

## New Proposal

Date Submitted: 11/26/24 12:07 pm

Viewing: : **Child Health, MS**

Last edit: 02/06/25 9:42 am

Changes proposed by: Ramona Oswald

### In Workflow

1. U Program Review
2. 1793 Committee Chair
3. 1793 Head
4. KL Committee Chair
5. KL Dean
6. University Librarian
7. Grad\_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

### Approval Path

1. 12/03/24 3:00 pm  
Donna Butler  
(dbutler): Approved for U Program Review
2. 12/03/24 3:32 pm  
Kelly Tu (ktfrantz): Approved for 1793 Committee Chair
3. 12/03/24 3:40 pm  
Ramona Oswald  
(roswald): Approved for 1793 Head
4. 12/12/24 10:46 am  
Brianna Gregg  
(bjgray2): Approved

- for KL Committee  
Chair
- 5. 12/12/24 4:53 pm  
Anna Ball (aball):  
Approved for KL  
Dean
- 6. 12/13/24 11:59 am  
Tom Teper (tteper):  
Approved for  
University Librarian
- 7. 01/23/25 12:48 pm  
Allison McKinney  
(agrindly): Approved  
for Grad\_College
- 8. 01/23/25 2:35 pm  
Suzanne Lee  
(suzannel):  
Approved for COTE  
Programs
- 9. 01/23/25 3:01 pm  
Brooke Newell  
(bsnewell):  
Approved for  
Provost

## Proposal Type

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Proposal Type:

Major (ex. Special Education)

## Administration Details

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Official Program Name	Child Health, MS
Diploma Title	Master of Science in Child Health
Sponsor College	Agr, Consumer, & Env Sciences
Sponsor Department	Human Dvlpmnt & Family Studies
Sponsor Name	Ramona Faith Oswald

Sponsor Email            roswald@illinois.edu

College Contact        Brianna Gregg

College Contact  
Email

bjgray2@illinois.edu

College Budget        Nick Unser  
Officer

College Budget        nicku@illinois.edu  
Officer Email

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Ramona Oswald (department head and initiator) will handle roll backs.

Does this program have inter-departmental administration?

No

### Effective Catalog Term

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Effective Catalog        Fall 2025  
Term

Effective Catalog        2025-2026

### Proposal Title

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Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Master of Science in Child Health in the College of Agricultural, Consumer and Environmental Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

We are proposing a Joint Program (BS in HDFs + MS in Child Health). Key = 1297

### Program Justification

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Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

The proposed MS in Child Health is designed for students who wish to pursue careers as Child Life Specialists or related positions. Child Life Specialists are health care professionals who help children and families navigate medical intervention in ways that reduce the effects of stress and trauma related to injury, illness, hospitalization, dentistry, bereavement, vaccination, and related medical experiences. We have designed our program to meet the requirements of Child Life Specialist certification exam eligibility, which includes a 600-hour clinical internship under the direct supervision of a Certified Child Life Specialist (CCLS). Child Life Specialists are certified by the Association of Child Life Professionals (ACLP; [www.childlife.org](http://www.childlife.org)). Although focused on creating a pathway into the Child Life profession, we recognize that there are other relevant career pathways that graduates of our program might follow (e.g., in Extension, community health, or family life education), and thus we have named this degree “Child Health” so that it can be understood more broadly.

The U.S. Bureau of Labor Statistics projects average employment growth in this profession, and the ACLP asserts that there is currently a shortage of qualified CCLSs. The ACLP has further recognized that clinical internships, as commonly structured, are a barrier to certification. Typically, clinical internships are outside of degree programs, unpaid, and difficult to obtain even if you have the financial resources. Our program is designed to remove barriers to clinical internships by making it part of the MS degree. Students will have access to financial aid, and we will generate tuition that financially supports the program.

About one-third of current HDFS undergraduate students (~70 students) want to pursue health-related careers, including Child Life. Our undergraduate students are majority-minority, and 75% require financial assistance to pursue their education. The clinical internship is a career-stopping barrier for many, and our program will promote educational equity by removing that barrier.

## Instructional Resources

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Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

## Program Features

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Academic Level Graduate

Does this major have transcripted concentrations? No

What is the longest/maximum time to completion of this program?  
12 months

What are the minimum Total Credit Hours required for this program?  
34

What is the required GPA? 2.75

CIP Code 190706 - Child Development.

Is this program part of an ISBE approved licensure program?  
No

Will specialized accreditation be sought for this program?

No

Describe the institution's plan for seeking specialized accreditation for this program. Indicate if there is no specialized accreditation for this program or if it is not applicable.

Not applicable.

If this program prepares graduates for entry into a career or profession that is regulated by the State of Illinois, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

Not applicable.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

## Program of Study

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Attach Program of Study related information here. [Justification for 15 clinical internship hours.docx](#)

## Catalog Page Text - Overview Tab

### Catalog Page Overview Text

The M.S. in Child Health prepares students for certification as Child Life Specialists and is also relevant to other health-related careers.

