



Association of Child Life Professionals  
Graduate Endorsement Application Manual

2019

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## Introduction

The Association of Child Life Professionals (ACLP) defines endorsement of academic programs in child life as an assurance that the program meets the standards and requirements set forth in the Standards for Academic and Clinical Preparation Programs found in the most current *Official Documents of the Child Life Council*. Endorsement is a voluntary process of self-study and external review intended to evaluate, enhance, and publicly recognize academic programs which meet the standards prescribed by ACLP. The endorsement is not intended to prescribe a program's educational goals or the process by which they should be attained. The purpose of this process is to recognize academic programs that meet the minimum standards required for endorsement as defined by the ACLP.

## The Academic Review Committee (ARC)

Academic Review Committee (ARC) members serve as application reviewers for graduate academic program endorsement. ARC reviewers are Certified Child Life Specialists who have completed an application process and were selected to objectively review documents from graduate academic programs to determine the eligibility of applicants for graduate academic program endorsement. ARC reviewers are current ACLP members, with 10 years of combined clinical (minimum of 5 years clinical experience), academic, and leadership experience and demonstrated experience in academic program evaluation.

Reviewers receive applications to review from the ACLP staff who ensure that assignments are distributed equally across reviewers. Working independently of one another, the 3 reviewers carefully review and assess each application, score each assigned section, and provide meaningful feedback.

It is expected that graduate endorsement reviewers work in a shared governance model and reach a consensus regarding endorsement status. If consensus cannot be reached, the ARC chair or co-chair (if the chair is already a reviewer) will provide an additional review to make the final determination.

## **Benefits of Graduate Academic Endorsement**

This framework establishes alignment with other functions and processes of the ACLP in promoting the knowledge, skills and competencies of students moving toward a profession in Child Life.

In this respect the Graduate Academic Endorsement process provides:

- Students with the knowledge that their graduate education meets the eligibility requirements to apply for and write the Child Life Certification Exam
- Universities the opportunity to develop and affirm a program of graduate education that prepares students to meet the eligibility requirements to apply for and write the Child Life Certification Exam
- ACLP endorsement that the graduate academic program meets the minimum standards required for endorsement as defined by the ACLP
- Program visibility: acknowledged on website, certificate, and endorsed program seal

## **Graduate Endorsement Review Application & Scoring Overview**

Applicants can submit their intent to apply form at any time. Once the intent to apply form has been submitted programs will receive a submission deadline. Applicants will receive access to the application portal (Fluid Review), 2-3 months prior to their submission deadline. Applications are processed quarterly in January, April, July, and October.

Once submitted, applications are evaluated for completeness by the ACLP staff. This initial review can take up to 2 weeks. If an application is incomplete, it will be returned to the applicant.

Applications are then appropriately disseminated reviewed by a team of reviewers from the Academic Review Committee. Reviews can take up to 3 months to complete. Once reviews have been completed, applicants will receive decision letters via United States Postal Mail.

If endorsed, the academic program will be recognized as ACLP-endorsed for 5 years, pending annual submission of maintenance materials.

If denied, the academic program can choose to appeal or reapply. Formal appeals must be made in writing to the ACLP office within 3 months of the endorsement decision date.

## Program Standards Review and Maintenance Cycle

In keeping with best practices for credentialing programs, a full review of graduate endorsement program standards will be completed by the Academic Review Committee of the ACLP every five years. Should standards require revision, communication will be appropriately disseminated to all endorsed programs as well as those currently applying for endorsement, and those who have not yet announced intent. All programs that have not yet submitted their completed application will be immediately subject to these revisions; currently endorsed programs will continue their current five-year endorsement cycle (pending successful submission of annual maintenance documents) under the requirements at the time of their application submission. At the end of the five-year cycle, when the program is due to reapply, they will then become subject to the most current set of standards established by the ACLP.

## Application Overview

The Association of Child Life Professionals (ACLP) defines endorsement of graduate academic programs in child life as an assurance that a program meets the standards and requirements set forth in the Standards for Academic and Clinical Preparation Programs found in the most current *Official Documents of the Child Life Council*. Endorsement is a voluntary process of self-study and external review intended to evaluate, enhance, and publicly recognize graduate academic programs which meet the standards prescribed by ACLP. The endorsement is not intended to prescribe a program's educational goals or the process by which they should be attained. The purpose of this process is to recognize academic programs that meet the minimum standards required for endorsement as defined by the ACLP below.

**Graduate academic programs that meet the following expectations will be considered for endorsement:**

1. Must offer a master's degree program in child life or related area with a concentration in child life.
2. Employment of at least 1.0 FTE faculty member who:
  - Holds an advanced degree
  - Is a currently Certified Child Life Specialist (CCLS)
  - Is involved in child life program decision making and curriculum development
3. CCLS faculty and other adjunct professor(s) cover curriculum standards which address the child life core competencies.

## Graduate Endorsement Application Scoring Details

Each graduate endorsement application is reviewed independently by three trained reviewers serving on the Academic Review Committee. Reviewers do not assign weighted scores to their review, but rather evaluate whether required contents are present (see scoring rubric below). At least 2 of the 3 assigned reviewers must indicate that an element is present for a “passing” score to be granted for that item. All required content must be present within each section to receive graduate endorsement.

