast compared to those working in other areas of the country (\$41,000-44,000; Child Life Council, 2012). Local CCLS supervisors report that they often hire CCLSs from other parts of the country who tend to move back to their home states at some point. Therefore, CCLS departments at regional hospitals have a problem with turnover because there no child life programs in the Northwest.

2. Catalog Narrative & Program Requirements:

Catalog Narrative:

Family and Child Life Master's Program:

The family and child life degree includes an advanced interdisciplinary study of interpersonal and family relationships. The graduate program has a strong emphasis on community involvement, practical application and research. Graduates are prepared for advanced career opportunities in children's hospitals, family service agencies, parent education programs, family counseling centers, other family life education settings or doctoral study in family relations.

Graduate students in family and child life who enter the program without prior coursework needed for preparing them for the graduate degree will need to take undergraduate courses as deficiencies or demonstrate sufficient knowledge in the area. Students wishing to pursue child life specialist certification who do not have a child life undergraduate degree will develop a program of study with their advisor to address all child life council competencies required for certification. Students who lack appropriate background coursework in family and child life may be required to complete additional coursework to graduate.

Course Requirements:

Family and Child Life Required Courses:

- FCL 501 – Research Methods **Credits:** (4)
- FCL 502 – Statistics **Credits:** (4)
- FCL 532 – Family Interaction **Credits:** (4)
- FCL 534 – Therapeutic Applications of Child Development **Credits:** (4)
- FCL 547 – Families and Poverty **Credits:** (4)
- FCL 592 - Practicum **Credits:** (1-6) (Must be taken for 12 credits)
- FCL 700 – Master's Thesis, Project Study, and/or Examination **Credits:** (1-6) (Must be repeated for 2 credits for Examination, 4 credits for Project Study, or 6 credits for Thesis)
- Approved Electives **Credits:** (12)

Total Credits: 46-50 ✓

Sample Graduation Plan:

Summer	Fall	Winter	Spring	Summer
Elective (4)	FCL 501 (4)	FCL 502 (4)	FCL 532 (4)	FCL 700 (2-6)
Elective (4)	FCL 534 (4)	Elective (4)	FCL 547 (4)	
FCL 592 (2)	FCL 592 (2)	FCL 592 (2)	FCSL 592 (2)	FCL 592 (4)
10	10	10	10	6-10



2-6 or

and catalog

Handwritten notes:
 FCL 501
 FCL 502
 FCL 532
 FCL 534
 FCL 547
 FCL 592
 FCL 700

3. Impact on Existing Programs:

The restructuring from a Family Studies specialization in the Family and Consumer Sciences program to a stand-alone degree program in Family and Child Life will increase interest and enrollment in the program. The program will remain attractive to students wanting to pursue graduate education in family studies. Additionally, the program changes will make the program attractive to a new group of students hoping to pursue careers in child life and to current child life specialists who are seeking graduate degrees. The change in structure will also help with marketing to students interested in family studies or child life as the program will no longer be a specialization under Family and Consumer Sciences.

4. Courses Outside the Department:

No courses outside the department are included in the program.

5. Enrollment and Graduation Targets:

Academic Year	Student Headcount	FTE	Graduates
2016-2017	5	5	5
2017-2018	10	10	10
2018-2019	10	10	10
2019-2020	10	10	10

We anticipate enrollment in the Family and Child Life master's program will be similar to the current Family Studies specialization (5-8 students) at the beginning. Therefore, we anticipate that in the first year, we will enroll at least 5 graduate students and that we will have enrolled 10 graduate students by the second year. There are no other master's programs in child life in the Pacific Northwest, so this program will likely be attractive to students interested in child life from northwest states. To assist in recruitment, we have already been networking with child life supervisors in the region, and will continue the marketing efforts this year. After the program is approved, we will seek accreditation from the Child Life Council which will improve national recruitment efforts.

Over time, we anticipate capping enrollment at around 10 students per year in order to ensure that we are providing high quality education and mentorship to the graduate students. The Family and Child Life program includes three graduate faculty, and each can only take on 3-4 students per year for projects/theses.

