New Program Proposal

Name of Proposing Institution: College of Charleston

Program Title: Master of Science in Child Life

Date of Submission: Fall 2013

George Benson, President, College of Charleston

Program Contact:

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2. Classification

a) Program Title: Master of Science in Child Life

b) Concentrations, options, tracks: N/A

c) Academic Units: School of Humanities and Social Sciences and School of Education, Health and Human Performance (College of Charleston) and Department of Child Life (Medical University of South Carolina Children’s Hospital)

d) Designation, type, and level of degree: Master of Science

e) Proposed date of implementation: Fall 2014

f) CIP code: 19.0706

g) Site: College of Charleston (academic coursework); Medical University of South Carolina (practicum)

h) Qualification for Palmetto Fellows and Life Scholarships: N/A (Graduate Program)

i) Delivery mode: On site instruction and practicum supervision

j) Area of certification: N/A

3. Institutional Approval

New Major Program form following CHE Guidelines and SACS policies

Approval Chairs of Psychology, Sociology, Communication, and Education, Health and Human Performance: May 2013

Approval Academic Affairs, Associate Provost for Curriculum:

Approval Faculty Curriculum Committee:

Approval Academic Planning Committee:

Approval Academic Budge Committee:

Approval Graduate and Continuing Education Committee and Graduate Council:

Approval Faculty Senate:

Approval Board of Trustees:
5. Justification

a. Need

Child life specialists are specially trained professionals who work with children and families with chronic or episodic healthcare needs. Based on a strong educational background in child and family development, pediatric illness, and psychological coping mechanisms, child life specialists help facilitate adaptive coping through developmentally appropriate preparation for medical intervention, education regarding pediatric illness, therapeutic play, and self-expressive activities. These professionals are often the primary members of pediatric multi-disciplinary team who provide emotional support for families facing medically challenging events. In addition, they facilitate optimal development of children facing healthcare and hospitalization events. They provide support and guidance not only to the child, but also to the child’s parents, siblings, and extended family members. Finally, they play a key role in educating health care providers and administrators, as well as the general public, about the critical needs of children facing stressful life events.

The proposed Master of Science in Child Life (MSCL) is designated to offer graduate-level academic training in child life (CL) in the state of South Carolina and the surrounding region. The primary audience served by the program will be South Carolinians, though a broader student population will be welcomed. This program represents a collaborative effort between the College of Charleston and the Medical University of South Carolina (MUSC). The degree will be conferred by the College. The academic coursework will be offered at the College of Charleston and the practicum course will be at MUSC. The internship in child life will be offered at MUSC and other hospital settings across the United States.

The proposed program will prepare individuals for a career as a child life specialist in both hospital and community health care environments. Skill acquisition will promote the gold-standard of family-centered care for children and families facing acute, chronic, or terminal illness. Skills will enable program graduates to provide services centered on surgery, trauma, injuries, invasive medical procedures, and optimal adaptation to disabilities. Graduate students will gain a comprehensive understanding of the medical issues and developmental and family variables impacting pediatric care, and will learn to develop and initiate effective ways of working with children and their families within hospital(s) or other health care settings. In addition, students will gain skills in working within multidisciplinary health care teams to provide optimal biopsychosocial care for patients.

In South Carolina there are five major Children’s Hospitals, four of which have existing child life department staffed by child life specialists, offering critical developmentally-centered care for children and families in South Carolina. The MSCL program, the only such program in SC, will contribute to the overall economic growth and stability of the state. Numerous state economic reports across the country (e.g. Technical Report, UCED 2008/09-11; www.ncdhhs.gov/orhcc) support that the health care industry, in which ancillary care professionals, such as child life specialists, play a critical role, is a central factor in stability and growth of the local, regional, and state economy. This program directly enhances health care within the state as well as the activity of state health care organizations and their employees. The
combined organizational and individual purchasing power creates jobs and significantly contributes to the state’s economy (See Appendix 2, Direct, Indirect, and Induced State Economic Impact).

Program curriculum will entail a combination of theory and application to optimize effective program development and initiation with children and their families. Specifically, students will learn to effectively educate children about their illnesses, minimize stress and anxiety for children and families facing medical illness, prepare children for painful and/or invasive medical procedures, advocate for children and families within the multi-faceted health care delivery system, create opportunities for facilitation of developmentally focused self-efficacy, self-esteem, and autonomy, provide non-pharmacological interventions to comfort children and improve adherence to medical treatment, and provide developmentally normalized life experiences within health care settings to promote optimal growth and development.

Upon completion of the program, graduates will have satisfied all course requirements and completed the mandated practicum and formal internship in CL settings (supervised and directed by certified CL specialists) necessary to take the certification examination given by the CL Council (CLC). As the culmination of the program, students will complete a semester-long internship in child life (i.e. required for certification in child life), through the MUSC Children’s Hospital or other hospitals in SC and throughout the U.S. College of Charleston and MUSC have a long history of successful cooperation in CL training, dating back to the early 1990’s via volunteer experiences for College of Charleston undergraduate students and internship experience for bachelor degree graduates from College of Charleston. This ongoing relationship has been beneficial for students, staff, and faculty. This graduate degree program will further strengthen the existing well-established foundation of cooperative education and training.

As previously noted, there are four children’s hospitals in SC that currently employ CL specialists, as well as a number of related health care settings (e.g., comprehensive outpatient centers, rehabilitation centers, hospice centers, dental offices) which can employ child life specialists in the future. In 2011 members of an ad hoc committee on child life developed and distributed a brief potential interest questionnaire (see Appendix 3) to College of Charleston students enrolled in undergraduate classes in departments most relevant to child life coursework. The assessment of over 300 students enrolled in classes in psychology, health and human performance, elementary/early childhood education, and sociology revealed that of the 340 students who responded, 16% were “very interested”, 26% were “interested”, 24% were “undecided” and 32% were either “not very interested” or “not interested at all”. Overall 42% expressed significant to moderate program interest. When data from students who were not studying in fields related to CL were partitioned out, 57% were either “very interested” or “interested”. Although these data are specific to College of Charleston, we believe they are indicative of strong interest in the field, and that interest from students throughout the state and regional area will be robust.