Statement for  
Programs of Study  
Catalog

<a href="#">HDFS 405</a>	Adolescent Development	3
<a href="#">HDFS 408</a>	Hospitalized Children	4
<a href="#">HDFS 425</a>	Family Stress and Change	4
<a href="#">HDFS 508</a>	Ethics in the Helping Professions	4
<a href="#">HDFS 518</a>	Therapeutic Play and Activities	4
<a href="#">HDFS 558</a>	Child Health Internship (enroll three semesters)	15
<b>Total Hours</b>		<b>34</b>
<b>Other Requirements and Conditions (may overlap):</b>		
Minimum 500-level Hours Required Overall within unit		23
The minimum program GPA is 2.75		

If any of the req courses were taken as a BS student, the student will select elective hours in consultation with their adviser to meet the 34-hour requirement

Corresponding Degree      MS Master of Science

## Program Regulation and Assessment

### Plan to Assess and Improve Student Learning

*Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.*

## Student Learning Outcomes

1. Students will be able to assess the developmental and psycho-social needs of infants, children, youth, and families.
2. Students will be able to initiate and maintain meaningful and therapeutic relationships with infants, children, youth, and families.
3. Students will be able to provide opportunities for play for infants, children, youth, and families.
4. Students will be able to provide safe, therapeutic, and healing environments for infants, children, youth, and families.
5. Students will be able to support infants, children, youth, and families in coping with stressful events.
6. Students will be able to teach content, specific to the population served, including psychological preparation for potentially stressful experiences, with infants, children, youth, and families.
7. Students will be able to practice within the scope of their professional and personal knowledge and skill base.
8. Students will be able to continuously engage in self-reflective professional child life practice.
9. Students will be able to function as a member of the service team.
10. Students will be able to represent and communicate to others child life practice and psycho-social issues of infants, children, youth, and families.
11. Students will be able to integrate clinical evidence and fundamental child life knowledge into professional decision making.
12. Students will be able to implement child life services within the structure and culture of the work environment.
13. Learn HIPPA and other data privacy rules related to medical settings.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Assessment will occur throughout the program, in both classes and the supervised clinical internship. Assessment in classroom instruction will include exams as well as reflective writing projects, group projects with oral presentation, journal article summaries, and the creation of a resume and portfolio. Students must earn a final grade of B- or higher in every class; lower grades will require repeating the class.

The supervised clinical internship will follow the curriculum established by the Association of Child Life Professionals. It is divided into modules with assignments that map closely onto the learning outcomes for this major. Each objective is operationalized into sets of knowledge and skill, which are assessed through direct observation and documentation by the supervisor, who is a certified child life specialist. Ongoing feedback is provided by the internship supervisor who is in daily contact with the student. The modules provide formative learning opportunities where students to develop their knowledge and skills over time. But by the end of a given semester they should demonstrate entry-level performance of each competency module covered in that semester. Students who demonstrate at least 80% of the competencies covered in a given semester will receive a passing grade; lower performance will receive an F. If a student receives an F they will be terminated from the program.

Students are expected to demonstrated entry-level knowledge and skills for every learning objective by the end of their three-semester internship. At that time, the supervisor will complete a form attesting that the student has demonstrated their competencies, and the student can submit that towards their eligibility to sit for the certification exam.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

The learning outcomes for our program replicate core competencies required of all certified Child Life Specialists. As such, by the end of their internship sequence, students are expected to demonstrate them at a level where they could be hired as a child life specialist. This level of expertise is assessed by the two specialized faculty members who are qualified clinical supervisors.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Students will receive ongoing feedback from their instructors and clinical supervisors about the extent to which they are demonstrating competencies; this will promote student success in achieving and demonstrating the expected outcomes.

Program staff will meet each term to discuss student performance in the classroom and on site and any adjustments that need to be made to enhance success.

Program  
Description and  
Requirements  
Attach Documents



## Delivery Method

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This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

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Desired Effective Admissions Term      Fall 2025

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Applicants must have a bachelor of science degree in Human Development and Family Studies from the University of Illinois, an overall GPA of 3.0 or higher, and have taken for credit and received a grade of B or higher in the following courses from an accredited institution:

1. HDFS 108: Grief & Loss Across the Lifespan or an equivalent course on loss/bereavement or death/dying.
2. HDFS 290: Introduction to Research Methods or an equivalent course on research methods.
3. HDFS 301: Infancy and Early Development or an equivalent course on development during birth - 5 years.
4. HDFS 305: Middle Childhood or an equivalent course on development during 6 -12 years.
5. HDFS 350: Early Childhood Learning and Play or an equivalent course on play.
6. A course on medical terminology (CLCV 102 or equivalent).
5. Two additional courses in related content areas (e.g., HDFS, Counseling, Psychology, Social Work, Therapeutic Recreation).

The GRE is not required; TOEFL minimums for admission to the Graduate College must be met. Admitted students must undergo background checks related to working with minors.

## Enrollment

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### Number of Students in Program (estimate)

Year One Estimate

5

5th Year Estimate (or when fully implemented)

10

### Estimated Annual Number of Degrees Awarded

Year One Estimate

5

5th Year Estimate (or when fully implemented)

10

What is the matriculation term for this program?