Section I	Scoring	Documentation
Institution Administrative Parameters	Yes/No	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter of support from Dean/Chair/Administration</li> <li><input type="checkbox"/> Student program plan or coursework pathway</li> <li><input type="checkbox"/> CV’s of full time CCLS faculty member AND instructor of required child life course (if different)</li> <li><input type="checkbox"/> Copy of current CCLS certification for full time CCLS faculty member AND instructor of required child life course (if different)</li> </ul>
Section II		
Core Competencies	Yes/No	<p><b>Suggested Documentation:</b>  <i>(these are examples of documentation to provide evidence of the core competencies, this is not a comprehensive list and not all of these documents need to be provided)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of EBP and research</li> <li><input type="checkbox"/> Program Assessment – process &amp; evaluation path</li> <li><input type="checkbox"/> Program review results</li> <li><input type="checkbox"/> Survey of students in clinical practice</li> <li><input type="checkbox"/> Survey of clinical supervisors</li> <li><input type="checkbox"/> Degree program catalog entry</li> <li><input type="checkbox"/> Sample teaching survey</li> <li><input type="checkbox"/> Correspondence with clinical supervisors</li> <li><input type="checkbox"/> Syllabi</li> <li><input type="checkbox"/> Assignment instructions</li> <li><input type="checkbox"/> Research collaboration documentation</li> <li><input type="checkbox"/> Program of studies or curriculum flowsheet</li> <li><input type="checkbox"/> Course catalogue descriptions</li> <li><input type="checkbox"/> Student program plan/checklist</li> <li><input type="checkbox"/> Student advisement supporting documents</li> <li><input type="checkbox"/> Program learning objectives or goals</li> <li><input type="checkbox"/> Evaluation tools</li> </ul>

## Interpreting Your Graduate Endorsement Review Scorecard

All applicants who have successfully submitted their Graduate Endorsement application will receive an application scorecard after their application has been processed and reviewed (this process takes approximately 3

months). The Graduate Endorsement scorecard describes which of the following application statuses has been granted:

**Endorsement approved:** The graduate academic program meets all required standards in Sections I (Institution Administrative Parameters) and II (Core Competencies). The graduate academic program will be listed on the ACLP website with recognition of endorsement approval, receive a certificate, and an endorsement seal.

**Application extended pending edits:** The graduate academic program has not sufficiently documented all required standards in Sections I (Institution Administrative Parameters) and II (Core Competencies). The graduate academic program will have *one quarter (90 calendar days)* to make the suggested changes to the academic program and re-submit for endorsement.

- If revisions are required for only Section II (Core Competencies) with only four or fewer of the core competencies (5% of total application), application will have an additional layer of review by the leadership of the academic review committee.

**Endorsement denied:** The graduate academic program does not meet all required standards in Sections I (Institution Administrative Parameters) and II (Core Competencies), and requires programmatic changes rather than additional documentation. If endorsement is denied, the graduate academic program may choose to either:

- Appeal the decision following the appeals process (see additional information on the appeals process below)
- Re-apply after a minimum of 12 months from the receipt of decision with recommended changes in place

If, after reviewing, applicants have additional questions regarding application or scoring, please reach out to [graduateendorsement@childlife.org](mailto:graduateendorsement@childlife.org)

## Scorecard Components

The Graduate Endorsement scorecard is comprised of two primary components:

1. **Section Overview:** The first few pages of your scorecard are the section overview. The section overview details whether your application passed each of the individual standard within sections I and II (Core Competencies). If your application did not pass a standard, the overview also highlights any additional evidence or materials you may need to submit to pass that criterion within the section. Please note that all required items must pass in each subsection to be recommended as endorsed. The section overview is a great resource to help you pinpoint key strengths and areas for growth within your application.
2. **Application Outcome:** The final pages of your scorecard, your application outcome, summarize the overall status (pass or fail) sections I and II (Core Competencies), and provide the comprehensive status (approved, denied or application extended pending edits) of your application. This section of the scorecard is a great resource to for a quick snapshot of your application and endorsement status.

As you review your scorecard, it is important to examine both the section overview and the application outcome. Together these components will provide you with a comprehensive and thorough understanding of how your application was reviewed and scored.

## Interpreting Your Scorecard

To determine whether your application was approved, please consult the application outcome on the bottom of the final page of your scorecard. This will let you know whether your overall application was approved, denied or extended pending edits. Once you have determined the overall status of your application, you can review the section overview to learn more about the strengths and areas for growth within your application.

## **FAQs**

- How do I tell if my application was approved?

To determine whether your application was approved, please consult the application outcome on the bottom of the final page of your scorecard. Beneath this heading you will see either recommended for endorsement, denied or application extended pending edits.

- Do I need to submit all required documents to pass?

Our application scoring process is extremely thorough and involves several strategic layers of review. Each section must meet all requirements to pass.

- My application is extended pending edits. What does that mean?

This means that your application, as originally submitted, did not include all the components required for endorsement, but the reviewers believe these elements may present if additional documentation is provided. Applications designated as extended pending edits have an additional opportunity to amend and resubmit application for review. If your application has received this extension, we recommend you first consult your decision letter for detailed information on next steps and key deadlines for resubmission, and then consult your scorecard for specific insight on where you may need to supply additional information.

## **Questions and Concerns**

If you have any questions or concerns regarding graduate endorsement, please contact [graduateendorsement@childlife.org](mailto:graduateendorsement@childlife.org)



## Appeals Process

The Association of Child Life Professionals [ACLP] Board of Directors has approved a process through which academic programs may appeal a denial of endorsement. Denial of endorsement decisions may be appealed by applicants who [1] were denied endorsement or [2] had their endorsement status revoked. To file an appeal of an endorsement decision, the applicant must initiate the appeals process.

### Process and Timeline

An appeal letter must be submitted in writing by the applicant/appellant to the ACLP office within **3 months** of receiving a notification of denial for endorsement. A processing fee of \$500 is required to complete the appeals process. Failure to submit: an appeal letter within the required time frame, the required appeal fee, or the grounds for the appeal will result in a dismissal of the appeal. An appeal dismissal also renders the Academic Review Committee's endorsement decision to become final at that time.

When an appeal is received, the Academic Review Committee will respond within **2 weeks** of receiving the appeal notification, and will determine that either [1] yes, there is grounds for appeal or [2] no, there is no grounds for appeal. In an appeal letter, the following information is required:

- Formal notification that the academic program is appealing the denial of endorsement
- All domains cited as deficient to be included. Specific reasons why the appellant disagrees with any/all deficiencies must be included.

Only materials properly submitted to the Academic Review Committee [ARC] prior to the decision that is the subject of the appeal may be considered in the appeal. No new evidence may be submitted.