The Child Life Council (CLC), the national organization in the field, has indicated that “There is a growing awareness of the child life profession within the healthcare community as well as in the general public, and we expect to see a corresponding increase in demand for child life specialist” (www.childlife.org). Many students at College of Charleston as well as those across the country are interested in a career working with children which is “hands-on” and through which they can make a meaningful difference in the lives of others. The ad hoc child life
program development committee surveyed 18 CL programs in the U.S. in the spring of 2011 to determine application patterns and placement of program graduates (see Appendix 4). Of the 16 programs that responded (88.9%), the average number of applicants per year was 18.33 (range 5-58), the average number of students accepted per year was 7.93 (range 3-20), and the average number of graduates placed in CL positions per year was 6.2 (range 2-16). The overall employment placement rate for program graduates was 78.18%. It should be noted that these placement data include outcomes for individuals from both undergraduate and graduate programs, many of which are not exclusively child life in focus (i.e. include family studies, education.). We anticipate a higher than average placement rate for our graduates since they will earn a Master of Science degree in our specialized child life program.

The CLC Placement Center averages > 25 listings for child life positions. Of course, this is only one source of job opportunity listings. Many CL settings recruit directly from their institutional websites, and do not use the CLC Placement Center. Data from the online job recruitment website, www.indeed.com, reported that in May 2013 there were > 45 job listings for child life specialists. A recent compensation study conducted by the CLC (CLC, 2012), indicated that the mean salary for child life specialists (n=823) ranged from $37,162 to $55,164 annually depending on the region of the country in which the professionals were employed and their level of education. The mean salary for those entering the profession (i.e. less than four years of employment in the field) was $39,046 annually. According to www.Salary.com, the median salary for a child life specialist in November 2009 was $44,067.

b. Centrality of the Proposed Program

The mission statement of College of Charleston indicates, “The College of Charleston is a state-supported, comprehensive institution that provides a high-quality education in the arts and sciences, education and business. Since its founding in 1770, the College has maintained a strong liberal arts curriculum in order to provide educational opportunities to students from South Carolina, throughout the U.S., and elsewhere in the world. The College also provides a range of master's degree programs that are compatible with the needs of the community and the state.” (www.College of Charleston.edu).

The proposed MSCL program will build on a superior undergraduate curriculum in psychology, education, sociology, and health and human performance. Although College of Charleston students will be ideally prepared for entry into the program, the program also will attract students from across the lowcountry, South Carolina, and the nation. The development of this master degree program meets the needs of the community by training the next generation of professionals to work in family-centered care facilities. MUSC Children’s Hospital is one of the leading children’s hospitals in the country, and their goal of patient and family centered care includes a desire to “create partnerships among health care practitioners, patients, and families that will lead to the best outcomes and enhance the quality and safety of health care” (www.MUSC.edu). Together, the College of Charleston and MUSC can provide a quality graduate educational experience for students, and enhance the lives of children and families in the lowcountry and the state of SC.

The stated core purpose of the College of Charleston is “To pursue and share knowledge through study, inquiry and creation in order to empower the individual and enrich society” (www.College of Charleston.edu). The graduate program in child life embodies this core purpose by providing
excellent quality graduate education in child life through innovative, quality academic training and applied experience. Graduates will be prepared to successfully pass the child life certification examination and gain employment in a field which directly impacts the quality of life of children and families who represent the foundation of our society.

c. Relationship to Other Related Programs Within the Institution

The MSCL program will complement a number of undergraduate programs at College of Charleston including health, developmental, and clinical psychology, elementary/early childhood education, communication and sociology, as students will take related courses in these existing undergraduate programs to prepare for entry into the MSCL program. This proposed master degree program does not overlap with existing programming at the College of Charleston or Medical University of South Carolina (MUSC). The interdisciplinary nature of the proposed degree highlights the cooperation between the various College of Charleston departments and the two institutions. Therefore, the program will not overburden any one department, program, or institution. A select number of existing graduate courses currently offered at College of Charleston will be integrated as coursework in the MSCL program and will include specialized readings and assignments specific to child life theory and applications.

The director and staff of the MUSC department of CL (a service provision unit in the MUSC Children’s Hospital) have been part of the academic program development team since its inception, and continue to work collaboratively with College of Charleston faculty in program development. This program represents a joint endeavor between College of Charleston and MUSC. MUSC Children’s Hospital will facilitate practicum coursework, and will accommodate a portion of graduate students during their formal internship placement (second year, second semester). Practicum hours and internship experience can be obtained at a number of facilities in SC and throughout the U.S.

d. Similar Programs in the State

There is no existing master degree program in child life in South Carolina. As indicated, master degree status will represent the standard for entry to the field of CL as of 2015 (i.e. a master degree will be required for certification as a child life specialist). There are only two other master degree programs in child life in the southeastern U.S.

Due to the nature of training (coordinated coursework and training with health care facilities), master degree programs in child life are typically offered through on-campus study, and are unlikely to be offered online. A search through www.DegreeDirectory.org failed to identify any online master degree programs in child life.

e. Relationship to Other Programs Within the State, Region, and Nation

At present, according to the CLC directory, there are 18 graduate degree programs in CL in the U.S. The programs in the southeastern U.S. include the University of Georgia and Vanderbilt University. However, it should be noted that as of fall 2013 all students who sit for the Child Life Certification Exam are required to have completed a college course taught by a certified child life specialist. At present, Vanderbilt University, which enrolls only 2-3 students per year in the child life track of their M.Ed. program, does not offer coursework taught by a child life
specialist. Therefore, students enrolled in the child life track at Vanderbilt University must enroll
in a course taught by a child life specialist available at another university before their enrollment
at Vanderbilt or at some point while completing their Child Studies curriculum. There are 34
child life programs in the U.S. However, 16 of these programs are at the undergraduate level
only. These programs are scattered across the U.S. Importantly, the CLC has indicated that the
professional standard for entry into the field as of 2015 will be at the master degree level.

In designing our MSCL program, we have studied the various other programs across the U.S. to
determine the best possible combination of courses and applied experience for our students. We
have used CLC guidelines for curriculum in the development of our program, and although, at
present, there is no official program approval through the CLC, we will seek their informal
program review. In the case that future formal program review through the CLC becomes
available, we will pursue such review.

In South Carolina, Columbia College (all female enrollment) has developed an undergraduate
program in child life. Given the requirement in the field of master level career entry (2015), we
likely will draw from students who complete their undergraduate major in child life at Columbia
College.