6. Program Personnel:

The Family and Child Life master's program will be staffed by current full-time family studies faculty. All courses included in the program of study are currently offered, so there will be no additional expense to offering those courses. In fact, enrollment will be boosted through the restructuring of this program.

Faculty:

Faculty Name	Degree	Rank	Part/Full Time	% Effort in Program	Total FTE
Duane Dowd	Ph.D.	Associate Professor	Full time	13% (graduate program specific)	.13
Amy Claridge	Ph.D.	Assistant Professor	Full time	22% (graduate program specific)	.22
Sarah Feeney	Ph.D.	Assistant Professor	Full time	22% (graduate program specific)	.22
Sabrina Enders*	M.S.	Adjunct	Part time	9% (graduate program specific)	.09

* Sabrina Enders supervises graduate students in their practicum experiences, but does not teach any other courses in the graduate program.

Program Administration & Staff:

Name	Title	Responsibilities	% Effort in Program	Total FTE
Duane Dowd	Family and Child Life Graduate Program Coordinator	Recruiting students, meeting with prospective students, marketing Family and Child Life, coordinating assistantships, scheduling classes, curriculum development.	9% (currently graduate coordinator for Family Studies specialization- no added effort from restructuring)	.09
Amy Claridge	Child Life Specialization Coordinator	Recruiting students, marketing the child life graduate program, academic and career advising, working with the Child Life Council, participating in child life conferences and other professional development, fostering and maintaining relationships with child life practicum and internship sites, and curriculum development.	9% (undergraduate program coordination- no added effort from restructuring of graduate program)	.09
Alex Lange	Administrative Staff	Processing student applications.	1%	.01

Date: 10/2/2015

Prepared by: Amy Claridge

CWU Department/Program Assessment Plan Preparation Form
 Department: Family & Consumer Sciences

Program: Family and Child Life MS Degree

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. Students will be able to conceptualize and design a relevant research project to answer a specific research question.	1. Teaching and learning 3. Scholarship and creative expression	1. Student success	Family and child life graduate students will be required to design and complete a research project which answers a research question of their own.	Students in FCL501: Research Methods	Assessed annually	Students should achieve an 80% on their research project.
2. Students will demonstrate abstract and critical thinking skills in applying Family Systems concepts to family problems and interventions.	1. Teaching and learning	1. Student success	Family and child life graduate students will be required to submit a research paper demonstrating critical integration of theory, research, and practice.	Students in FCL532: Family Interaction	Assessed annually	Students should achieve an 80% on their research paper.
3. Students will be able to critically evaluate contemporary empirical literature.	1. Teaching and learning 3. Scholarship and creative expression	1. Student success	Family and child life graduate students will be required to complete a critical examination of contemporary research.	Students in FCL700: Master's Thesis/Project/Exam	Assessed annually	Students should "pass" their thesis, research project, or exam.
4. Students will demonstrate positive communication and professional efficacy in	1. Teaching and learning 3. Public service	1. Student success 3. Engagement	Family and child life graduate students will be evaluated on their performance and	Students in FCL592: Practicum	Assessed annually	Students should achieve an 80% on performance evaluations.

<p>working in human service settings.</p>	<p>and community engagement</p>		<p>professional behavior in internship and community service opportunities.</p>			
<p>6. Students will demonstrate proficiency at presenting findings in both visual and oral formats.</p>	<p>1. Teaching and learning 3. Scholarship and creative expression</p>	<p>1. Student success</p>	<p>Family and child life graduate students will be required to present the findings from their research, as both a poster and an oral presentation.</p>	<p>Students in FCL501; Research Methods</p>	<p>Assessed annually</p>	<p>Students should achieve an 80% on their poster and oral presentation.</p>
<p>7. Students will demonstrate the ability to analyze quantitative data, review, understand, and interpret output from statistical analyses and draw appropriate conclusions.</p>	<p>1. Teaching and learning 3. Scholarship and creative expression</p>	<p>1. Student success</p>	<p>Family and child life graduate students will enter, analyze, and interpret quantitative data for relevant findings in order to prepare a research paper examining a specific research question.</p>	<p>Students in FCL501; Research Methods</p>	<p>Assessed annually</p>	<p>Students should achieve an 80% on their research project.</p>