### Grounds for Appeal/Outcome

If the ARC agrees there is grounds for appeal, a new ARC panel will be appointed to review the appeal. The time frame for an appeal review will depend upon reviewer availability. Upon completion of the review, the panel will inform the appellant with a mailed decision letter to the primary contact stating the outcome: either to [1] uphold the decision to deny endorsement or [2] reverse the decision to deny endorsement.

This decision is final and binding. Complete documentation of each appeal outcome will be maintained along with the Graduate Endorsement application in the ACLP office. Academic programs who do not meet endorsement requirements are encouraged to use the ARC feedback in their ongoing evaluation and academic program development.

## Maintaining Your Endorsement

To uphold academic standards and integrity, the ACLP Board approved the following maintenance process for endorsement:

Academic programs will be recognized as ACLP-endorsed for 5 years, pending annual submission of maintenance materials. Once endorsement has been established through the ACLP, academic programs will be expected to submit yearly maintenance materials and complete an endorsement renewal process every 5 years. An Annual Maintenance Form must be submitted. Additional materials may also be requested or needed depending on changes noted in the Annual Maintenance Form.

Annual Endorsement Maintenance Fee: \$250

Re-Endorsement Fee: \$1750

The Academic Review Committee (ARC) receives and reviews annual maintenance forms and materials to verify continued fulfillment of endorsement requirements. The ARC understands that unforeseen circumstances can lead to changes in academic program structures following endorsement. ACLP reserves the right to revoke an endorsement of an academic program if a program becomes unable to meet the required criteria for endorsement.

### Substantive Program Changes Between Reporting Periods

If your program undergoes substantive changes between annual maintenance reporting periods, please email [GraduateEndorsement@childlife.org](mailto:GraduateEndorsement@childlife.org). Depending on the nature of the change, the committee may request to see documentation related to the change in advance of your next maintenance report. Once the information is reviewed, the academic program will be granted one of the following statuses:

- **Endorsement maintenance approved:** The graduate academic program continues to meet all required standards in sections I and II (Core Competencies) and continues endorsed status. The program will remain listed on the ACLP website with recognition of endorsement approval.
- **Endorsement maintenance pending edits:** The graduate academic program has reported changes that challenge the capacity of the program to continue meeting standards in sections I and II (Core Competencies). The graduate academic program will have up to 12 months to make the needed changes to the academic program and resubmit for endorsement.
- **Endorsement maintenance denied:** The previously endorsed graduate academic program can no longer be identified as endorsed and is eligible to re-apply for endorsement after a period of 12 months have passed.

## Membership Communication

The Academic Review Committee strives to have clear and open communication with membership of ACLP. Some ongoing forms of communication consist of the following: NewsFlash, ACLP *Bulletin* articles, the ACLP website, and blog posts. The email link provided on the website ([graduateendorsement@childlife.org](mailto:graduateendorsement@childlife.org)) is open to anyone for questions. Messages sent to this address are received within the ACLP office and typically answered by ACLP staff. If needed, the staff member forwards the request/inquiry to the ARC chair and chair-elect for further information. In addition to these resources, representatives from the ARC, typically the chair and/or chair-elect, are available for questions during the Town Hall Meeting and Academic Round Table at the annual ACLP conference.

## Graduate Endorsement FAQs

### 1. What types of supporting documentation are applicable for the competencies?

There is no required supporting documentation for the core competencies. Applying programs are encouraged to assess which of their materials (course syllabi, assignments, lecture notes, etc.) best align and demonstrate mastery of the individual core competencies. The same supporting document may be used to provide evidence of mastery for more than one competency. For a list of supporting documentation that may be included to address the core competencies, please consult page 6 of the graduate endorsement manual. Please note this list is not comprehensive and programs may elect to provide different types of supporting documentation. Applying programs are encouraged to consider submitting a plan of study or other similar document to support reviewers in tracking how the individual competencies are met in required courses versus electives courses.

### 2. What to do if you have more supporting documents than space for attachments?

If you have more supporting documents than the 5 spaces allotted, we encourage programs to combine documents when appropriate. If this is not feasible or applicable then you can email your additional attachments to [graduateendorsement@childlife.org](mailto:graduateendorsement@childlife.org) with a list of which attachments address which section(s) of the application. These documents will be forwarded to reviewers along with your application for review.

### 3. What does the Intent to Apply form do and how long does the application timeline take?

The Intent to Apply form secures your program's position in the queue for review. It indicates to ACLP that your program is prepared and planning to pursue endorsement. Once received by ACLP, a staff member will follow up with your program to assign an application deadline that works for you.

### 4. How does the ACLP ensure fair and equitable review process?

Reviewers are selected by the ARC and must meet rigorous qualification standards and are provided with training to ensure they thoroughly understand the review process. Each application is assigned to 3 reviewers. All reviewers sign and complete conflict of interest forms to ensure neutrality in reviewing applications. Reviewers work independently to complete their reviews. Each standard/competency must be indicated as passed by 2 of the 3 reviewers to be marked as passed. By structuring the process in this way, we hope to ensure that all applications are given a fair chance to provide evidence of standard mastery.

**5. How does ACLP/ARC ensure submitted documents (applicant’s intellectual property--- syllabi, CVs, etc.) remain private/confidential?**

Reviewers are required to sign forms when joining the committee. These forms recognize that reviewers will be exposed to the intellectual property of applying programs and prohibit them from using, repurposing, or otherwise benefiting from these documents. These documents remain in Fluid Review for the duration of the application cycle. During the application cycle, ACLP, the reviewers assigned to the application and the applicant have access to the application in Fluid Review. Beyond the application cycle, the application materials are only accessible by ACLP and the applicant.

**6. What is the purpose of the Applicant Conference Call?**

We understand that as you begin to work on the application, questions arise. The applicant call is dedicated time for applicants to connect with the leadership of ARC to ask any of these questions. Applicants are encouraged to come prepared to ask questions.

**7. What portions of the application should exclude names, logos, or identifying information?**

The application is not a blind review. Any portion of the application may contain identifying information.