Numerous health-care setting “therapy” programs including those centered in play, music, art,
and theatre have been developed in the US and Europe in recent years. Although, such
professions have provided comfort and pleasurable activities for patients in health care settings,
CL professionals universally are identified across pediatric health care facilities as the
professionals who help children and families cope with the stress and uncertainty of illness,
injury, disability, and hospitalization. In addition to providing activity-based opportunities, child
life specialists develop and implement interventions to ensure that life remains as normal as
possible for children in health care and related settings. They employ a variety of therapeutic
modalities including therapeutic play, visual, auditory and tactile self-expression activities, and
stress reduction strategies to promote effective coping with medical challenges. In addition,
child life specialists are central in providing developmentally appropriate medical preparation
and education for children and families. As advocates for family-centered care, they are
essential members of the multidisciplinary health care team (e.g. physicians, nurses, pediatric
psychologists, physical therapists, occupational therapists, respiratory therapists, nutritionists,
and social workers), and they provide critically important insight into the emotional,
developmental and cultural needs of children and families. The majority of child life specialists
work within hospital pediatric inpatient and specialty units including emergency, surgical,
intensive care and outpatient care. Increasingly, child life services also are being offered in other
diverse settings, including community outreach programs, private medical and dental practices,
hospice care, schools, court systems, funeral homes, and specialized therapeutic camps.

6. Admission Criteria

The requirements for admission to the MSCL program are:

A completed online application form with a nonrefundable application fee of $50.
A personal statement, including a clear statement of the applicant’s educational and career goals.

Completion of a bachelor’s degree from an accredited institution of higher education with a minimum GPA of 2.75 (on a 4.0 scale) overall, and a recommended GPA of at least 3.0 overall for the last 60 hours of undergraduate coursework. A recommended GPA of 3.0 in a major related to CL, including child development, psychology, sociology, and education. All applicants must submit an official transcript from each institution of higher learning attended.

A minimum score of 153 on the verbal section, a minimum score of 144 on the quantitative section, and a minimum score of 4 on the analytical writing section of the GRE. Three (3) letters of recommendation from persons closely associated with previous academic performance and work related to the discipline.

Students are required to have completed 100 hours of formal volunteer experience with children, preferably in a child life setting, which must be documented in writing by their supervisor. A letter documenting the nature of the experience, the number of volunteer hours performed, and the quality of the applicant’s performance in this setting is required. (This letter can be used as one of the 3 required letters of recommendation).

Students must have completed a minimum of 18 credit hours in courses such as infant child, and adolescent development, multicultural child and family issues, childhood medical conditions, health communication, developmental psychology, health psychology, and child life theory.

International Students: International students are held to the same individual program application and admission processes as domestic students with the following additional criteria:

a. International applicants must present notarized copies of their current visa documents, if held.

b. International applicants must have received a “Certificate of Finance” form during their initial inquiry stage. The “Certificate of Finance” form must be completed in order to process a request for a student visa, and also to be admitted to the program. Appropriated and adequate financing must be shown from a responsible source.

All applicants whose primary language is not English must take the TOEFL and earn the following minimum scores: Writing = 20; Speaking = 23; Listening = 17; Reading = 21
7. Enrollment

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- A new cohort of 10 students will be admitted each year. Students will progress through the program together with their cohort.

- Each year, students who completed the first year plus 10 new students will be enrolled in the program.

- Credit hour production = number of students x number of courses x number of credits per course.

Students enrolled in the program will be full time students, and the students will matriculate through the program in cohorts over the 2 years. We anticipate initially limiting admission to 10 new students into the program each year, primarily because of the need for practicum and internship placements. Typically, all students will take the same course together each semester, including two summer courses offered during the regular summer session(s). The courses normally will be offered in the daytime. Students will intern during the spring semester of their second year. Students must maintain a cumulative GPA of 3.0 on a scale of A=4.0. Students receiving three grades below the grade of “B” or one grade of “F” will be withdrawn from the Graduate School and will not be allowed to reapply for the program or enroll in any graduate coursework counting toward any graduate degree or certificate at the College of Charleston for one calendar year. We anticipate a large number of qualified applicants from SC and beyond, based on data from current College of Charleston students and the CL Council Report (2010).

*1 In the event of an approved leave of absence, the student will join a new program cohort.
8. Curriculum
a) Sample curriculum

**Fall – Year One**

CHLI 601 *Introduction to Child Life*

EDFS654*¹ *Infant/Child/Adolescent Development*

CHLI 605 *Psychosocial Aspects of Illness, Trauma, and Hospitalization/Pediatric Illness*

**Spring – Year One**

EDEE 655*¹ *Therapeutic Play/Materials and Creative Arts*

CHLI 603 *Death and Dying*

EDFS635*¹/COMM 501/502*¹ *Research Methods*

**Summer – Year One**

CHLI 604 *Program Development and Practicum in Child Life*

COMM 580*¹ *Techniques in Health Communication*

**Fall – Year Two**

CHLI 606 *Family Issues*

CHLI 611 *Working with Children with Special Needs/Developmental Disabilities*

Elective Course (See “Elective Coursework Options”)

**Spring – Year Two**

CHLI 701 *Child Life Internship*

*¹ Courses will include specialized assignments for MSCL students

b. New and existing courses

The required core courses for this program include both new and existing College of Charleston graduate coursework. Elective coursework includes existing College of Charleston graduate level coursework. The program requires completion of a minimum of 33 graduate credit hours of coursework and a 9 hours of internship course (course includes both academic coursework and a minimum 480 hours of supervised internship field experience). The 11 required daytime courses and the required 9 hour internship course are listed below. Students will proceed through the program as cohorts over the two years, taking 9 hours in the first fall semester, 9 hours in the first spring semester, 6 hours in the first summer, and 9 hours in the second fall semester. They will complete a 9 hour internship course with internship placement during the second spring semester.
Proposed required core courses for the cohorts and the 9 hour internship are listed below.

**CHLI 601 Introduction to Child Life (New CL Faculty) (3) (New Course):** An introduction to the role of the child life specialist in health care settings and the impact of illness and hospitalization on children and families. Topics covered include history of child life, child life theories, common medical tests and procedures in pediatric care and the impact of these procedures on children and families, and ethical issues in pediatric care.

**EDFS 654 Infant/Child/Adolescent Development (Department of Teacher Education (TEDU)/Psychology Departments) (3):** An overview of the cognitive, social, emotional, linguistic, and physical development of children from infancy through adolescence within the context of family, school, socioeconomic status, and culture.

**CHLI 603 Death and Dying (Sociology Department/New CL Faculty) (3) (New Course):** A developmental analysis of the child’s perception and understanding of levels of loss including separation and divorce, hospitalization, and/or death. The roles of the child life specialist, healthcare provider, and family members will be discussed, highlighting transdisciplinary collaboration which is essential between caregivers.