Fall

## Budget

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Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/  
describe:

We will need to hire a second certified Child Life Specialist to serve as both an instructor and a clinical supervisor.

Additional Budget  
Information

Not applicable.

Attach File(s)

## Financial Resources

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How does the unit intend to financially support this proposal?

The proposed program will be self-supporting through tuition revenue. The department already supports the salary of one faculty member who will teach in this program. The department has reserves that can support hiring the second faculty member until the self-supporting income is earned.

Will the unit need to seek campus or other external resources?

Yes

If yes, please provide a summary of the sources and an indication of the approved support.

The internship portion of this program requires collaboration with community agencies which serve as placement sites (we provide the Child Life supervision). There is no financial transaction involved, just in-kind. We have secured agreements to collaborate with the following agencies (letters attached):

1. Champaign Urbana Public Health District
2. Luella's Lodge
3. Crisis Nursery - Urbana
4. OSF
5. Larkin's Place (we met, letter has been requested)

Relationships with additional agencies will be sought as needed.

Attach letters of support

[Crisis Nursery.pdf](#)

[OSF.txt](#)

[Luellas Lodge.pdf](#)

[CUPHD.txt](#)

[CUPHD \(2\).txt](#)

[Child Health SS Form Signed.pdf](#)

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Graduate Base Tuition

Is this program requesting self-supporting status?

Yes

**IBHE**

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What is the specific title of the proposed degree program as it would be listed in the IBHE Program Inventory? The name should be what typically is used for similar programs nationally. Provide a short description of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates.

### Master's of Science in Child Health

The proposed MS in Child Health is designed for students who wish to pursue careers as Child Life Specialists or related positions. Child Life Specialists are health care professionals who help children and families navigate medical intervention in ways that reduce the effects of stress and trauma related to injury, illness, hospitalization, dentistry, bereavement, vaccination, and related medical experiences. We have designed our program to meet the requirements of Child Life Specialist certification exam eligibility, which includes a 600-hour clinical internship under the direct supervision of a Certified Child Life Specialist (CCLS). Child Life Specialists are certified by the Association of Child Life Professionals (ACLP; [www.childlife.org](http://www.childlife.org)). Although focused on creating a pathway into the Child Life profession, we recognize that there are other relevant career pathways that graduates of our program might follow (e.g., in Extension, community health, or family life education), and thus we have named this degree “Child Health” so that it can be understood more broadly.

The U.S. Bureau of Labor Statistics projects average employment growth in this profession, and the ACLP asserts that there is currently a shortage of qualified CCLSs. The ACLP has further recognized that clinical internships, as commonly structured, are a barrier to certification. Typically, clinical internships are outside of degree programs, unpaid, and difficult to obtain even if you have the financial resources. Our program is designed to remove barriers to clinical internships by making it part of the MS degree. Students will have access to financial aid as well as hourly academic employment, and we will generate tuition that financially supports the program.

About one-third of current HDFS undergraduate students at the University of Illinois Urbana-Champaign (~70 students) want to pursue health-related careers, including Child Life -- this has been a consistent trend among our students. Our undergraduate students are majority-minority, and 75% require financial assistance to pursue their education. The clinical internship is a career-stopping barrier for many, and our Masters in Child Health program will promote educational equity by removing that barrier.

## **Institutional Context**

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### **University of Illinois at Urbana-Champaign**

**Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.**

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

The proposed program idea emerged by listening to our current students who want to pursue Child Life related careers but are often unable to meet the financial realities of unpaid internships. The MS degree builds upon our undergraduate curriculum to provide a seamless transition. Students enrolled in our minor in Child Health and Well-being may also be eligible to apply depending upon which courses they completed.

There is no known overlap between our proposed MS in Child Health and any existing programs at the University of Illinois Urbana-Champaign. The Master's of Public Health program has a population health emphasis and no overlapping requirements.

## **University of Illinois**

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The proposed program will promote equity and success for UIUC students by removing barriers to internships that are required for educational and career advancement in their desired fields. Also, the proposed MS program may increase enrollment in our undergraduate program among students who understand that HDFs at the UIUC offers a unique opportunity. Further, this program will contribute an estimated 6000 hours of child life services per year to the Champaign-Urbana community, with an emphasis on agencies who work with under-served populations. This town-gown collaboration is aligned with the University's aim to have societal impact.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at <http://lmi.ides.state.il.us/> and/or the U.S. Bureau for Labor Statistics at <http://www.bls.gov/>).

The US Bureau of Labor Statistics classifies Child Life Specialist as "health care social workers in hospitals" and projects average employment growth (7%) from 2016-2026. Given that in 2016 there were 53,500 employees in this category, the project suggests that 3,745 new jobs will be created. Also according to the BLS, the median annual wage for this occupational category in 2017 was \$60,380, which is higher than the national median wage of \$37,690. The BLS data are difficult to interpret, however, as they do not break out child life into a separate category.