**8. What is the deadline?**

After the academic program completes an Intent to Apply Form, the ACLP office will assign a due date. Applications are reviewed quarterly in January, April, July and October.

**9. When will I know the decision for endorsement?**

Each applying program has been assigned an application due date. Programs submitting by the due date will receive communication from the ACLP office concerning a decision in 90 days.

**10. How will I be notified of the decision for endorsement?**

All communication will be through the ACLP office. An ACLP staff member will notify the academic program via email after a decision has been reached.

**11. If our program is not granted endorsement, can we re-apply? If so, when?**

Yes, an academic program may reapply after 12 months have passed since the endorsement decision.

**12. Can two certified child life specialists split the duties of the required full-time (FTE) academic program faculty?**

The criteria states that there must be at least one 1.0 FTE faculty member who:

- Holds an advanced degree
- Is a certified child life specialist (CCLS)
- Is involved in child life program decision making and curriculum development.

**13. Can a child life academic faculty member be part time?**

The criteria states that there must be at least one 1.0 FTE faculty member (see previous question). However, additional child life faculty may be part time.

**14. What does a narrative look like?**

Please refer to the website for a narrative example.

**15. Does each required content element need a supporting document?**

Academic review committee members are trained to look for various types of evidence that support the inclusion of each required element. Although each individual element does not need its own individual supporting document, the reviewers must be able to clearly see how this requirement is met within the academic program. Therefore, the narrative space is an opportunity to help the reviewers understand how this element is present within the program and where evidence of this can be found.

**16. Does the criteria limit the full-time child life academic faculty from being able to take a sabbatical?**

Self-care and continuing education are important and supported by the ACLP and ARC. Child life faculty may take sabbatical or other extended leave. If the child life faculty is planning on an extended leave, the academic program must consider an interim full-time child life faculty member (who meets the criteria) to teach appropriate courses, provide student advising, and be available with input for curriculum planning.

# Intent to Apply Form



## Graduate Endorsement Intent to Apply Form

### Academic Institution

Institution Name:	
Degree (including concentration, if applicable):	
Mailing Address:	

### Primary Contact

Name:	
Title:	
Email:	
Phone:	
Mailing Address:	

### Secondary Contact

Name:	
Title:	
Email:	
Phone:	
Mailing Address:	

### Statements of Understanding

- I attest that the information on this form is true and accurate to the best of my knowledge.
- I understand that I will need to submit a completed Graduate Endorsement Application and accompanying \$1750.00 application fee in order to be reviewed.
- I understand that applications are reviewed quarterly and there is no guarantee of my application being reviewed if I miss the quarterly deadline.

Primary Contact Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please email the completed Intent-to-Apply Form to [GraduateEndorsement@childlife.org](mailto:GraduateEndorsement@childlife.org)

## APPENDIX B

### Graduate Academic Endorsement Application Academic Program Application Checklist

Please complete this checklist prior to submitting your Graduate Academic Endorsement Application to ensure all required materials are present.

- Ensure that your program meets all requirements for graduate endorsement.
- Download and complete the Graduate Academic Endorsement Application from the Graduate Endorsement page of the ACLP website.

Include the following Supporting Documents in the submitted application files:

- Letter of support from Dean/Chair/Administration
- Student program plan or coursework pathway
- CV's of full time CCLS faculty member AND instructor of required child life course (if different)
- Copy of current CCLS certification for full time CCLS faculty member AND instructor of required child life course (if different)
- Upload all narratives and supporting documentation to ACLP's Application Portal
- Export a PDF of the original application and supporting documents for your records.
- Send a nonrefundable administrative review fee of \$1750.00 (USD) to the Association of Child Life Professionals.
  - Applications submitted online will not be processed or reviewed until fee is received. Please send a check made out to the Association of Child Life Professionals (with Graduate Endorsement in the memo line) to the address below OR call 571-483-4500 to pay electronically.

Association of Child Life Professionals  
Attn: Graduate Endorsement  
1820 N Fort Myer Drive, Suite 520  
Arlington, VA 22209



## APPENDIX C

### Graduate Academic Endorsement Application

<b>Name of College/University:</b>	
<b>College/University Address:</b>	
Graduate Academic Program Applying for Endorsement (e.g., Master of Science in Child Life, Master of Science in Human Development, Child Life Concentration)	
Which label best describes the child life component of your Graduate Academic Program?	
<input type="checkbox"/> Master's degree in child life	<input type="checkbox"/> Concentration/emphasis/stream in child life
<b>Academic Unit/Department of Program:</b>	<b>Chair of Academic Unit/Department:</b>

<b>Primary Program Contact:</b>	<b>Title:</b>
<b>Mailing Address:</b>	
<b>Preferred Phone:</b>	
<b>Email address:</b>	
<b>Fax:</b>	

<b>Secondary Contact Person Name:</b>	<b>Title:</b>
<b>Mailing Address:</b>	
<b>Preferred Phone:</b>	
<b>Email address:</b>	
<b>Fax:</b>	



# Graduate Academic Endorsement Application

## Statement of Understanding

- I attest that the information enclosed in this application is true and accurate to the best of my knowledge.
- I read, understand, and agree to abide by the [Child Life Code of Ethical Responsibility](#).
- Upon endorsement, I understand that if requested from the general public, the ACLP will confirm the following: endorsement status (current, expired, never endorsed), and effective/expiration dates.
- I understand that the ACLP reserves the right to verify any information I have provided in the application.
- I understand that once materials are submitted, the application and supporting documents become the property of the ACLP and will not be returned.
- I understand that evaluation scores will be released to the ACLP, the primary contact person, and secondary contact person listed on this application.
- That graduate programs will teach utilizing a broad range of teaching modalities that include action-based skill development and understanding.