**CHLI 604 Program Development and Practicum in Child Life (New CL Faculty) (3) (New Course):** Emphasis on developing a philosophy of leadership that fosters team collaboration and interdisciplinary staff participation. Program development will be addressed within the context of child development and child life principles. Includes working with volunteers and donors, special program and event planning, interdisciplinary communication, in-service planning, and designs for play environments and supervision. 100 hours of child life practicum will be integrated into the course as an applied component integrated with course content.

**CHLI 605 Pediatric Illness and Psychosocial Aspects of Illness and Trauma (Psychology Department) (3) (New Course):** An overview of the empirical literature regarding pediatric illnesses with a focus on chronic illness and accidental injury. A developmental perspective of children’s cognitive, social, and emotional experiences around illness, hospitalization, and pediatric care. Includes assessment, intervention, and planning for care to enhance child and family coping with medical events.

**CHLI 606 Family Issues (TEDU/Psychology Department/New CL Faculty) (3) (New Course):** An analysis of the family including issues of diversity and culture. Examination of how sociocultural factors influence social interaction within families and how stress affects the family system. An emphasis on family centered care as a necessary component in pediatric intervention is included.

**EDEE 655 Therapeutic Play/Materials and Creative Arts (TEDU/New CL Faculty) (3):** Exploration of the meaning of play for children with key coverage of the concepts of the child-centered non-directive play philosophy, medical play, and the facilitation of play in children under stress. Coverage of different creative approaches to facilitate non-directive play.

**EDFS 635/COMM 501/502 Research Methods (TEDU/Communication Department/CL Director (3):** A comprehensive study of methods used in different types of research in pediatric settings, including the potential role of child life professionals in multidisciplinary research
teams. Includes research design, implementation, and dissemination and evaluation of data from both a qualitative and quantitative perspective. A research project is a component of this course.

**COMM 580 Health Communication (Communication Department) (3):** A survey of theory and research in health communication with a focus on children. Addresses interpersonal, group, organizational, and medical aspects of health, illness, and health care.

**CHLI 611 Working with Children with Special Needs/Developmental Disabilities (New CL Faculty/Psychology Department) (3) (New Course):** An overview of physical and/or cognitive challenges which require special attention within the pediatric health care setting. Includes focus on common conditions and disabilities including autism, spina bifida, Down syndrome, and general developmental and cognitive delays and common medical challenges faced by children with special needs with an emphasis on the role of the child life specialist in programming.

**CHLI 701 Child Life Internship (480 hours- MUSC and other children’s health facilities within the US) (Application process, facilitated by the CL Director) (9) (New Course-campus):** Development of clinical competency in child life intervention and programming. Includes field placement and written integration of course content and applied service provision.

The above core courses and internship are required. However some of the offerings below (existing coursework already in place at College of Charleston) may, in the future, be incorporated as alternate coursework for students who transfer into the CL program. No more than 6 hours of transfer credit will be awarded. All credit determination will be at the discretion of the CL Director and Faculty.

**Elective Coursework Options (existing coursework in place at College of Charleston)**

**COMM 521 Seminar in Small Group Communications (Communication Department) (3):** A seminar course that focuses on problems, issues, and contexts studied by group communication scholars.

**ENGL 552 Literature for Adolescents (English Department) (3):** Study of literature for adolescents, including methods of introducing major literary genres.

**MTLA 605 Young Children’s Literature (TEDU) (3):** Study of the historical development of children’s books and the significant literature available for children. Criteria for evaluating juvenile literature and ways of stimulating children’s interest in books are presented.

**EDFS 670 Principles and strategies for teaching English to speakers of other languages (K-12) (TEDU) (3):** A survey course intended to provide pre-K through grade 12 educators with knowledge of the principles, underlying methodologies and techniques for promoting acquisition of a second language through academic content. The main focus is to demonstrate a variety of instructional strategies that can benefit all students in a multicultural classroom.

**MTLA 605 Literacy development of early learners (TEDU)(3):** This course extends students’ understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and principles and skills involved in development of literacies.
**EDEE 620** *Home, school, and community relationships (TEDU) (3):* A study of the relationships that exist in the educational triad of home, school and community. Strategies for increasing communication and collaboration between parents and schools are addressed and the skills needed to be an advocate for young children are explored. Topics include current family demographics, the abused child, the parent community, rights and responsibilities, resources and leadership training.

**EDEE 655** *Creativity and the fine arts (TEDU)(3):* An in-depth study emphasizing teaching content knowledge within the discipline of fine arts for preschool, kindergarten and elementary school children.

* Courses will include specialized assignments for MSCL students

### 9. Assessment

The overarching goals for the MSCL program are:

1. To provide a nationally preeminent graduate program that provides students with comprehensive academic and experiential training that prepares them for gainful employment as child life specialists in diverse pediatric and community settings.

2. To provide students with the knowledge, skills, and professional abilities that enhance and enrich the lives of children and families facing medical illness.

3. To design programmatic content and delivery of content that center on effective learning, which is durable and transferrable to a broad array of pediatric, general medical, and community settings. The program will:

   a. enable faculty within the MSCL program to use the empirical data base regarding the science of learning to enhance comprehension, retention, transfer, and creative use of coursework within the MSCL graduate program.

   b) promote quality practices that further enhance effective teaching and student learning practices through academic leadership and support from the administration within College of Charleston and MUSC.

### a) Assessment of Learning Outcomes

The Master of Science in Child Life program assessment plan will serve as a measure of student performance in the program and will guide programmatic adjustments and decisions. The following is an outline of the proposed assessment system.

**MSCL Student Evaluation**

**Candidate Name:** __________________________________________________________

**Evaluator:** __________________________ Date: ______________
**Note:** Ratings should be based on the candidate’s ability as compared with other students within the program and child life interns.

3 = appropriate for program level  
2 = developing competence  
1 = at initial stage of development

### Domain 1: Child Life Knowledge

#### 1A
The student understands and applies a developmental perspective to program planning and child life activities, including verbal interactions with children.

**Key Elements:**
- identifies appropriate developmental stages in terms of cognitive, emotional, and behavioral development; and
- provides a sound rationale for how child life programming is tailored to the specific developmental stage of children
- evidences readiness to participate in CHLI 604 course (practicum)
- **Unit of measure:** Papers from students in CHLI 601, 605, 655 will be used to establish readiness for practicum. Readiness determined by grading rubric to determine foundation knowledge in above noted key elements
- Papers from CHLI 604 will be assessed using a grading rubric to determine whether students are applying developmental principles across developmental domains to program development in pediatric settings

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#### 1B
The student understands and assists with program planning and implementation that is consistent with the appropriate developmental stage of children and includes content, strategies, materials, and resources that are appropriate for family-centered care needs.