Pre-COVID, roughly 6,000 certified Child Life Specialists were employed in the United States. However, according to the Association of Child Life Professionals (ACLP), there is currently a staffing shortage: "In recent years, the child life community has experienced an unprecedented amount of fatigue, burnout, and turnover across the U.S. and Canada. For many reasons, this has led to internship placements becoming even more limited, which has had a downstream impact on job postings remaining open with limited applicants for extended periods. These vacancies and continuous on-boarding subsequently compound CCLS burnout" (Association of Child Life Professionals, "ACLP Staffing Crisis & Pathway to the Profession Think Tank", March 8, 2023). The extremely limited availability of required internship placements has led the ACLP to highlight the value of more flexible and community-based placements such as the ones we will provide.

According to Indeed, there are more than 5,000 open full-time Child Life Specialist positions in the United States, including 258 in Illinois, and four in Champaign-Urbana (searched February 23, 2024).

What resources will be provided to assist students with job placement?

The Association of Child Life Professionals offers a job board and resume repository, and Child Life Specialist related employment opportunities can be found in Indeed and other web-based resources. Program faculty will help students connect with these resources, and students will be invited to participate in department career related programming (e.g., we have HDFS Friday programming that includes professional development for graduate students). Furthermore, both the College of ACES and the Campus Career Center provide job search related workshops and 1:1 consulting.

If letters of support  
are available attach  
them here:

### **Comparable Programs in Illinois**

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Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

There are two existing MS programs that prepare students for the Child Life Specialist exam: One at Illinois State University (Department of Family and Consumer Sciences) and one at Erickson Institute (MS in Child Development, Child Life Concentration). Erickson Institute is a nationally renowned leader in early childhood development, including Child Life. The reputation of ISU in this area is unclear.

Both Erickson and ISU programs provide relevant coursework, but do not provide internships; students compete for a limited number of unpaid placements and it is not uncommon for students to graduate without the internship that is required for the exam. Our proposed MS will provide supervised internships for all admitted students. Furthermore, the internships available to ISU and Erickson students are typically in hospital settings. Our internship program will rotate students through multiple settings including hospitals, public health, community based health clinics, dentistry, bereavement support, and child care.

The Erickson program is 40 credit hours and takes 2-3 years. The ISU program is 36 credit hours with no stated timeline. Our program is 34 credit hours and takes 12 months (three semesters). At the current price of \$1,157/credit hour, the tuition for Erickson comes to \$46,280 plus fees and the cost of living in Chicago. The ISU program charges \$422.57 per credit hour for Illinois resident students for a total of \$15,213 plus fees and the cost of living in Bloomington Normal for an unknown duration.

Our proposed program will use base rate graduate tuition for Illinois resident students (\$6,720) for a three semester total of \$20,160 plus fees and the cost of living in Champaign-Urbana for one year. Erickson appears to have a robust scholarship program in addition to whatever state or federal aid a student is qualified to receive, but they do not appear to offer hourly graduate appointments in the Department of Child Development. The student employment opportunities at ISU are unclear. Our program will have opportunities for students to work as grad hourly assistants (non-waiver appointments) as graders or research assistants, in addition to state or federal financial aid.

Eligibility for the Child Life exam requires certain coursework and a 600 hour supervised internship; coursework may be completed at either the graduate or undergraduate level. Although this proposal is for a stand-alone MS we are submitting a companion proposal to create a joint program that links this MS with our BS in Human Development and Family Studies. To the best of our knowledge, there are no existing joint programs in the United States leading to eligibility for the child life exam. Our joint structure, along with our internship program, may draw students away from Erickson and ISU.

Furthermore, we recognize that career trajectories today are more variable than in the past. By linking our MS with a broader bachelors degree, by calling our program "Child Health" rather



than "Child Life", and by providing a non-traditional internship rotation, we believe that our program will prepare graduates for success as certified child life specialists AND provide knowledge and experience that can be applied to a broader set of career goals and opportunities.

There are no related programs listed in the IBHE Notice of Intent directory.

Comparable

Programs in Illinois

Attach Documents

## **A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

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IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.

### **Equity**

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Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

This program is designed to close equity gaps for students who want to work in the field of Child Life but cannot obtain or afford a yearlong unpaid internship. Admission is granted only to students with a bachelor's degree and grades of B- or higher in specific courses that are required for child life certification. Thus, this program is designed to flow from our undergraduate program in Human Development and Family Studies. Our current students are majority-minority, many low-income, and many first generation. We believe that the proposed program will increase enrollment into our undergraduate program among students of this demographic, which is aligned with the state and institutional goals of reducing barriers to higher education. Indeed, the very idea of the proposed program arose when we recognized that unpaid internships were a barrier to our students success.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Our program is necessarily high touch, as students must be closely supervised and receive constructive feedback in order for learning outcomes to be met. In addition, we will provide ongoing contact with the ACES embedded mental health counselor, who can help students with stress management and cognitive framing. The department of HDFS has an active graduate student organization, which students in this program can join. Students will also have access to Graduate College support.