Primary Contact Signature:

Primary Contact Printed Name:

Date:

Dean Signature:

Dean Printed Name:

## Narrative Description of the Graduate Academic Program

- The graduate endorsement application contains 5 sections (Care of Infants Youth and Families, Professional Responsibility, Education and Supervision, Research Fundamentals and Administration).
- To earn endorsement programs must demonstrate that they are meeting each standard and the sub-standards within each section of the application. Programs will have the opportunity to write a brief narrative and upload supporting documentation to demonstrate mastery of the standards.
- It is up to programs to determine the types of supporting documentation they would like to submit to demonstrate they are meeting each standard and sub-standard. **At a minimum, programs should submit relevant course syllabi.** To ensure reviewers can accurately and efficiently review applications, programs should highlight or otherwise reference specific aspects of supporting materials that demonstrate standard mastery.
- You will be able to upload as many as 5 supporting documents for each sub-standard

### I. Care of Infants Youth and Families

Standard A: The ability to assess the developmental and psychosocial needs of infants, children, youth and families	
a. Articulate theories of human growth and development, play and family systems.	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>b. Describe formal and informal techniques to assess developmental and emotional state.</b>	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Identify relevant data used to develop a comprehensive child life assessment.</b>	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Identify factors that impact a child and family's vulnerability to stress and trauma.</b>	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>e. Identify how children and families interpret and make meaning of health, illness, and loss.</b>	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>f. Recognize families as they define themselves, identifying strengths and challenges in family dynamics and community supports.</b>	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>g. Describe the cyclical process of assessment, plan, intervention, and evaluation of child life services.</b>	
<b>Narrative Information:</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

**Standard B: The ability to initiate and maintain meaningful and therapeutic relationships with infants, children, youth and families**

**a. Articulate the tenets of patient and family-centered care.**

Narrative Information <b>300 words maximum, upload relevant documents (no external links)</b>	Document Uploads

**b. Describe the essential elements of the therapeutic relationship.**

Narrative Information <b>300 words maximum, upload relevant documents (no external links)</b>	Document Uploads

**c. Identify effective communication skills to support a child and family.**

Narrative Information <b>300 words maximum, upload relevant documents (no external links)</b>	Document Uploads

**d. Identify values related to sociocultural diversity.**

<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>e. Recognize educational opportunities and resources that are responsive to the needs of the child and family in order to promote learning mastery.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard C: The ability to provide opportunities for play for infants, children, youth, and families.</b>	
<b>a. Articulate the definitions and functions of play</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Identify the developmental and social milestones of play.</b>	

<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Identify therapeutic approaches that facilitate open-ended, developmentally-supportive play and expressive arts.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Understand common play themes relevant to life events and healthcare experiences.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>e. Identify toys and materials that encourage open-ended and expressive play, as well as close-ended play, and the value and purpose of each.</b>	

<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>f. Recognize ways in which activities and materials can encourage cultural connections.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>g. Identify theories related to play that best support child life practice.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard D: The ability to provide a safe, therapeutic and healing environment for infants, children, youth, and families.</b>	
<b>a. Explain the impact of environmental design on human behavior.</b>	



<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Identify emotional safety hazards and corresponding preventive and protective measures.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Identify environmental safety hazards and corresponding preventive and protective measures.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Recognize public health guidelines for technology in early childhood and identify digital content that facilitates coping.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>e. Identify knowledge of privacy and confidentiality policies</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard E: The ability to support infants, children, youth, and families in coping with stressful events.</b>	
<b>a. Identify types of stressful events affecting children and families, including medical procedures, pain, traumatic life events, loss, end of life, and grief work.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Identify factors that may impact vulnerability to stress.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>c. Describe immediate and long term coping styles and techniques, as well as their effect on adjustment and behavior.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Describe sensory, cognitive, and behavioral coping strategies specific to developmental stages and populations.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>e. Articulate effective non-pharmacological pain management techniques.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>f. Identify principles of effective advocacy in partnership with families and other team members.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>g. Understand the role of communication, particularly active listening and empathic responding, in building relationships with families undergoing stress.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>h. Understand the role of self-reflection in aiding patients and families in the process of mourning.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>i. Identify various stages or models of grief.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard F: The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants, children, youth, and families.</b>	
<b>a. Identify basic terminology, processes, and expected plan of care for the population served.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Articulate learning styles and needs of individuals with various developmental levels, emotional states, and of diverse backgrounds and experiences.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>c. Identify teaching techniques for use with individuals of diverse developmental levels and learning needs.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Describe common fears, misconceptions, and concerns of individuals in each developmental stage.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>e. Describe how children construct knowledge of their healthcare experience through interaction with other children, adults, and materials.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>f. Articulate fundamentals of psychological preparation found in child life literature.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

## II. Professional Responsibility

<b>Standard A: The ability to practice within the scope of professional and personal knowledge and skill.</b>	
<b>a. Demonstrate an understanding of the scope of practice as defined by the appropriate state jurisdiction or regulatory organization.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Demonstration of an understanding of the interconnections between scope of practice and practice setting.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>c. Take action to ensure personal responsibilities and professional competencies are maintained and do not fall below a level considered acceptable in the field of practice.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Manage overlaps in scope of practice with other professions.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard B: The ability to continuously engage in self-reflective professional child life practice.</b>	
<b>a. Recognize and describe how personal challenges and learning needs in knowledge and practice skills may impact service delivery.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>



<b>b. Identify resources and opportunities for professional development.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Articulate reasons for and impact of under-involvement and over-involvement of professionals with children and families.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Articulate the impact of one's own culture, values, beliefs, and behaviors on interactions with diverse populations.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>Standard C: The ability to function as a member of the service team.</b>	
<b>a. Describes services and resources of other professionals and identify their roles and functions.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Identify the unique contribution of the family and professionals in the provision of care.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Articulate the organizational structure and function of the interdisciplinary team.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>d. Describe the impact of communication styles on groups and individuals.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>e. Identify the importance of advocacy in collaboration with the medical team.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>f. Recognize the integral role of patient and family within the interdisciplinary team.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

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### III. Education and Supervision