**Key Elements:**
- understands and provides appropriate input for developmentally appropriate child life programming
- exhibits developmentally appropriate interaction with patients and families.
- exhibits a clear understanding of medical procedures associated with common pediatric chronic and acute illnesses
- provides a sound explanation of factors that must be taken into consideration in balancing child life interventions and child and family needs, abilities, and developmental levels
- **Units of measure:** Program development plans from students in CHLI 604 will be assessed using a grading rubric to determine whether students are applying developmental principles across appropriate child and family intervention plans for the pediatric settings
- direct assessment of student interaction with children and families will be assessed using an observation grading rubric to determine appropriate child and family communication skills
- direct assessment of student interaction with physicians and other health care team members will be assessed using an observation grading rubric to determine appropriate knowledge of medical procedures and interdisciplinary team communication

<table>
<thead>
<tr>
<th>1B - Rating</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

#### 1C
The student uses appropriate child life intervention strategies that are multi-sensory and multi-modal.

**Key Elements:**
- able to implement appropriate multi-sensory, multimodal child life intervention strategies including non-directive therapeutic play
- makes appropriate determinations regarding the need to make adjustments in child life intervention strategies and:
  - presents a solid rationale for making these determinations.
- **Unit of measure:** Papers from students in EDEE 655 will be assessed using a grading rubric to determine whether students are utilizing multi-sensory, multimodal, developmentally appropriate strategies within child life intervention planning

<table>
<thead>
<tr>
<th>1C - Rating</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
b) Programmatic Assessment

Inherent to graduate training in child life are central student- and program-based evaluation components embedded into educational programming. There are four key components of evaluation of the 3 programmatic goals articulated above. First, during the first year practicum (summer), students will be evaluated on their ability to apply key principles of first year coursework into applied child life programming. Second, students must apply for competitive acceptance into formal child life internship programs (spring semester, second year). The MSCL director will review student performance and interview each student to determine their readiness for internship placement, based on academic and applied skill acquisition. Acceptance into internship positions involves external review (i.e. internship site director) of mastery of course content and applied skills obtained through the MSCL program. Third, at the completion of the internship, students will be evaluated on their mastery and application of core academic and applied concepts (i.e. comprehension, retention, and transfer of coursework), as well as their application of coursework to in vivo CL programming (i.e. creative use of program coursework) by the internship site supervisor(s). Finally, at the completion of the program, students must take and pass the Child Life Professional Certification Examination administered by the Child Life Council. This rigorous examination-based professional certification documents a level of academic comprehension and performance (i.e. comprehension, retention, and transfer of coursework), and serves as a critical outcome assessment for the College of Charleston MSCL program. Outcome assessment is established at a 75% student pass rate. Should this goal not be achieved, additional examination preparation resources will be added to the program.

MSCL Program Evaluation

Candidate Name: ____________________________________________

Evaluator: ____________________________________________ Date: ___________

Candidate Name: ____________________________________________

Evaluator: ____________________________________________ Date: ___________
**Note:** Ratings should be based on the candidate's ability as compared with other students within the program and child life interns.

3 = appropriate for program level  
2 = developing competence  
1 = at initial stage of development

<table>
<thead>
<tr>
<th>Domain 1: Internship Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A</strong> The student, with appropriate application materials, gains acceptance into a child life internship program.</td>
</tr>
<tr>
<td><strong>Key Elements:</strong></td>
</tr>
<tr>
<td>o student is able to document training (e.g. specialized coursework, supervised practicum hours) commensurate with that necessary to apply to child life internship program.</td>
</tr>
<tr>
<td>o student applies to a minimum of 5 internship programs, and gains acceptance into at least 1 program (students with lower grade point averages will typically need to apply to &gt; 5 programs).</td>
</tr>
<tr>
<td>o <strong>Unit of measure:</strong> student acceptance data for internship program acceptance.</td>
</tr>
<tr>
<td><strong>1A - Rating</strong></td>
</tr>
</tbody>
</table>

| **1B** Post-completion internship evaluation completed by internship supervisor(s) documents the student understands and applies an appropriate developmental perspective to program planning and child life activities, including interactions with children.  |
| **Key Elements:**  |
| o identifies appropriate developmental stages in terms of cognitive, emotional, and behavioral development  |
| o Provides sound rationale for how child life programming is tailored to the specific developmental stage of children.  |
| o **Units of measure:** Standardized evaluation ratings completed by child life internship site supervisor(s) and returned to the College of Charleston Master of Science in Child Life program director post-internship completion. Measure assesses knowledge and application of developmental principles, knowledge and application of multi-modal, multi-sensory interventions strategies including therapeutic play, knowledge of pediatric medical conditions and medical interventions faced by pediatric patients, effective communication with children and parents, and effective communication with multi-disciplinary team members.  |
| **1B - Rating** | 3 | 2 | 1 |

| **1C** Post-completion internship evaluation indicates the student is able to participate in program planning and implementation that is consistent with the appropriate developmental stage of children, and includes content, strategies, materials, and resources that are appropriate for family-centered care needs.  |
| **Key Elements:**  |
| o student understands and provides appropriate input for developmentally appropriate child life programming.  |
| o student exhibits developmentally appropriate interaction with patients and families.  |
| o student exhibits a clear understanding of medical procedures associated with common pediatric chronic and acute illnesses  |
| o student provides a sound explanation of factors that must be taken into consideration in balancing child life interventions and child and family needs abilities, and developmental levels.  |
| o **Unit of measure:** Passing grades in all core academic content courses. Standardized evaluation ratings completed by internship site supervisor(s) and returned to College of Charleston Master of Science in Child Life program director post-internship completion. Measures assesses knowledge and application of developmental principles, knowledge and application of multi-modal, multi-sensory interventions strategies including therapeutic play, knowledge of pediatric medical conditions and medical interventions faced by pediatric patients, effective communication with children and parents, and effective communication with multi-disciplinary team members.  |
| **1C Rating** | 3 | 2 | 1 |

Comments: * Student papers across different sections of courses  
**Readiness to apply for internship determined by GPA, practicum evaluation, and interview with Program Director.
c) Use of Program Evaluation and Student Performance Data

Program evaluation data will be used to improve student learning and the overall program and to adjust programmatic content and shape programmatic content delivery (i.e. use of the empirical data base on education, learning, and cognition to enhance comprehension, retention, transfer, and creative use of coursework within the MSCL program). The success of students in securing competitive internship placement and successfully passing the CLC Professional Certification Examination will serve as a benchmark for evaluating both course content and the program delivery format.