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

When we search for the second specialized faculty member to teach in this program, we will require candidates to demonstrate their knowledge about, and experience working effectively with, diverse populations. Bilingual language skills (especially Spanish or other languages spoken among local immigrant communities) will be identified as a preferred qualification. In addition to posting a national job announcement, we will network closely with master's and PhD level Child Life Specialists of color to ensure that this opportunity is shared broadly among potential candidates who have these qualifications. Once hired, the faculty member will be part of our department which has an explicit mission of diversity, equity, inclusion, and access along with guiding principles of transparency, respect, constructive conflict resolution, and service-load equity. Our pay is competitive and the faculty member would have a private office and the resources necessary to do their job.

## Sustainability

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Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

By creating this program, we are enabling students to receive financial aid to pay for what would otherwise be an unpaid internship with no alternative financial support. We are committed to implementing this program at base tuition rates so as to contain the financial burden. By linking this program to our undergraduate program, we prevent students from having to relocate, which can be very expensive.

Provide tuition cost analysis for comparable programs and institutions in Illinois.

There are two existing MS programs that prepare students for the Child Life Specialist exam: One at Illinois State University (Department of Family and Consumer Sciences) and one at Erickson Institute (MS in Child Development, Child Life Concentration). Erickson Institute is a nationally renowned leader in early childhood development, including Child Life. The reputation of ISU in this area is unclear.

Both Erickson and ISU programs provide relevant coursework, but do not provide internships; students compete for a limited number of unpaid placements and it is not uncommon for students to graduate without the internship that is required for the exam. Our proposed MS will provide supervised internships for all admitted students. Furthermore, the internships available to ISU and Erickson students are typically in hospital settings. Our internship program

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Importantly, our program includes the 600-hour internship that neither Erickson nor ISU provide.

## **Growth**

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Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

Our proposed program is designed so that graduates will be eligible to take the Child Life Specialist certification exam. Although there are assistant positions for non-certified people, being certified is the most valued professional qualification for someone in this field, and is required to become a supervisor. The American Academy of Pediatrics has presented evidence that certified child life specialists are important members of the medical team because their work improves the quality and outcomes of care while also helping to contain costs and increase patient satisfaction.

Each year we survey our undergraduates in HDFS about their career interests. Consistently about 30% (~70) say that they would like to become Child Life Specialists or work in a related field. We believe that this indicates a robust and competitive pool of applicants for our master's program. And given that our program will expand the internship opportunities within Illinois, we believe that this program will retain graduates as employed Illinois residents.

The US Bureau of Labor Statistics classifies Child Life Specialist as "health care social workers in hospitals" and projects average employment growth (7%) from 2016-2026. Given that in 2016 there were 53,500 employees in this category, the project suggests that 3,745 new jobs will be created. Also according to the BLS, the median annual wage for this occupational category in 2017 was \$60,380, which is higher than the national median wage of \$37,690. The BLS data are difficult to interpret, however, as they do not break out child life into a separate category.

Pre-COVID, roughly 6,000 certified Child Life Specialists were employed in the United States. However, according to the Association of Child Life Professionals (ACLP), there is currently a staffing shortage: "In recent years, the child life community has experienced an unprecedented amount of fatigue, burnout, and turnover across the U.S. and Canada. For many reasons, this has led to internship placements becoming even more limited, which has had a downstream impact on job postings remaining open with limited applicants for extended periods. These vacancies and continuous on-boarding subsequently compound CCLS burnout" (Association of Child Life Professionals, "ACLP Staffing Crisis & Pathway to the Profession Think Tank", March 8, 2023). The extremely limited availability of required internship placements has led the ACLP to highlight the value of more flexible and community-based placements such as the ones we will provide.

According to Indeed, there are more than 5,000 open full-time Child Life Specialist positions in the United States, including 258 in Illinois, and four in Champaign-Urbana (searched February 23, 2024).

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

Our internship program will rotate placements across human service agencies and medical providers in Champaign County, thereby increasing the capacity of these organizations to provide treatment and other services.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

The proposed program will promote equity and success for UIUC students by removing barriers to internships that are required for educational and career advancement in their desired field of Child Life. Also, the proposed MS program may increase enrollment in our undergraduate program among students who understand that HDFS at the UIUC offers a unique opportunity. Further, this program will contribute an estimated 6000 hours of child life services per year to the Champaign-Urbana community, with an emphasis on agencies who work with under-served populations.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

Mindful of the need to sustain growth, we will increase our impact by balancing our enrollment with the capacity of local and regional agencies to serve as placement sites. Each site has unique demands and this exposure to diverse opportunities will set our graduates apart from the typical Child Life Specialist internee who generally only gains experience in urban hospital settings.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Each agency that we have contacted regarding possible internships placements has been excited and willing to work with us. They understand the unique contribution of child life and how it will enhance the support and resources available to vulnerable children and families people in our community.

A Thriving Illinois:  
Higher Education  
Paths to Equity,  
Sustainability, and  
Growth - Attach  
Documents

## Program Description and Requirements

Illinois Administrative Code:

*1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.*

*1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession*

*as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.*

*1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.*

## **Program Description**

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Provide a description of the proposed program and its curriculum, including a list of the required core courses and short (“catalog”) descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The MS in Child Health is a face-to-face non-thesis program that prepared students for certification as Child Life Specialists (CCLS) through the Association of Child Life Professionals, and it is also relevant for other child-health related careers.

The curriculum requirements are aligned with CCLS exam eligibility and include:

1. HDFS 508 Ethics for the Helping Professions (4 hours) (newly developed for program)

Students examine ethical issues within helping professions and the impact that ethical decision making has on various populations being served within these professions. Students will gain knowledge on the factors considered when making ethical decisions in helping professions. Through various course activities, students will reflect on their personal backgrounds and biases that may impact decision making in their future professional endeavors.

2. HDFS 518: Therapeutic Play and Activities (4 hours) (newly developed for program)

Students will learn the value and theoretical frameworks behind therapeutic play and activities within the pediatric healthcare setting. Starting with the history and foundations of play, this course will also have an emphasis on the varying types of play and activities implemented within the pediatric healthcare setting and how play is utilized to promote optimal development, express emotions, gain mastery and increase coping skills for children facing an array of medical challenges.

4. HDFS 558: Advanced Practicum in HDFS (15 hours) (newly developed for program)

Practicum providing graduate students with supervised experience in the design, implementation, and/or evaluation of outreach programs, policy development, or consultation models designed to meet the needs of children, families and/or communities. (Supervised by a Certified Child Life Specialist.

5. HDFS 405: Adolescence (3 hours)

Examines paths of experience and individual development within the family, the peer group, and other domains through this socially-defined stage of life

6. HDFS 408: Hospitalized Children (4 hours)

Examines the developmental needs and stress reactions of children and families in a hospital/ medical setting; examines responses of family and staff facing terminal illness and the death of a family member; familiarizes students with general hospital procedures, medical terms, and illnesses; introduces the role of Child Life programs and the Child Life Specialist.

## 7. HDFS 425: Family Stress and Change (4 hours)

Applies family theories (e.g. family systems, family stress, multigenerational developmental perspectives) to understand how families change and adapt to stress across time and diverse contexts. Attention is given to assessing intergenerational family dynamics and working with individuals and families to reduce negative patterns.

Total required hours: 34

Minimum 500-level hours required overall: 23 (all within the unit)

Minimum GPA: 2.7

There is no thesis requirement

Attach Program

Description Files if  
needed

### **Graduation Requirements**

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Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

To graduate, students must have earned at least a B- in all of their required classes. There is no thesis required. Instead, students demonstrate their competencies through clinical internship placements and must receive a passing grade for all 15 hours of the internship.

### **Plan to Evaluate and Improve the Program**

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Describe the program's evaluation plan.

We will conduct a comprehensive program review every five years. Methods for self-evaluation include curriculum review, a survey of current and former students in clinical practice, a survey of internship sites, analysis of placement data, and an evaluation of the instructional quality and professional accomplishments of faculty teaching in the program.

On an annual basis we will track the following metrics of success. Success is defined as stable or increasing numbers over time.

1. The percent of students enrolled who complete the program.
2. The percent of students who pass the Child Life specialist certification exam (relative to number who take it; not all graduates will choose this path).
3. The percent of graduates who find employment in their desired setting within one year of graduating (this will give them time to pass their exam if desired).
4. The number of children in Champaign County and surrounding areas who receive child life services as a result of our program.

We will also track demand for the program and use this information to calibrate sustainable growth.

Plan to Evaluate  
and Improve the  
Program  
Attachments

## Budget Narrative

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### Fiscal and Personnel Resources

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*Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.*

### Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

The Department of Human Development and Family Studies already supports a child life faculty member and has the funds to hire a second one. Going forward, the self-supporting structure of the proposed MS in Child Health will generate revenue to support both positions, thereby freeing up department resources for other strategic priorities.

## Faculty Resources

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Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

A second specialized faculty member will need to be hired so that we are able to cover all courses and provide clinical internship supervision.

Each faculty member will have a private office in either Bevier Hall or Christopher Hall, and receive administrative and IT support per HDFS assignments.

The main HDFS administrative and IT offices are in Bevier Hall (905 South Goodwin Avenue, Urbana), with satellite offices in Christopher Hall (904 West Nevada, Urbana).

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

HDFS faculty who do not teach in this program will not be affected. The current faculty member who is helping to build this program will alter their workload to be half course instruction and half clinical supervision (currently they are 100% course instruction).

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

Student advising and program coordination will be conducted by the two specialized faculty members who teach in the program; no additional staff will be hired. Our existing Academic Programs Assistant will provide clerical support and we believe that she can absorb the workload into her current duties.

Are the unit's current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Classes will be taught in department-controlled classrooms in Bevier Hall, Christopher Hall, and the Early Child Development Lab.

The Department of Human Development and Family Studies has adequate facilities to house this program; no renovations or new construction is needed.

## Library Resources

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Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Ramona Oswald (HDFS Dept Head) met with Sarah Williams (Prof of Library/ACES Funk Library) on July 3, 2024 to discuss library resources available to support students and instructors in the Child Health MS program. Books, journal subscriptions, online resources, and other library services were discussed. Also discussed was the fact that the proposed program is a non-research MS program and therefore does not require intensive research resources. The conclusion was that the current UIUC library collections, resources, and services are sufficient to support this proposal.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

Faculty and students in this program will use the library as a source of reference materials. HDF5 is assigned to the ACES Funk Library, which we will use for putting materials on reserve.

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Key texts are available in the UIUC library and include:

Rubin, L. (2018). Handbook of medical play therapy and child life: Interventions in clinical and medical settings. Routledge.

Thompson, R. (2018). The handbook of child life: A guide for pediatric psychosocial care. Charles C. Thomas, Ltd.

Lowry, G. (2023). The role of child life specialists in community settings. IGI Global.

Daniels, S. (2021). Research methods for child life specialists. Cambridge Scholars.

Everett, N. (2023). Play in hospitals: Real life perspectives. Routledge, Taylor, & Francis.

Denney-Koeslch, E. (2020). Perinatal palliative care: A clinical guide. Springer International.

DeMichelis, C. (2016). Child and adolescent resilience within medical contexts: Integrating research and practice. Springer International.

Hicks, M. (2008). Child life beyond the hospital. Child Life Council.

Thompson, R., & Stanford, G. (1981). Child life in hospitals: Theory and practice.

Gaynard, L. (1998). Psychosocial care of children in hospitals. Child Life Council.

Hart, R., & Rollins, J. (2011). Therapeutic activities for children and teens coping with health issues. Wiley.

Rollins, J., et al. (2018). Meeting children's psychosocial needs across the health-care continuum (second edition).

Corey, G., et al. (2019). Issues and ethics in the helping professions (10th ed.). Cengage Learning.

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The Journal of Child Life is a key resource. It is not available through the UIUC Library, rather it is open-access and available through the Association of Child Life Professionals.

Other research journals that publish articles relevant to Child Life Specialists are in the fields of HDFs, Medicine, Allied Health, and Social Work. The UIUC Library has a robust database that appears to cover our needs.

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

Not applicable.

If this is a graduate program, please discuss the intended use of graduate tuition waivers. If the program is dependent on the availability of waivers, how will the unit compensate for lost tuition revenue?

As a self-supporting program, enrolled students will not be eligible for graduate tuition waivers.

Budget Narrative

Fiscal and

Personnel

Resources

Attachments

## Personnel Budget

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Category	Year One	Year Five	Notes
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Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
2.0	2.0	n/a

Faculty (\$)

Faculty Year 1	Faculty Year 5	Faculty Notes
\$156,000	\$171,600	base salary and one month summer salary for two specialized faculty members (estimated) (\$78K each in year one)

Advising Staff (\$)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	0	advising will be provided by specialized faculty teaching in this program

Graduate Students

(\$)

<b>Graduate Students Year 1</b>	<b>Graduate Students Year 5</b>	<b>Graduate Students Notes</b>
5	10	

Other Personnel

Costs

<b>Other Personnel Costs Year 1</b>	<b>Other Personnel Costs Year 5</b>	<b>Other Personnel Costs Notes</b>
0	0	fringe

Budget Narrative

[Program Budget.docx](#)

Attachments

### **Facilities and Equipment**

*Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;*

*B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;*

*C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.*

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

The proposed program will be housed within the Department of Human Development and Family Studies. A large office space in either Bevier Hall or Doris Kelly Christopher Hall will be devoted to students in this program. The office will have shared desks and computer stations and allow the students to have an on-campus home. Classes and group supervision will be taught in department-controlled classrooms located in either Bevier Hall or Christopher Hall. Individual supervision or advising will occur in faculty offices.

Internships will occur in multiple community agency settings. Attached are letters of support from The Champaign-Urbana Public Health District, OSF Hospital, Luella's Lodge, and the Crisis Nursery . Students will be required to provide their own transportation to internship sites.

The Department of Human Development and Family Studies is assigned to the Funk ACES Library which provides course reserve and research services. A catalog search for [child\* AND (grief OR loss OR hospital\* OR bereave\* OR "play therapy" OR "therapeutic play", constrained to years 2000-2024] results in 11,140 books, 365 videos, and more resources in other formats, mostly located in the Main Stacks, Social Sciences and Health Library, or online. Eighty-four volumes are housed in the Funk ACES Library. A perusal of search results across locations suggests that current library holdings are robust and sustainable.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and Equipment Attachments

## Faculty and Staff

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*Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is*

*sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.*

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Given supervision requirements for certification as a Child Life Specialist, this program must be staffed by faculty who are Certified Child Life Specialists and meet the qualifications to serve as clinical supervisors. Supervisors are required to maintain their professional child life certification throughout the supervisory period, have a minimum of 4,000 hours of paid child life clinical experience prior to the start of the supervisory period, and take responsibility for the educational development and guidance of the candidate in the clinical setting.

Emily Hurth, MSW, is a Certified Child Life Specialist, full time Instructor in HDFS, and meets the requirements to serve as a clinical supervisor. To provide a high-quality program we will need to hire a second specialized faculty member with the same qualifications. Emily and the new hire will share advising, supervision, and teaching responsibilities.

Admissions decisions will be made collectively by the Department Head, Emily Hurth, the additional specialized faculty member, and the HDFS Undergraduate Advisor.

HDFS supports knowledge growth, skill development, and job satisfaction by providing academic faculty and staff with funds for professional development (including professional conferences) and encouraging utilization of campus professional development resources. All faculty and staff in HDFS are evaluated annually considering their job descriptions. Merit increases are given according to performance whenever there is a campus salary plan.

The HDFS Director of Graduate Programs, Dr. Brian Ogolsky, will provide oversight regarding Graduate College policy compliance and graduate hourly hiring.



Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Emily Hurth, MSW, became a Certified Child Life Specialist in 2009 and has more than 13 years' experience working as a Child Life Specialist and serving as a clinical supervisor. She has worked across a wide range of medical settings, including Pediatric Intensive Care, Outpatient Clinics, Transitional Care Units, and Emergency Rooms. Emily has also created and disseminated educational materials for children and families, and she implemented a therapy dog program. In 2017 she joined our department as an Instructor and developed two courses (HDFS 108 Grief and Loss Across the Lifespan and HDFS 408 Hospitalized Children). Emily is a highly rated instructor, often receiving ICES scores of 5 out of 5, and her courses are so popular that we have started offering them each in both fall and spring and they still have a waiting list. She serves as the faculty supervisor to our undergraduate Child Life Association RSO. As part of this proposal, Emily has also developed courses in Ethics and Therapeutic Play; they are in the approval process and have not yet been taught.

Faculty and Staff

Attachments

## HLC Section

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### Credit Hours

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Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	11 32	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	23 68	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	34 100	Percent of Total:

### New Faculty Required

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Will new faculty expertise or new faculty members be needed to launch this program?

Yes

Please explain new needs, indicating whether the insitution will need to hire new faculty members for this program in order to secure appropriately credentialed people or to have enough faculty members to appropriately support the program.

One specialized faculty member will need to be hired. This person must be a Certified Child Life Specialist with eligibility to supervise clinical interns.

### Additional Funds

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Will the proposed program require a large outlay of additional funds by the institution?

No

### Institutional Funding

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Please explain institutional funding for proposed program:

The Department of Human Development will utilize its own current and future resources to support this program. No additional institutional funds will be sought.

### EP Documentation

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EP Control Number    EP.25.058

Attach Rollback/  
Approval Notices

### Non-EP Documentation

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U Program Review  
Comments

Rollback  
Documentation and  
Attachment

### DMI Documentation

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Attach Final            [U Program Review Comments KEY 1248 10-31-2024.docx](#)

Approval Notices       [U Program Review Comments KEY 1248 11-21-2024.docx](#)

Banner/Codebook  
Name

Program Code:

Minor	Conc	Degree	
Code	Code	Code	Major
			Code

Senate Approval  
Date

Senate Conference  
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer

**Donna Butler (dbutler) (02/27/24 11:25 am):** Rollback: test

Comments

**Mary Lowry (lowry) (03/05/24 3:02 pm):** Rollback: Please see email dated 3-5-24

**Mary Lowry (lowry) (10/25/24 1:17 pm):** Rollback: Rollback for editing

**Mary Lowry (lowry) (10/31/24 1:23 pm):** Rollback: ACES has requested that proposals with U Program Review comments be rolled back to the sponsor. Comments are attached at the bottom of the proposal.

**Ramona Oswald (roswald) (11/01/24 10:28 am):** I revised the language under Institutional Context per Mary's 10/31/24 comment.

**Mary Lowry (lowry) (11/07/24 2:42 pm):** No additional U Program Review comments.

**Mary Lowry (lowry) (11/14/24 11:44 am):** Rollback: Sponsor requested rollback.

**Ramona Oswald (roswald) (11/14/24 12:35 pm):** I added a note under the MS course table to indicate that students who have taken 3 of the required courses (405, 408, and/or 425) as undergrads will instead select electives.

**Ramona Oswald (roswald) (11/14/24 12:36 pm):** I revised the admissions requirement to more clearly align with Child Life association requirements.

**Brooke Newell (bsnewell) (11/14/24 12:39 pm):** Rollback: Per request from Ramona

**Mary Lowry (lowry) (11/21/24 1:40 pm):** U Program Review comments attached in DMI Documentation section.

**Mary Lowry (lowry) (11/21/24 1:41 pm):** Rollback: U Program Review comments attached.

**Ramona Oswald (roswald) (11/26/24 12:08 pm):** Footnote was moved to the POS table per Mary Lowry's request. HDF5 558 course proposal will be clarified. The student needs to take 558 three times. We had added a fourth semester for repeatability in case something happened and the student needed another semester. I will clarify this in the 558 proposal.