<b>Standard A: The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth, and families to others.</b>	
<b>a. Describe and integrate the basic concepts of public speaking and teaching methods appropriate to subject matter and audience.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>b. Identify classic and current literature on issues related to child life services in a manner meaningful to the audience.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>c. Articulate the process for engaging in evidence-based practice.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Identify and articulate a definition of advocacy</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard B: The ability to supervise child life students and volunteers.</b>	
<b>a. Discuss supervisory styles and their impact on others.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

<b>b. Identify skills and knowledge necessary for others to complete assignments and tasks.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Articulate skills and knowledge necessary for others to complete assignments and tasks.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Identify adult learning needs.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>

#### IV. Research Fundamentals

Standard A: The ability to integrate clinical evidence and fundamental child life knowledge into professional decision making.	
a. Describe research methodologies that are relevant to the child life field (qualitative, quantitative, mixed methods, evidence-based practice, and quality improvement).	
Narrative Information <b>300 words maximum, upload relevant documents (no external links)</b>	Document Uploads
b. Articulate the role and purpose of research design.	
Narrative Information <b>300 words maximum, upload relevant documents (no external links)</b>	Document Uploads

#### V. Administration

Standard A: The ability to develop and evaluate child life services.	
a. Identify program components that require assessment.	
Narrative Information <b>300 words maximum, upload relevant documents (no external links)</b>	Document Uploads

<b>b. Identify meaningful data for effective evaluation of child life services.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Describe resources to assist in evaluation and development of services.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>Standard B: The ability to implement child life services within the structure and culture of the work.</b>	
<b>a. Identify organizational structure and relevant policies and procedures.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>



<b>b. Articulate the mission and goals of the work environment.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>c. Identify methods for obtaining needed resources.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>
<b>d. Identify information necessary for effectively managing resources.</b>	
<b>Narrative Information</b> <b>300 words maximum, upload relevant documents (no external links)</b>	<b>Document Uploads</b>



APPENDIX E

**Application Portal Navigation Guide-Applicant Edition**



1. [Accessing the portal](#)
2. [Signing in for the first time](#)
3. [Creating your application](#)
4. [Adding collaborators](#)
5. [Narrative responses and supporting documentation](#)
6. [Tracking your progress](#)
7. [Submitting your application](#)
8. [Downloading your completed application](#)
9. [Next steps](#)
10. [Troubleshooting](#)

## 1. Accessing the Portal

You can access the ACLP Application Portal at [aclp.fluidreview.com](http://aclp.fluidreview.com).

## 2. Signing in for the first time

Only the primary contact for your program will have access to the portal initially. That individual can log in with the email address we have on file for application purposes. You will be asked to create a password upon signing in for the first time.



[HELP](#)

### Association of Child Life Professionals Application Portal

Welcome to ACLP's Application Portal. You can utilize this site for the following application processes:

**Internship Accreditation:** This process is for clinical child life internships (independent and/or consortium) to apply for accreditation. The accreditation process provides professional judgment as to the quality of the clinical internship and encourages continued improvement; thereby protecting patients and families by ensuring competent child life professionals.

**Undergraduate Endorsement:** Coming soon!

**Graduate Accreditation:** Coming soon!

Need a login? Contact [applications@childlife.org](mailto:applications@childlife.org) with your name, contact information, and the application process you plan to complete.

### Sign In

Email:

Password:

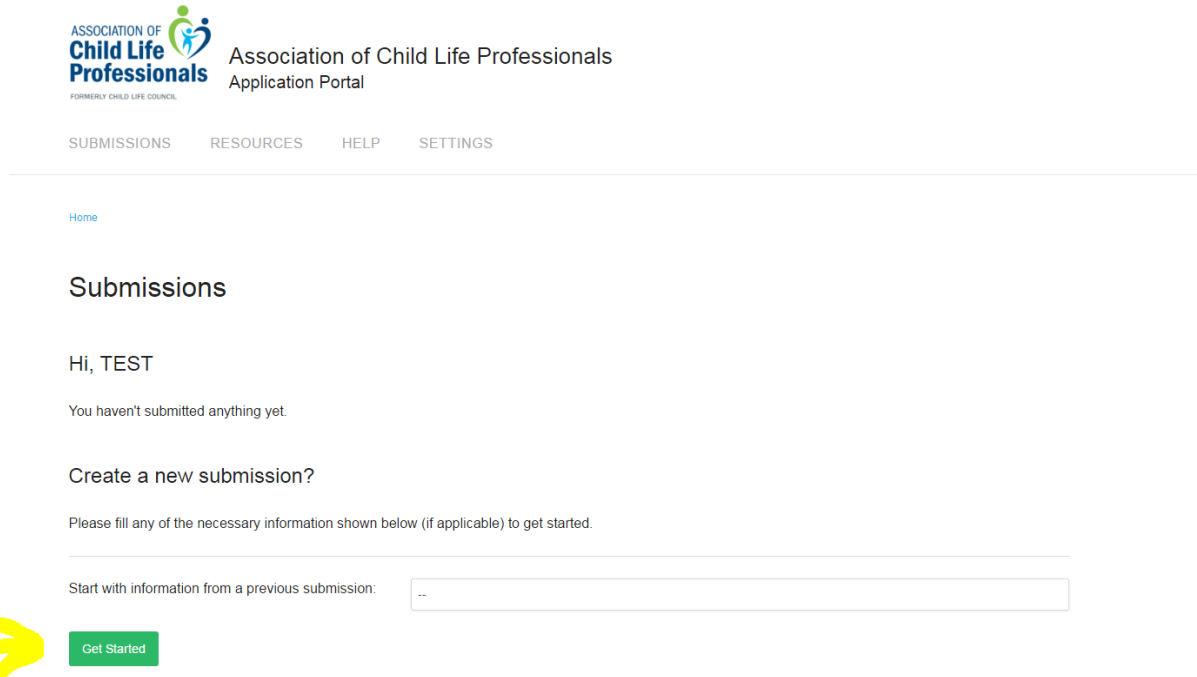
[Sign In >](#)

[Trouble Signing In?](#)

Registration is closed.