Relevant data from the program assessment will be collected at the appropriate evaluation points (i.e. academic coursework, post practicum, pre-internship, post-internship, post certification examination). Data will be entered into the data management system and the institutional assessment system at College of Charleston. Overall summary and analysis of data for the program cohort will allow for critical analysis of coursework and practicum training. Course change(s) or programmatic changes will be made based on the data, if changes are warranted given the data.

10. Faculty

College of Charleston currently has several tenured or tenure-track faculty who could teach in the program regularly or on occasion. The name, rank, and highest degree for each faculty member are listed below.
<table>
<thead>
<tr>
<th>Staff Listing By Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunt, Caroline, Professor</td>
<td>Ph.D. (Emeritus)</td>
<td>English</td>
<td>Yes</td>
</tr>
<tr>
<td>Dickinson, George, Professor</td>
<td>Ph.D.</td>
<td>Sociology</td>
<td>Yes</td>
</tr>
<tr>
<td>Ferguson, Douglas, Professor</td>
<td>Ph.D.</td>
<td>Communication</td>
<td>Yes</td>
</tr>
<tr>
<td>Finnan, Christine, Professor</td>
<td>Ph.D.</td>
<td>Teacher Education &amp; Anthropology</td>
<td>Yes</td>
</tr>
<tr>
<td>Simonian, Susan, Professor</td>
<td>Ph.D., ABPP</td>
<td>Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Skinner, Michel, Professor</td>
<td>Ph.D.</td>
<td>Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Van Sickle, Meta, Professor</td>
<td>Ph.D.</td>
<td>Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Hagood, Margaret, Associate Professor</td>
<td>Ph.D.</td>
<td>Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Stauman, Elena, Associate Professor</td>
<td>Ph.D.</td>
<td>Communication</td>
<td>Yes</td>
</tr>
<tr>
<td>Westerfelhaus, Robert, Associate Professor</td>
<td>Ph.D.</td>
<td>Communication</td>
<td>Yes</td>
</tr>
<tr>
<td>Wright, Jenn, Associate Professor</td>
<td>Ph.D.</td>
<td>Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Brock, Laura, Assistant Professor</td>
<td>Ph.D.</td>
<td>Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Gutshall, Anne, Assistant Professor</td>
<td>Ph.D.</td>
<td>Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Kolack, Amy, Assistant Professor</td>
<td>Ph.D.</td>
<td>Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Kopfman, Jenifer, Assistant Professor</td>
<td>Ph.D.</td>
<td>Communication</td>
<td>Yes</td>
</tr>
<tr>
<td>Lee, Nam-Jin, Assistant Professor</td>
<td>M.A.</td>
<td>Communication</td>
<td>Yes</td>
</tr>
<tr>
<td>White, Kelly, Assistant Professor</td>
<td>Ph.D.</td>
<td>Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Hanna, Silvia, Adjunct Professor</td>
<td>Ph.D.</td>
<td>Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>O'Donnell, Patricia, Grant Writer/Research</td>
<td>Ph.D.</td>
<td>Sociology</td>
<td>Yes</td>
</tr>
</tbody>
</table>

b) New Faculty

Full time faculty candidates will have a child life certification and hold a Ph.D. or an Ed.D. in a related field (e.g. education, psychology, etc.). A full time faculty position is needed in the program in the role of the program director who will teach one course per semester in the MSCL program. Additionally, a second full time faculty line is needed in the program. Each of these two positions would be offered tenure-track status in the appropriate academic department of their expertise.

c) Changes in Assignments

The graduate faculty at College of Charleston are expected to remain actively engaged in the undergraduate programs. Teaching schedules for existing faculty (i.e. existing College of Charleston faculty from academic departments outside of the MSCL program) teaching a course in the MSCL program, include 2 undergraduate sections within their respective departments (e.g. education, sociology, psychology, communication) and 1 graduate section in the MSCL program. This can include 1 faculty member in the fall semester and 1 to 2 in the spring semester spread over the departments named above. After the first year (2014-2015) these numbers will double. Two cohorts of students will be enrolled during the 2015-2016 academic year.
d) Faculty Development

All program faculty are expected to pursue active programs for professional growth that will include, but not be limited to, research and professional publication, regional and national conference presentation, regional and national conference participation, curriculum development, grant writing, and professional leadership. Program faculty will have regular opportunities for faculty development. The faculty are able to participate in applied and research based presentations and discussions focused on topics central to the field of child life, including interdisciplinary pediatric health care and child development. The format of this continued professional development may include a number of presentation methods, including print and web-based delivery and be offered through both the College of Charleston, the Medical University of South Carolina, and the Child Life Council.

e) Institutional Definition of Full-Time Equivalent

FTE refers to a 4-course teaching load for the 9 month academic year with each course being .25 and receiving 3 hours of credit. The Director will be full time, teaching 1 to 2 courses per semester, with reassigned time for administrative duties.

f) Unit Administration, Faculty, and Staff Support Table

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NEW</th>
<th>EXISTING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
</tr>
<tr>
<td>ADMINISTRATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>1</td>
<td>.25</td>
<td>1</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1</td>
<td>.25</td>
<td>1</td>
</tr>
<tr>
<td>2016-2017</td>
<td>1</td>
<td>.25</td>
<td>1</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1</td>
<td>.25</td>
<td>1</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1</td>
<td>.25</td>
<td>1</td>
</tr>
<tr>
<td>FACULTY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>7</td>
<td>1.75</td>
<td>7</td>
</tr>
<tr>
<td>2015-2016</td>
<td>11</td>
<td>2.75</td>
<td>11</td>
</tr>
</tbody>
</table>
11. Physical Plant

No new facilities are required for this program, as the new faculty persons will be housed in existing facilities. Current classroom space will be used. Space is available in both the School of Education, Health, and Human Performance and the School of Humanities and Social Sciences classrooms to meet the needs of the program.

12. Equipment

No major equipment items will be needed for at least the first five years of the program.

13. Library Resources

a) Assessment of Current Holdings

The Library System at the College of Charleston is structured around one main library. The Marlene and Nathan Addlestone Library, with smaller, more specialized libraries that support the diverse teaching and research needs of the institution. These satellite libraries include the Marine Resources Library, the North Campus and Lowcountry Graduate Center Library, and the Avery Research Center of African American History and Culture. The Addlestone Library encompasses 140,000 square feet; accommodates up to one million volumes; seats 1,400 patrons; offers 16 group study rooms; and maintains over 270 computer workstations.

The Addlestone Library was designed to accommodate the technological needs of a contemporary academic library. The computer workstations are equipped with links to several
web browsers, a suite of Microsoft Office software, statistical software packages, and other standard computer applications. These computers are networked to seven high capacity laser printers; one color printer is also available. In addition to the desktop computers, students may borrow one of 30 laptops equipped with wireless internet hardware and software for use within the building and grounds. Wireless access is available throughout the library (and in many spots throughout the College's campus); data and power outlets are also provided at tables, carrels, and walls in order to accommodate portable computer users.

Operational hours reflect the libraries commitment to serving user needs. When classes are in session during the fall and spring semesters, the Addlestone Library is open 112.5 hours a week. Public Safety staffs the building from midnight until 2:00 a.m. Sunday through Thursday nights to provide additional time for quiet study. Beginning two weeks prior to exams until the last day of finals, the Addlestone Library is open 24 hours a day. In order to provide a maximum level of building access and security, the library works closely with the campus Public Safety Department and two officers are dedicated to the Addlestone Library.

The libraries' collection consists of over 698,306 cataloged monographs, serials and other hard copy items, including 11,666 audiovisual items in the Media Collection and 3,067 print subscriptions to journals and other periodicals. Well over two-thirds of the holdings have been acquired during the past fifty years. Print subscriptions are supplemented by over 259,250 electronic books and over 53,686 electronic journal titles which are available online through library supported subscriptions. All faculty and students with a valid College of Charleston account may access electronic resources from anywhere in the world.

**Child Life Library Resources:**

The Addlestone Library has sufficient holdings for the MSCL degree because of its holdings for the existing psychology, education, sociology, and health and human performance programs. Holdings in the Library consist of over 7,540 monographs covering diverse aspects of, child and adolescent development, pediatric psychology, family systems, medical illness, medical centers, hospitals, and clinics, pharmacology, preventative medicine, and public health. Since much of the scientific literature is published in serial form, the library has over 56,753 journal subscriptions, the majority of which are available electronically. In addition to traditional print resources, faculty and students have access to diverse online resources including, PsycINFO, Medline, Proquest Scientific Databases, PsycARTICLES, Psychology and Behavioral Sciences Collection, Cumulative Index to Nursing and Allied Health Literature, ERIC, and, Sociological Abstracts.

In addition to the Addlestone Library, the MUSC Medical Library offers a diverse array of scholarly information on health related topics in a variety of formats including pediatric illnesses and conditions, surgical procedures, medical diagnoses, laboratory tests and results, and pharmacology.

**b) Estimate of Independent Acquisitions Needed Annually**

The College of Charleston and MUSC libraries already house a good collection of books and periodicals related to the program due to the interdisciplinary nature of the program content and the interdisciplinary departmental involvement. It is estimated that there may be the purchase of several child life specific resources (e.g. *Handbook of Child Life, Handbook of Pediatric*
Psychology). The cost of these additional books across the first 5 years of the program should not exceed $5,500.

c) Impact of PASCAL

The College is a member of the Partnership Among South Carolina Academic Libraries (PASCAL). According to the website (http://www.pascalsc.org), PASCAL is "a strategic initiative to improve information access for South Carolinians." Three core services are provided through PASCAL: electronic resources, three-day book delivery, and digital collections. The Electronic Resources program provides access to newspapers, business information and reference literature, health science databases, and other materials. PASCAL's electronic resources build on the general-level information resources furnished by DISCUS, a program of the SC State Library. PASCAL Delivers provides rapid delivery of circulating library materials to students and employees at South Carolina's institutions of higher learning. Materials are transported to patrons' home institutions in three business days.

The statewide higher education electronic library (PASCAL) is essential to the academic foundation of the MSCL program, both in terms of the universal borrowing and electronic databases. The MSCL program is designed and will be taught using a scientist-practitioner model, and access to the empirical literature across child life, education, developmental, pediatric, and clinical-child psychology, research methodology and statistics, pediatrics, sociology, family studies, and health communication is fundamental to the program. It is projected that the majority of access will involve the electronic databases. However, universal borrowing may be used in the event that there is a need for books that have not been included in purchases for this program. College of Charleston students and employees have borrowing privileges through the Charleston Area Library Consortium (CALC), which includes libraries at Charleston Southern University, The Citadel, Medical University of South Carolina, and Trident Technical College.

14. Accreditation, Approval, Licensure, or Certification

The CL Council administers the Child Life Professional Certification Examination twice per year. The CL Council is currently reviewing options for the development of program accreditation procedures. If an accreditation procedure is developed by the CL Council, we will pursue such accreditation.

15. Articulation

a) N/A

b) N/A

c) Degree Path of proposed Program and Relation to Other Programs in SC.

There are no existing master degree in child life programs in SC. There is an undergraduate concentration in child life at Columbia College, and given that the entry point for employment in the child life field will be at the master degree level in 2015, we will network with Columbia College to encourage their undergraduate degree students to apply to our graduate level program. We also will network with other SC colleges and universities to publicize the MSCL program.
We will highlight the opportunity for students completing undergraduate studies in related fields (e.g., psychology, education, sociology, etc.) to apply to the master degree program at College of Charleston.

The master degree in child life is considered the terminal degree in the child life field.

d) **Collaboration with Other State Institutions**

The master degree in child life program is a collaborative effort between the College of Charleston and the Medical University of South Carolina. The program will be administered, and the degree conferred by College of Charleston. The coursework will be through College of Charleston; however, practicum training will be located primarily at MUSC. The formal internship in CL which represents the culmination of the program will be offered by MUSC and other pediatric health care settings across the US.

e) **State Policy on Transfer**

It is unlikely, due to the specialized nature of the graduate level coursework within this MSCL program that students will apply for transfer credit. However, a maximum of 6 graduate hours can transfer into the program from accredited institutions. All transfer credit requests will be evaluated by the MSCL Admissions Committee.

f) **Posting**

The State Policy on Transfer has been reviewed, and within 18 months of the implementation of the program, any relevant articulation information regarding the program will be posted to the online SC Transfer and Articulation Center.