### 3. Creating your application

After you log in for the first time and change your password, you can start your submission:



The screenshot shows the 'Submissions' page of the Association of Child Life Professionals Application Portal. At the top left is the logo for the Association of Child Life Professionals, formerly the Child Life Council. To the right of the logo is the text 'Association of Child Life Professionals Application Portal'. Below the logo and text is a navigation menu with links for 'SUBMISSIONS', 'RESOURCES', 'HELP', and 'SETTINGS'. A horizontal line separates the header from the main content area. Below the line, there is a 'Home' link. The main heading is 'Submissions'. Below this, it says 'Hi, TEST' and 'You haven't submitted anything yet.' There is a section titled 'Create a new submission?' with the instruction 'Please fill any of the necessary information shown below (if applicable) to get started.' Below this is a form field labeled 'Start with information from a previous submission:' with a dropdown menu showing '..'. A yellow arrow points to a green 'Get Started' button.

The main application screen lists all the forms to be completed, the status of each of those tasks, and your overall progress towards completing the application.

## Application

TASK	STATUS	ACTIONS
GE Contact Information	COMPLETE	View  Edit  Delete
GE Program Verification	COMPLETE	View  Edit  Delete
GE Curriculum: Section 1	COMPLETE	View  Edit  Delete
GE Curriculum: Section 2	COMPLETE	View  Edit  Delete
GE Curriculum: Section 3	COMPLETE	View  Edit  Delete
GE Curriculum: Section 4	COMPLETE	View  Edit  Delete
GE Curriculum: Section V	COMPLETE	View  Edit  Delete
GE Statement of Understanding	COMPLETE	View  Edit  Delete
GE Submit Application	INCOMPLETE	

Emily Test

- Add Membe
- Edit Membe
- Withdraw S

### 4. Adding collaborators

You have the option to add collaborators to work on your institution's application with you. To do so, scroll down on the main application page, and select "Add Member" on the right hand side.

GE-0002

Applicant: Emily Test (emilygenevasmith+scholarship1test@gmail.com)

This submission is in stage Application with a status of Active  
It was last updated at: 05/16/2018 10:39 AM.

**Please upload PDF files only.**

### Application

TASK	STATUS	ACTIONS
GE Contact Information	COMPLETE	View  Edit  Delete
GE Program Verification	COMPLETE	View  Edit  Delete
GE Curriculum: Section 1	COMPLETE	View  Edit  Delete
GE Curriculum: Section 2	COMPLETE	View  Edit  Delete
GE Curriculum: Section 3	COMPLETE	View  Edit  Delete
GE Curriculum: Section 4	COMPLETE	View  Edit  Delete
GE Curriculum: Section V	COMPLETE	View  Edit  Delete
GE Statement of Understanding	COMPLETE	View  Edit  Delete
GE Submit Application	INCOMPLETE	

- Download submission
- View Rankings

### Progress

This submission is **88.9%** complete. You still need to:

- Submit

### Members

Emily Test (Owner)

- Add Member
- Edit Members
- Withdraw Submission

On the next screen you will be asked to add their contact information and assign an access level: application owner, standard member (can read and write on application), or read-only member. After submitting this information, your colleague will receive an email inviting them to work on the application with you.



Association of Child Life Professionals  
Application Portal

[SUBMISSIONS](#)   [RESOURCES](#)   [HELP](#)   [SETTINGS](#)

[Home](#) » [IA-5171129684](#)

## Members

[Back](#)

To add a new member or co-applicant to your submission, please fill in all of the required information about the individual below.

First name:

Last name:

Email:

Access Level:

[Submit](#)

## 5. Narrative Responses and Supporting Documentation

Narrative responses can be typed directly into the text boxes on any form however it is highly recommended to copy and paste these responses from a word file. Please note the 300 word limit on narrative responses.

**Narrative Response**

500 word limit

Words entered: 0. Max: 500

In addition to a narrative response, you have the option to upload up to 5 supporting documents to demonstrate how your program meets the standard. You do not have to upload all 5. The system will accept any common file type (Word, Excel, Powerpoint, PDF, JPEG, etc), however PDF is the best. Please use descriptive file names for your supporting documentation. If you are uploading a lengthy file, please use page numbers or other indicators to guide the reviewers to the relevant section for that standard.

**Attachment #1**

No file chosen

**Attachment #2**

No file chosen

**Attachment #3**

No file chosen

**Attachment #4**

No file chosen

**Attachment #5**

No file chosen



## 6. Tracking your progress

There are two ways to track your application progress. The first is the overall application progress bar in the upper right-hand corner of the main application page.

The screenshot shows the application progress page for GE-0002. At the top left, the application ID "GE-0002" is displayed. Below it, the applicant's name "Emily Test" and email "emilygenevasmith+scholarshiptest@gmail.com" are shown. A blue box contains a message: "This submission is in stage **Application** with a status of **Active**. It was last updated at: 05/16/2018 10:39 AM." To the right, there are buttons for "Download submission" and "View Rankings". Below these is a "Progress" section with a green progress bar at 88.9% and a "Submit" button. Further down, there is a "Members" section with "Emily Test (Owner)" listed and buttons for "Add Member" and "Edit Members". At the bottom, there is a table with columns "TASK", "STATUS", and "ACTIONS". The first row is "GE Contact Information" with a "COMPLETE" status and "View", "Edit", and "Delete" actions.

In addition to tracking your overall progress, you will also see a form progress bar at the top of each page of the forms.

[Home](#) » [GE-0002](#) » [GE Curriculum: Section 1](#)

## GE Curriculum: Section 1

### GE Curriculum I. Care of Infants, Children, Youth, and Families

A. The ability to assess the developmental and psychosocial needs of infants, children, youth, and families.

a. Articulate theories of human growth and development, play, and family systems

Your narrative below should list relevant course numbers and titles with a brief description of how that course addresses the competency.

asdfsdf

Please include syllabi, course descriptions, and any other supporting materials (e.g., assignment documents, etc.)

You do not have to complete an entire form in one sitting. If you scroll down to the bottom of any page of a form and click the "Save & Continue Editing" button, you can leave the form and log out of portal and your progress will be saved. If you leave a form or log out without clicking save, your work will be lost!

Choose File No file chosen

Save & Continue Editing






















Next

## 7. Submitting your application



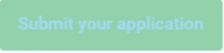
As you complete application forms, the gray “incomplete” status indicator for each form will turn green to indicate that form is complete. You will still be able to edit responses until the application is submitted.

**Please upload PDF files only.**

### Application

TASK	STATUS	ACTIONS
 UE Contact Information	COMPLETE	 View  Edit  Delete
 UE Section 1: Institutional and Administrative Parameters	COMPLETE	 View  Edit  Delete
 UE Section 2: Student Guidance on Professional Development	COMPLETE	 View  Edit  Delete
 UE Section 3: Curriculum Review	COMPLETE	 View  Edit  Delete
 UE Statement of Understanding	COMPLETE	 View  Edit  Delete
 UE Submit Application	COMPLETE	

When all status indicators are green, the “Submit Your Application Button” at the bottom of the main application page will become clickable. Please be sure you and all collaborators are done editing the application prior to clicking submit. You will no longer be able to edit the application once it has been submitted.


Statement of Understanding	INCOMPLETE	
		PREREQUISITES NOT MET

## 8. Downloading your completed application

When your application is complete and submitted, it is highly encouraged that you download the completed application for your records. To do this, please click the “Download submission” button in the upper right hand corner of the main application page. This will download a zip file that contains all completed forms and supporting documentation.

IA-8610376987

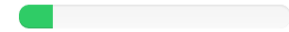
Application Round

TASK	STATUS	ACTIONS
 Contact Information	COMPLETE	<a href="#">View</a> <a href="#">Edit</a> <a href="#">Delete</a>

[Download submission](#)

[View Rankings](#)

### Progress



This submission is **12.5%** complete. You still need to:

- Complete task "Sub-Section A: Clinical Supervision"
- Complete task "Sub-Section B: Internship Requirements and Structure"

## 9. Next steps

After you submit your application, ACLP staff will check it for completeness. If your application is incomplete, ACLP staff will contact you and return your application to the application round so that you can ensure your application is complete. Applicants will have up to 5 business days to do this. Applications re-submitted after that point cannot be guaranteed timely processing.

Staff will also verify that your application fee has been received. **Applications without payment will not move on to the review stage.**

Once the application has been verified as complete and the application fee has been received, the application will be sent to the reviewers. Total review time can take up to 90 days. Once the reviewers are finished, ACLP staff will communicate official results to applicants. At that time, applicants will be able to log back into the system to download scores and comments from the reviewers. Scores and comments will be accessible by clicking the “Download Submission” button in the upper right-hand corner of the main application page. When you download the submission after receiving a decision from the ACLP, there will be a new folder of scorecards and comments from the review team in addition to your original application materials. You can also click the “View Rankings” button to see scores and comments, however downloading is recommended as the online view is not very clear.

## 10. Troubleshooting

If you have questions about application content or standards, please email [graduateendorsement@childlife.org](mailto:graduateendorsement@childlife.org). Please note that it may take a few days to receive a response if the committee needs to discuss your question.

If you have any technical issues, please contact Fluid Review, the host of our application portal. The easiest way to do this is visiting <http://help.fluidreview.com/contact> by clicking on your name in the upper right hand corner of the main application page and selecting help from the menu.

TEST APPLICANT



Association of Child Life Professionals  
Application Portal



If you have undergraduate endorsement process questions, please contact Emily Eagon, Manager of Program Standards at [eeagon@childlife.org](mailto:eeagon@childlife.org) or (571) 483-4498.

## APPENDIX F

### Endorsement Annual Maintenance Form

Name of Academic Program	Name of Faculty Coordinator
Date of Endorsement Approval	Annual Maintenance Report Date
Phone Number	E-mail Address

Year	Total Enrollment in Program Since Last Report Submission	Total Graduates of Program Since Last Report Submission	Is child life internship completion required for graduation?
	Spring	Spring	Yes/No
	Fall:	Fall:	
	Summer:	Summer:	
	Other:	Other:	

#### Section A

Please confirm your academic program upholds the following required criteria for endorsement. ALL criteria must be met to maintain endorsement.

1. Must offer a master's degree program in child life or related area with a concentration in child life.
2. Employment of at least 1.0 FTE faculty member who:
  - Holds an advanced degree
  - Is a currently Certified Child Life Specialist (CCLS)
  - Is involved in child life program decision making and curriculum development
3. CCLS faculty and other adjunct professor(s) cover curriculum standards which address the child life core competences.

I confirm that the above-named academic program continues to reflect the required criteria listed.

\_\_\_\_\_  
Signature of Faculty Member

#### Section B

Please accurately and completely answer the following questions. If the academic program has not had any or does not anticipate any changes in the next 12 months, please mark N/A under the corresponding question.

1. Have there been changes in the past 12 months to your endorsed program that may require Association of Child Life Professionals consultation relevant to maintaining endorsement status? (e.g. major increase/decrease in program curriculum)
  - a. Any changes you anticipate?
  - b. What current discussions? Climate? Circumstances?
  
2. Describe how you have addressed these changes to maintain endorsement status.
  
  
  
  
  
  
  
  
  
  
3. Have there been changes to Certified Child Life Specialist faculty in the past 12 months, or do you anticipate changes in the next 12 months, that could affect your program's endorsement status?
  
  
  
  
  
  
  
  
  
  
4. Describe how you have addressed these changes to maintain endorsement status.
  
  
  
  
  
  
  
  
  
  
5. Please describe any substantive changes in curriculum or coursework that would impact the child life core competencies within your program (those requiring departmental or university approval). Please provide any syllabi for new or adapted courses within your program related to endorsement (including title and objectives).
  
  
  
  
  
  
  
  
  
  
6. Describe how you have addressed these changes to maintain endorsement status.
  
  
  
  
  
  
  
  
  
  
7. Please describe any other changes you are aware of that may impact your program's endorsement status.