16. **Estimated Costs and Sources of Financing**

The budget is based on the fact that the only new sections of courses that must be taught are the Child Life (CHLI) courses; the contact person for the proposed degree has confirmed with department chairs that all of the existing courses that would be taken as required or elective courses have the capacity to handle the anticipated number of additional students. Should enrollments increase beyond the current projection of 10 new students each year, additional sections of these courses may be necessary and thus additional faculty resources?

The program requires three courses for each of the first and second-year students fall and spring (the internship course, while 9 hours, will contribute a single course to a faculty member’s instructional workload) as well as a single summer course for first-year students that is included but budgeted differently. The director, committed fully to the program, will cover 4 courses each academic year.

Table D – **Estimated Costs and Sources of Financing by Year**
### Estimated Costs by Year

<table>
<thead>
<tr>
<th>Category</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration*</td>
<td>$30,125</td>
<td>$30,125</td>
<td>$30,125</td>
<td>$30,125</td>
<td>$30,125</td>
<td>$150,625</td>
</tr>
<tr>
<td>Faculty Salaries**</td>
<td>$69,563</td>
<td>$103,900</td>
<td>$103,900</td>
<td>$103,900</td>
<td>$103,900</td>
<td>$485,163</td>
</tr>
<tr>
<td>Graduate Assistants</td>
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<td>$6,400</td>
<td>$6,400</td>
<td>$6,400</td>
<td>$6,400</td>
<td>$32,000</td>
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<tr>
<td>Clerical/Support Personnel (existing)</td>
<td>$2,500</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$5,000</td>
</tr>
<tr>
<td>Supplies and Materials</td>
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<td>$750</td>
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<tr>
<td>Library Resources</td>
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<td>$5,500</td>
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<tr>
<td>Equipment</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (Operating)</td>
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<td></td>
<td></td>
<td></td>
<td>$0</td>
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<tr>
<td>TOTALS</td>
<td>$113,088</td>
<td>$142,925</td>
<td>$142,425</td>
<td>$142,425</td>
<td>$142,425</td>
<td>$683,288</td>
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</table>

### Sources of Financing by Year

<table>
<thead>
<tr>
<th>Source</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Funding</td>
<td>$100,440</td>
<td>$175,770</td>
<td>$175,770</td>
<td>$175,770</td>
<td>$175,770</td>
<td>$803,520</td>
</tr>
<tr>
<td>State Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation of Existing Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>$100,440</td>
<td>$175,770</td>
<td>$175,770</td>
<td>$175,770</td>
<td>$175,770</td>
<td>$803,520</td>
</tr>
</tbody>
</table>
*Program administration consists of .25 FTE of a faculty member (estimated salary of $75,000 and benefits of 34%) committed to the program during the fall and summer as well as a stipend of $5,000. Actual starting salary might be different, and should a director be hired internally, costs would decrease to salary and benefits associated with a visiting replacement. The remaining .75 FTE for this faculty member is included under faculty costs.

**Faculty salaries include only the costs of four courses in year one (three fall and spring, one summer) and seven courses in years 2 and beyond. Faculty costs for courses already being taught that have the capacity to absorb these students are not included.

***Tuition funding is based on an in-state/out-of-state ratio of 90%/10%, projected from FY12 data, and a calculation of the per credit hour rate for tuition minus fees of $343 in-state/$1,098 out-of-state.
Appendix 1

State Of South Carolina Children’s Hospitals

Greenville South Carolina Children’s Hospital, Greenville
Medical University of South Carolina Children’s Hospital, Charleston
Palmetto Health Children’s Hospital, Columbia (Palmetto Health Richland Campus)
Shriners Hospital for Children, Greenville
AnMed Health Women’s and Children’s Hospital, Anderson
## Appendix 2

### Direct, Indirect, and Induced State Economic Impact of the MSCL Program

<table>
<thead>
<tr>
<th></th>
<th>Direct Economic Impact</th>
<th>Indirect Economic Impact</th>
<th>Induced Economic Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output</strong> <em>(Industry Revenue)</em></td>
<td>Health care revenue</td>
<td>Local health care supplier revenue</td>
<td>Local retail and service revenue related to health care and local supplier employee spending</td>
</tr>
<tr>
<td><strong>Labor Income</strong> <em>(Wages &amp; Benefits)</em></td>
<td>Health care employee income</td>
<td>Local health care supplier employee income</td>
<td>Local retail and service labor income related to health care and local supplier employee spending</td>
</tr>
<tr>
<td><strong>Employment</strong> <em>(Full and Part Time Jobs)</em></td>
<td>Health care jobs</td>
<td>Local health care supplier jobs</td>
<td>Local retail and service jobs related to health care and local supplier and employee spending</td>
</tr>
</tbody>
</table>
Appendix 3

Child Life Survey

A committee at the College of Charleston is studying the feasibility of offering a Master of Science in Child Life, perhaps as early as the fall of 2012. An M.S. in Child Life will prepare individuals for careers in both community and health care environments. Child Life specialists work with children and families facing a broad range of challenging experiences related to healthcare and hospitalization such as chronic illness, trauma, and disabilities. Child Life specialists are experts in child development and promote effective coping through play, preparation, education, and self-expression activities. They also play a vital role in educating caregivers, administrators, and the general public about the needs of children under stress.

There are currently 18 Child Life graduate programs in the US (none in South Carolina). Preparation for the program would be a baccalaureate degree in areas such as Psychology, Early Childhood/Elementary Education, Health, Communication, Sociology and Anthropology, though not limited to these. It would be preferred that successful applicants to the program would have had volunteer work with children, typically around 100 hours in a hospital setting. The MS degree will likely require 42 hours of graduate work (12 of these hours in an internship under a certified Child Life specialist). For more information on the Child Life career, go to www.childlife.org.

We are trying to assess the need for such a program by determining interest from current College of Charleston students. Please answer the questions below by marking the blank beside the answer which best fits your response or by filling in the blank. Thanks for your cooperation.

1. I am interested in applying for the Master of Science degree in Child Life, if the College approves such a program.

___ Very interested
___ Interested
___ Undecided
___ Not very interested
___ Not interested at all

2. My current major is ____________________________________________________________.

3. My current minor is ____________________________________________________________.

4. My current classification is freshman sophomore junior senior
Comments or questions? (Please write on the back of this sheet)
Appendix 4

Child Life Program Application and Placement Survey

Name of Program:

Average number of applicants per year:

Average number of students accepted per year:

Average employment placement rate for graduates per year:

Additional Comments: