

Title of Issue (short descriptive title by which the issue may be referenced)	
MS in Human Services Leadership Development	
Description of Issue	
The Department of Counseling and Human Services is proposing a new MS in Human Services Leadership Development.	
Rationale for Submission	
The proposal is being submitted for Faculty Senate review prior to moving to the BOV for approval.	
Name	Megan Corbett
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Date	Oct 23, 2025



OLD DOMINION UNIVERSITY

The Graduate School

October 7, 2025

MEMORANDUM

TO: Kristi Carlisle
Darden College of Education & Professional Studies

FROM: Marisol Perez
Dean of the Graduate School

SUBJ: Status of Request for Curricular Change

The request to establish the new program, **MS in Human Services Leadership Development** has been internally approved by the Graduate School. The package may potentially be submitted for SCHEV and/or SACSCOC for their review and approval.

The effective date will be determined at the conclusion of the review. **Please wait until the new program has been fully approved by SCHEV and/or SACSCOC before adding the curriculum to the Graduate Catalog.** A copy of the curricular change form is attached and has also been sent to your dean's office.

Let me know if you have any questions or concerns. Thank you.

cc: Tammi Dice, Dean, Darden College of Education & Professional Studies
Helen Jacobson, Graduate Curriculum Coordinator
Megan Corbett, Director, Office of Institutional Effectiveness & Assessment
Courseleaf

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*Old Dominion University is an equal opportunity, affirmative action institution.
Minorities, women, veterans, and individuals with disabilities are strongly encouraged to apply.*

State Council of Higher Education for Virginia
New Degree Program Proposal Form

*With the exception of certain transfer associate degree programs (see the SCHEV New Degree Program Guidance Document) all proposals for new degree programs at Virginia public institutions of higher education must be submitted to SCHEV using the form on the following pages. The text and information already in the form **must not be altered** in any way. The institution's representative completing the form is to provide text in designated empty cells.*

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Description of Proposed Degree Program

I. Program Background

Information to address: Provide the institution's legal name. Provide the degree designation and degree program name. Provide the location (school or college), and academic unit (office of the dean, if applicable) administering the degree program. Indicate the initiation semester and year. (50 words max.)

Old Dominion University seeks approval for a Master of Science (MS) in Human Services (HMSV) Leadership Development degree program. The proposed degree would be located in the Department of Counseling and Human Services in the Darden College of Education and Professional Studies with an anticipated initiation of fall 2027.

Discuss the purpose of the proposed new degree program. Indicate the focus/intent of the degree program. What overall knowledge and skills will the degree program provide students? What purpose will graduates with the specific degree designation level and discipline area serve? Indicate whether the degree program prepares students for a licensure or certification examination. (300 words max.)

The purpose of the MS in Human Services Leadership Development degree program is to educate students in leadership, supervision, and organizational practice in human services organizations. The MS in Human Services Leadership Development degree program will provide students with a cogent understanding of the operations of diverse human services organizations and how they serve their clientele to actualize more just, equitable, and healthy communities. The program will provide students with specific coursework to prepare them to manage the full spectrum of human services program development. It encompasses work alongside community stakeholders to assess community needs, design programs based on those, evaluate program effectiveness, and access necessary funding and human resources. Students will obtain essential knowledge and skills to develop, supervise, lead, and sustain human service organizations in diverse community settings and work across myriad differences with a variety of interests and aims. Graduates of the proposed program will be prepared to develop, interpret, and apply policies as they relate to organizational operations and identify avenues for advocacy and change. The program will prepare graduates to engage with individuals, agencies, businesses, and governmental and non-governmental organizations that seek to connect community members with the services and support they need to thrive in their environments. There is no licensure or certification examination associated with the MS in Human Services Leadership Development.

If the degree has sub areas, succinctly summarize in two to three sentences the knowledge and skills students will obtain and what graduates will be prepared/or able to do for each sub area. (150 words max.)

If the degree program is in an emerging or cutting-edge area, indicate such. Provide a cited, formal definition. Provide a brief history of the discipline and evolution of the field. (200 words max.)

Note. Do not use the National Center for Education Statistics (NCES) definition of the CIP code.

II. Institutional Mission (if applicable—leave blank unless this is the institution’s first degree program in that 4-digit CIP category or first degree program in a new discipline at a new level.)

Information to address: How does the proposed degree program align with the institution’s SCHEV-approved mission statement? Include a quoted word or words from the mission statement for the explanation to show alignment. As a standalone statement, indicate whether and how the proposed degree program is referenced in relevant state planning documents, specifically the most recent six-year plan and/or the institution’s performance agreement with the state, if applicable. (150 words max.)

The mission of Old Dominion University is:

Old Dominion University (ODU) is a preeminent public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.

The proposed MS in Human Services Leadership degree program directly serves to fulfill the mission of Old Dominion University such that it will foster “dynamic...learning” for students to become leaders in the community who can “address challenges and propose solutions” that promotes “health and wellness, and social justice” for high needs populations.

III. Delivery Format

The delivery format is the format for the entire degree program and not individual courses in the degree program.

- “Face to face” delivery format means that the institution offers the entire degree program in person including all core and required courses, all experiential courses, all restricted elective courses, and all sub areas, if applicable. If at least one core course or a required experiential course *must* be taken only online, the degree program would be considered a “hybrid” delivery format.
- A “fully online” delivery format means that the institution offers the entire degree program online including all core and required courses, all experiential courses, all restricted elective courses, and all sub areas, if applicable. If at least one core course or a required experiential course *must* be taken only face to face (in person), the degree program would be considered a “hybrid” delivery format.
- A “hybrid” delivery format means that the program is intentionally designed to require that at least one core or required course, including experiential courses be available and offered in a delivery format that is different from other core or required courses. The course is not available in multiple delivery formats.

Check one box.

- ☐ Face to face
- ☒ Fully online
- ☐ Hybrid
- ☐ Face to face and Fully Online

If the proposed degree program will be available fully online, describe the institutional resources to offer the degree program fully online. Or, if the degree program will be available in a hybrid format, describe institutional resources to offer the core or required courses that are only available in the online format. Indicate services and the availability of services to support students. Indicate the training and support, and availability of both for the faculty teaching online core and required courses. (500 words max.)

Note. If the degree program will be offered in a hybrid format, indicate the specific core or required courses would be offered **only** face to face or which core or required courses would be offered **only** online. The courses cannot be offered in multiple delivery formats.

The proposed MS in Human Services Leadership Development degree program will be delivered in asynchronous online format only in a cohort model to foster relationship building and collaboration. There will be synchronous elements related to program orientation, relationship building events, and the capstone project. ODU already houses a fully online undergraduate (BS) program in Human Services with an established logistical framework for online education. ODU Global provides all support services for ODU's online students. ODU provides ongoing training for faculty engaged in online education.

IV. Degree Program Accreditation (if applicable—leave blank unless accreditation will be sought.)

Information to address: Which accrediting organization will be used for the proposed degree program? Succinctly indicate and cite the mission of the accreditation agency. What will be the process for accreditation? When (in which year) will accreditation be sought and achieved? Indicate the review cycle time frame after a degree program is accredited. (250 words max.)

The proposed degree program will seek accreditation by the Council for Standards in Human Service Education. The Council's mission is to improve "the quality, consistency, and relevance of human service education programs and assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process".¹

The degree program will seek accreditation after a cohort has completed a full year of the program in Fall 2028. Old Dominion University's Human Service Program already holds membership with CSHSE through its accredited undergraduate program. The first step in Fall 2028 would be to submit an Accreditation Application. The procedures for the application are as follows:

- Submit application and fees.
- Application review and receipt of the Notice to Proceed Letter.
- The Program notifies the Vice President of Accreditation when the self-study is complete and ready for readers.

¹ Weinard, M. (2024). *Our History & Mission*. Cshse.org. <https://www.cshse.org/our-history-mission>

- The Vice President of Accreditation will assign readers and the program will submit an electronic copy of the self-study.
- For initial and ten-year review accreditations, a campus visit will be scheduled when the Lead Reader determines that there is adequate evidence of standard compliance.
- The Lead Reader/Campus Visitor will present findings to the Board.
- The CSHSE Board reviews the findings and determines accreditation status.

Once the application has been processed, the degree program will then have a 2-year window to complete the Self Study and Campus Visits. Once fully accredited, the review cycle is anywhere between 2-10 years depending on the decision from the self-study.

If the proposed degree program must be approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as a substantive change, indicate such. Indicate whether documentation has been submitted to SACSCOC and if so, the date. Indicate the status of the substantive change submission and the timeline for consideration. If documentation has not been submitted to SACSCOC, indicate why and the timeline for submitting the substantive change request. (200 words max.)

The proposed degree program will require SACSCOC approval. The substantive change submission will be submitted before January 1, 2026 for approval prior to the intended implementation Fall 2026.

V. State Agency Authorization (if applicable—leave blank unless the degree program will be submitted for approval to another state agency or board.) Information to address: Which state board licensing agency will have to authorize the proposed degree program? Indicate whether the state board provides information to meet state licensing requirements. What will be the process for state authorization? Indicate the requirements the proposed degree program will be required to meet. (200 words max.)

VI. Admission Criteria (if applicable—leave blank unless the degree program has specific admission criteria beyond the general requirements for admission to the institution.)

Note. *Admission criteria are required for all doctoral level degree programs.*

Information to address: What are the admission criteria for the proposed degree program? Will an admission committee be used? If so, who will comprise the committee and what will be the committee's responsibilities? Will transfer credit be accepted toward fulfillment of program requirements? If there are any limitations on transferability of courses or credit hours into the degree program (e.g., the number of credit hours), indicate such. Indicate to which coursework transfer courses will be applied. (400 words max.)

Note. Transfer courses cannot be used to substitute core coursework. A statement is required to indicate such.

Application Requirements

1. Online Application
2. Current Resume
3. Essay
4. Official Transcripts from all universities attended
5. Minimum GPA of 3.0.

6. Two Letters of Recommendation

Applicants whose native language is other than English must submit a current score for the Test of English as Foreign Language (TOEFL) of at least 600.

Transfer credits will be accepted toward fulfillment of no more than 2 of the program's required courses, not including the capstone course. Acceptance will be contingent upon the Graduate Program Director's approval.

VII. Curriculum

Information to address: Indicate degree designation and degree program name and total credit hours required for the degree program. If the degree program will include/require sub areas, only indicate the number and name of the sub areas. If the degree program will require an internship, practicum, capstone course, or dissertation, indicate such via a statement for each. (50 words max.)

Note. This introductory paragraph will have a minimum of one sentence and up to five additional sentences depending on a subarea requirement and experiential learning requirements.

The proposed MS in Human Services Leadership Development is a 30 credit hour degree program. The program will require a capstone project implemented in partnership with a community-based organization which demonstrates mastery of competencies integrated throughout the curriculum.

Summarize the core coursework. Indicate the knowledge, skills, and/or abilities that all students will learn from the coursework. What is the particular focus and strengths, if any of the core coursework? Summarize the required coursework and indicate the knowledge and skills all students from gain from required coursework. (150 words max.)

Note. Do not include sub area courses, restricted elective courses, or any other courses that all students are not required to complete.

The proposed MS in Human Services Leadership Development degree program requires 30 credit hours.

The curriculum for the Master's in Human Services Leadership Development at Old Dominion University will provide a comprehensive educational foundation, equipping students with the knowledge, skills, and competencies needed for leadership roles in human services organizations. Through a combination of coursework, case studies, and practical applications, students will gain expertise in the following key areas:

1. Emerging Trends in Human Services Delivery
2. Knowledge and Theory of Human Systems
3. Conditions that Promote and Inhibit Human Functioning
4. Information Literacy
5. Program Planning and Evaluation
6. Administrative Leadership
7. Legal and Ethical Practices

If sub areas are included, summarize in one or two sentences the purpose of each sub area. (75 words max.)

By the end of the program, graduates will be fully prepared to take on leadership positions in diverse human services settings, with the ability to create impactful programs, lead organizations, and contribute to the advancement of the field.

If experiential learning (internship, practicum, or clinical) is required, summarize in one to two sentences the purpose of the requirement. What knowledge will the experience provide for students? (75 words max.)

Note. Provide separate paragraphs if more than one experiential requirement is required.

If a capstone project or dissertation is required, summarize in one or two sentences the purpose of the requirement. Provide separate paragraphs if a capstone project and dissertation are required. (100 words max.)

The required capstone course encourages students to engage with current issues and develop practical, sustainable solutions in the human services field. The final project will reflect the student's ability to integrate theory, practice, and leadership in a meaningful and impactful way.

Are new courses included in the curriculum? If yes, provide a statement indicating how new courses are denoted. (10 words max.)

New courses are marked with an asterisk

Program Requirements

Information to address: Provide a category heading (group) (e.g., general education requirements, core courses, foundation courses, research courses, sub areas (term to be used from SCHEV terms), restricted electives, research method courses, clinical, internship, practicum, thesis, electives, dissertation) for all coursework and the required number of credit hours for the category. Indicate course information (designator/prefix, name, and credit hour value). The category headings should be bold. Specific sub area headings are underlined.

Note. Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or A.A&S. degree; 65 credits for an A.A.S. degree; or 120 credits for a baccalaureate degree. The justification will be provided in a separate standalone paragraph.

If sub areas are included/required in the curriculum, include a brief detailed description of the purpose/focus of each sub area. Indicate any required courses for the sub area.

Note. Sub areas are designated as: concentrations, emphasis areas, focus areas, majors, options, specializations, or tracks. (500 words max.) A separate table should be inserted in the text box.

Program Requirements

Core Courses: 30 credit hours total program

- *HMSV 501 Foundations of Leadership and Self-Development in Human Service (3 credits)
- *HMSV 502 Social Policy in Human Services (3 credits)
- *HMSV 503 Evidence-Based Program Development and Strategic Planning (3 credits)
- *HMSV 504 Sociological Perspectives on Mental Health (3 credits)
- *HMSV 601 Resource Development, Grant Writing, and Financial Management (3 credits)

*HMSV 602 Theory and Design of Culturally Responsive Organizations (3 credits)
*HMSV 603 Organizational Behavior and Dynamics (3 credits)
*HMSV 604 Crisis and Trauma Response in Human Services (3 credits)
*HMSV 668 Capstone in Human Services Leadership Development (applied community needs assessment/program eval/grants/and write up) 12 weeks summer 3. (6 credits)

Total Credit Hours = 30

Indicate the total credit hours for the degree program.

Experiential Learning – Internship, Practicum, Clinical, or Capstone Course *(if applicable—leave blank unless the degree program includes an experiential learning requirement.)*

Information to address: Provide a detailed description of the requirements of the experiential learning to include: contact hours; if student area allowed to complete the requirement at their current place of employment; what students will be responsible for completing (deliverables); who is responsible for the student's final grade; and what will happen if the student fails the course, once and twice.

Note. If the degree program is fully online, indicate how students will complete any experiential learning requirements. Indicate whether students will be responsible for securing a location to complete the requirements. (650 words max.)

The capstone is a 6 credit course with 3 clock hours of faculty supervision each week. Students are expected to work 10 hours per week outside of class to complete their projects.

The capstone project will be graded using a rubric to encompass: 1. use of evidence-based practice; 2. applicability to human services leadership; 3. thorough coverage of a. program development, b. ethics and policy, c. cultural responsiveness, d. considerations for special populations, and e. application of organizational behavior. Student failure will be addressed with a professional development plan and the opportunity to retake the course.

See Appendix __ for a list of experiential learning sites.

Doctoral Requirements and Procedures *(if applicable—leave blank unless the degree program is at the doctoral level.)*

Information to address: Provide a detailed description of the requirements for students to fulfill all dissertation requirements. Indicate requirements for: committee(s) composition, examinations (written and oral), conduct in research, admission to candidacy, dissertation proposal, and dissertation defense. Time frames can be included if applicable. (800 words max.)

INSERT TEXT

See Appendix A for the sample plan of study.

See Appendix B for course descriptions.

Note. A separate appendix should be added for each of the following, if applicable: experiential (practicum, internship, or clinical) sites, accreditation curriculum standards or requirements, or discipline-specific national organization professional curriculum standards. Add appendices at the end of this proposal document.

Are additional appendix items included at the end of this proposal document?

☒ Yes

☐ No

SCHEV Requirement

If the degree program exceeds the State Council's maximum for a bachelor's degree program or an associate degree program, provide a detailed explanation as to why excess credits are necessary. (200 words max.)

VIII. Time to Degree (*if applicable—leave blank unless one of the conditions below is met.*)

This section is required if the proposed degree program:

- *is designed to be offered in a non-standard format;*
- *in the case of bachelor and associate degree programs, exceeds SCHEV's maximum for total credit hours; or*
- *is a doctoral level degree program.*

Information to address: How is the proposed degree program designed (e.g., full-time or part-time student enrollment only, cohort model, executive format)? How many years (semesters) will students (full-time and/or part-time) take to complete the degree program? Is summer enrollment required? What is the institution's maximum time (by policy) for completion from matriculation? (200 words max.)

This program is designed for full-time students using a cohort model. Over 1 year and 3 semesters, students complete 2 8-week courses at a time in 2 sessions in the Fall and Spring, concluding with a 12-week 6-credit capstone in the Summer. Since only the courses designed for each semester will be offered, students missing coursework for any reason would complete it the following year. The maximum time to complete the program from matriculation is 8 years.

IX. Faculty Resources

Information to address: Describe the extent of faculty resources teaching core and required courses. Indicate the academic unit administering the proposed degree program. Indicate the number of faculty to teach core and required courses; indicate faculty qualifications (years teaching the core and required courses) in the discipline. (100 words max.)

Old Dominion University and the Department of Counseling and Human Services have the resources needed to initiate and sustain the proposed MS degree program in Human Services Leadership Development. The department will have the faculty, staff, equipment, and space to launch and maintain the proposed program. The program will have 6 full-time faculty members committed to the program who can offer 50% of their teaching load to the MS program. With a maximum of 4 courses offered per semester, 6 full-time faculty with 2/2 teaching loads can adequately support the program. Instructors must hold a PhD in human services or a related field.

Will faculty from other academic units be used to teach core and required courses? If so, which academic units? Describe qualifications of faculty teaching core and required courses for the proposed degree program. (300 words max.)

Note. The information should be separated by each academic unit.

No, faculty from other academic units will not be used to teach core and required courses.
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Will new full-time faculty be hired to teach core and/or required courses? If so, which year(s) during the first five years of offering the proposed degree program? At what rank will new faculty be hired? What specific credentials will be sought or required? What specialization or discipline area will be required or sought? (300 words max.)

No new full-time faculty will be hired to teach core and/re required courses
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Will adjunct faculty be utilized or hired to teach core and/or required courses? If so, how many? In which year(s) during the first five years of offering will adjunct faculty be needed? What credentials including, the minimum number of years teaching in the discipline will be sought or required for adjunct faculty? What specialization or discipline area will be required or sought? (100 words max.)

Note. Do not provide the specific credentials of existing adjunct faculty. The credentials for adjunct faculty should be general requirements all adjunct faculty will have to meet to teach core and required courses in the proposed degree program.

Adjunct faculty members may assist in teaching required courses in the proposed degree program. Only 1-2 adjunct faculty will teach in any given semester starting in the first year. The adjunct instructors must have a PhD in human services or a related field and 1-year teaching experience in our undergraduate program.

See Appendix C for faculty abbreviated curriculum vitae.

Faculty Extramural Funding

This section is required if the proposed degree program is a Doctor of Philosophy (PhD) degree program. The section can be included if funding is secured for applied doctoral level degree programs. The information is provided as an appendix entitled "Faculty Extramural Funding."

Information to Address: Indicate the faculty name (indicate investigator status); name of grant; grant amount; time frame/award years; funding agency; and an abstract of the grant. Grants included must be within the last three (3) years prior to submission of the proposal document. The grant must be directly associated with the area of study of the proposed degree program.

X. Graduate Assistants (if applicable—leave blank if graduate assistants will not be funded by the proposed degree program.)

Information to address: Will the proposed degree program have/utilize graduate assistants – teaching and/or research? How many graduate assistants will be utilized? Indicate the duties and responsibilities of graduate assistants. If the number of graduate assistants will increase annually indicate such and the number annually. What will be the total number of graduate assistants by the target year?

In which year during the first five years will graduate teaching assistants be utilized? What will be the responsibilities of the position? (100 words max.)

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In which year during the first five years will graduate research assistants be utilized? What will be the responsibilities of the position. (100 words max.)

XI. Employment Skills

Information to address: What **specific** employment skills will all graduates possess? What will all graduates be able to do on a job? (150 words max.)

Note. Employment skills are not learning outcomes. The abilities and skills indicated for the employment skills must be appropriate to the curriculum's core and required coursework **and** the degree designation level and discipline area of the proposed degree program, **and** to the occupations (position titles) that are identified by the Virginia Office of Education Economics (VOEE) in the Employment Demand section of the proposal document.

Graduates of the proposed MS in Human Services Leadership Development degree program will be able to:

- Work with community members and other stakeholders to design and implement programs and services.
- Oversee programmatic administration to meet objectives.
- Analyze data to determine program effectiveness.
- Recommend and implement policy, program, and service changes to improve service delivery efficiency and quality.
- Prepare program budgets and manage organizational finances.
- Ensure federal and state regulatory policy and facilities compliance.
- Design and implement fund development plans.
- Write proposals and grant applications for social services funding.
- Represent their organization at investor meetings or on governing boards.
- Effectively communicate across diverse organizational and institutional levels.
- Identify, engage, and leverage potential donors/stakeholders.
- Design, plan, and implement events that generate sustainable donor relationships.
- Recruit, train, and supervise staff members.
- Set organizational goals and deadlines.
- Develop organizational pay and benefits structure.
- Establish and modify organizational compensation plans.

What are the specific employment skills of students who complete a specific sub area, if applicable? Provide separate paragraphs for each sub area. (200 words max.)

XII. Expansion of Existing Program (Sub-area, Certificate) (if applicable—leave blank if the institution does not already offer a sub-area in an existing degree program or a certificate program at the same level as the proposed degree program.)

Information to address: Is the proposed degree program an expansion of an existing sub-area (e.g., concentration, emphasis area, focus area, major, option, specialization, or track) or certificate program? If so, explain the historical and disciplinary relationship of the proposed

degree program to the existing program at the institution. What effects will the proposed degree program have on existing sub areas in degree programs or certificate programs? Will any sub area or certificate program be closed or altered? If so or not, indicate such. (500 words max.)

XIII. Relation to Existing Degree Programs (if applicable—leave blank if the institution does not already offer a degree program at the same degree designation level and in a similar or related disciplinary area as the proposed degree program.)

Information to address: Is the institution offering other degree programs that are similar or related to the proposed degree program? Indicate the degree designation and degree program name. Indicate the academic unit location of the existing degree program(s). Indicate the academic unit of the proposed degree program. For each existing degree program, describe and compare the focus/purpose, core and required curriculum requirements, and employment outcomes for graduates to the focus/purpose, core and required curriculum requirements, and employment outcomes for graduates of the proposed degree program. (500 words max.)

Note. Degree programs must be at the same degree level as the proposed degree program.

XIV. Effect on Existing Degree Programs

Information to address: How will the initiation and operation of the proposed degree program affect the operation of existing degree programs? Will the initiation and operation of the proposed degree program affect resources available to any other existing degree programs in the academic unit, college or school, or at the institution? Has the institution analyzed the effect of student enrollment on existing degree programs? Will any degree program(s) close as a result of the initiation of the proposed degree program? (200 words max.)

The proposed degree program will not have any impact on existing degree programs.

Justification for the Proposed Degree Program

XV. Response to Current Needs (Specific Demand)

Information to address: Provide an objective account of the need for a new degree program at the degree level and in the discipline proposed. The account should appeal to objective evidence from reliable cited sources. Needs addressed by the proposed degree program should be referenced to all relevant levels: local, state, and, national. Information should be quoted (with citations) where appropriate. Indicate the page number for quoted text. (1200 words max.)

Note. Information about employment demand and information about job openings should not be included in this section.

The proposed MS in Human Services Leadership Development responds to current needs in the Commonwealth of Virginia and the nation as a whole and prepares students to work within areas that need professionals with a master's degree in human services leadership. The current needs include 1)) program development and those trained to design and implement programs due to rising human services needs and persisting inequities of resources in underserved communities and 2) filling a gap in the human services workforce to include more advanced interdisciplinary human services leadership education and training which many human services professionals lack at the bachelor's level alone.

Demographic Factors

Significant population changes are occurring within the U. S. At the forefront are concerns of an aging population, which created the need for a specific knowledge and skillset in the field of human services. The BLS predicts that the aging population will need more and more care, increasing the need for health services managers, which include nursing home administrators, clinical and health information managers, and social and community service managers.

Further, the BLS anticipates increasing need for services in the mental health fields, namely addiction, which has been deemed a national crisis by the Health Resources and Services Agency (HRSA, n/d).

Filling a knowledge gap in human services professionals

The Council for Standards in Human Service Education (CSHSE) establishes standards for master's degree programs in human services. As of November 10, 2023, only one program in the United States—the Master of Science in Human Services at Albertus Magnus College in New Haven, Connecticut—has received CSHSE accreditation at the master's level.

This limited number of accredited programs highlights a significant need for more high-quality master's programs that meet CSHSE standards. Such programs are essential to equip human services professionals with the advanced knowledge and skills necessary for leadership roles in the field.

Note. If text is quoted from a source that is only available via subscription, paid subscription, or membership, an appendix item of the publication (or excerpt if longer than 15 pages) can be included at the end of the proposal. If more than one article or, book pages, title each appendix with the name of the publication.

XVI. Employment Demand

Provide specified information from the Virginia Office of Education Economics (VOEE) “Degree Program Labor Market Profile” report in tables A and B below.

A. State Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5-yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Social and Community Service Managers	4,082	4,386	303	7.4%
Community and Social Service Specialists, All Other	2,427	2,564	137	5.6%

State Total	6,509	6,949	440	6.8%
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(Expand the table as necessary.)

If no data is available, indicate why. For example, the degree or the degree level is not required.
(50 words max.)

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B. Regional (GO Virginia) Labor Market Information for Aligned Occupations

Occupation	Workforce (Current Year)	Workforce (5-yr projection)	Workforce Change (5-yr projection)	Workforce % Change (5-yr projection)
Social and Community Service Managers	792	833	41	5.2%
Community and Social Service Specialists, All Other	230	245	15	6.4%
Region Total	1,022	1,078	56	5.4%

(Expand the table as necessary.)

C. Graduates of Existing Degree Programs Compared with Aligned Workforce Demand (Provide information from the VOEE report. See Chart 8.)

Avg Annual Degrees Granted	Avg Annual Openings	Ratio: Degrees to Openings
43	661	43:661

(Expand the table as necessary.)

D. If no VOEE data is available, information from the U.S. Bureau of Labor Statistics (BLS) and Virginia Works can be provided.

BLS information must only include education and job outlook. 20__-20__ (10-Yr)

--

Virginia Works, Labor Market Information must only include long-term employment projections. Complete the table. 20__-20__ (10-Yr)

Occupation	Base Year Employment	Projected Employment	Numeric Change	Percent Change	Annual Openings Due to Change

(Expand the table as necessary.)

See Appendix D for the complete VOEE “Degree Program Labor Market Profile” report.

Return on Investment

Information to address: Provide information for ‘return on investment’ for existing similar degree programs in Virginia. The information will utilize an analysis conducted by the Foundation for Research on Equal Opportunity; refer to <https://freopp.org/roi-landing/>. **Note.** The information is included as an appendix item. If the Foundation does not have information on the discipline of the proposed degree program, institutions may utilize another credible source and must cite the source in Appendix E.

Is the return on investment table completed in the appendix?

Yes ☒

No ☒

If no, provide an explanation detailing the reason. (300 words max.)

See Appendix E for return on investment information.

XVII. Duplication

Information to address: Provide the institution’s name. Provide student enrollment and graduation data for similar (same CIP code) and related (similar name and/or curriculum requirements) existing degree programs at public institutions in Virginia. For degree program information, utilize the SCHEV Degree and Certificate Inventory <https://www.schev.edu/students/applying-for-college/degree-certificate-search> and the current catalog for institutions. **Note.** Only data from SCHEV Policy Analytics may be used. Do not include CIP codes for the degree programs.

Student enrollment: https://research.schev.edu/enrollment/E16_Report.asp

Student completions: https://research.schev.edu/Completions/C1Level2_Report.asp

Enrollment and Degrees Awarded for Comparable Degree Programs in Virginia

Enrollment	Fall 20__	Fall 20__	Fall 20__	Fall 20__	Fall 20__
Institution Name					
Degrees Awarded	Year 20__	Year 20__	Year 20__	Year 20__	Year 20__
Institution Name					

(Expand the table as necessary.)

Optional Explanation

Information to address: Explain how there is need for more graduates in the discipline and at the degree level being proposed.

Note. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to data from Virginia Office of Education Economics (VOEE) adduced in the Employment Demand section. (300 words max.)

Graduates in the proposed MA in Human Services Leadership Development will be qualified to serve as leaders, managers, and directors in human services organizations. With advanced knowledge and skills, graduates will be able to identify community needs, administer programs and organizations, secure funding, recruit and train staff, and assess the effectiveness of programs. Graduates will be able to work in industry sectors such as social and community services management, administrative services management, compensation and benefits management, medical and health services management, and fundraising management.

A master's degree in Human Services Leadership Development is essential for leadership positions across various sectors, including nonprofit organizations, medical facilities (such as recovery services, nursing homes, developmental services, and mental health facilities), and city, state, and government agencies.

Nonprofit Sector in Virginia

Virginia's nonprofit sector is substantial, with over 50,000 nonprofit organizations employing more than 524,000 individuals.

Virginia Department of Health

The Virginia Department of Health employs approximately 4,000 individuals, collaborating with nearly 1,400 healthcare organizations across the Commonwealth.

Virginia Social Services System

The Virginia Social Services System employs nearly 13,000 human services professionals who work alongside over 3,500 human services organizations.

These figures highlight a significant demand for professionals equipped with advanced leadership skills in the human services sector. A master's degree in Human Services Leadership Development is crucial to meet this need and prepare future leaders for the challenges and opportunities within the field.

XVIII. Student Demand

Target Population/Student Enrollment

Student demand must be demonstrated for all new proposed degree programs. If the proposed degree program is designed to address a special population (e.g., a specific population of professionals or a specific industry), the student demand information should reflect demand from the target population.

Information to address: To which specific groups of people will the institution market the proposed degree program? How did the institution gather data to determine students would enroll in the degree program? Did the institution survey any specific population? If yes, how many people were surveyed? Provide demographic information to describe the population and that demonstrates the people would possess qualifications (e.g., student rank, prior degrees, years of professional work experience) to be admitted to the degree program. How many people indicated they would enroll in the proposed degree program if offered by the institution? (450 words max.)

Note. Only use real numbers for writing survey results. Do not use percentages. Separate Likert scale responses. If different populations were surveyed, the write-up for results must be separate. A separate appendix must be included for each survey administered. A maximum of 2 sources of student demand can be provided.)

Preliminary data from student survey:

Of the 30 respondents, thirteen (13) respondents indicated that they would have a great or significant interest in completing a Master's in Human Service should ODU offer one. Eight (8) respondents indicated that they would have a great interest in completing a Master's in Human Service should ODU offer one.

Did the institution conduct a student demand survey?

Yes ☒

No ☐

If yes, provide the original survey(s) and the results of the survey(s) in Appendix F.

Target Population/Student Enrollment (if applicable—leave blank unless one of the conditions below is met.)

This section is required if the proposed degree program:

- *is designed to be offered to a specific population of professionals;*
- *is designed to address a specific industry or specific industry need; or*
- *is designed to address an institutional agreement with a specific business or organization.*

Information to address: To which specific groups of people will the institution market the proposed degree program?

--

Student Projected Enrollment in the Proposed Degree Program

With the assistance of the institution's planning, Institutional Effectiveness, or Institutional Research staff, complete the "Summary of Projected Enrollments in Proposed Program" form.

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide **fall headcount (HDCT) student enrollment** and **annual full-time equivalent student (FTES) enrollment**. Round the FTES to the nearest whole number.
- Indicate the **annual number of graduates (GRADS)** expected for each year after the target enrollment year.
- Assumptions: Provide data for 1. Retention (%); 2. Full-time students (%); 3. Part-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

Note. "Target Year" refers to the year the institution anticipates the degree program will have achieved full student enrollment. Degree programs that **do not** anticipate meeting SCHEV productivity standards should not be proposed (see the Virginia Public Higher Education Policy on Program Productivity). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the degree program.

Note:

- For associate degree program proposals, only years 1-4 are completed, with projected graduates provided under year 4.
- For four-year institution degree programs, years 1-5 are completed, with projected graduates to be provided under year 5 only.

State Council of Higher Education for Virginia **Summary of Projected Student Enrollments in Proposed Degree Program**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031			2031 - 2032		
HDCT <u>12</u>	FTES <u>12</u>	HDCT <u>12</u>	FTES <u>12</u>	HDCT <u>12</u>	FTES <u>12</u>	HDCT <u>12</u>	FTES <u>12</u>	GRAD _____	HDCT <u>12</u>	FTES <u>12</u>	GRAD <u>12</u>

Assumptions:

Retention rate: 80%

Full-time students: 100% Part-time students: 0%

Full-time students credit hours per semester: 12

Part-time students credit hours per semester: n/a

Full-time students graduate in 1 years Part-time students graduate in n/a years

Is summer required? Yes X No

For Doctoral Degree Programs with two entrance pathways

Post-bachelor's pathway

Full-time students credit hours per semester:

Part-time students credit hours per semester:

Full-time students graduate in years

Part-time students graduate in years

Post-master's pathway

Full-time students credit hours per semester:

Part-time students credit hours per semester:

Full-time students graduate in years

Part-time students graduate in years

Is summer required? Yes No

Projected Resource Needs for the Proposed Degree Program

XIX. Resources to Initiate and Sustain

Information to address: Provide the institution's legal name and the academic unit providing resources to support the proposed degree program. Provide the degree designation and degree program name. Provide a statement about the resources available and will be utilized (e.g., library, space) to initiate and sustain the proposed degree program to the target enrollment year. (75 words max.)

Old Dominion University, the Darden College of Education and Professional Studies, and the Counseling and Human Services Department have all required resources to initiate and sustain the proposed degree program to the target enrollment year.

Fill in the boxes with the appropriate ratio numbers and year.

The proposed degree program allocates 1 FTE of instructional effort for every 10 FTE of student enrollment. The proposed degree program will require 1.2 FTE of instructional effort in the initiation year, 2027 and will require 1.2 FTE by the target year of 2031.

Provide a description of resources (currently available and anticipated) to initiate and operate the degree program and the specific sources of funds to provide the resources, including but not limited to state appropriations or other special funds. The narrative description should address the topic categories below. Leave the category blank if not applicable.

Full-time faculty (Indicate the name of the academic unit. Indicate the number of faculty in the administering academic unit who will teach core and required courses in the proposed degree program. Indicate each faculty member's faculty teaching effort (FTE) to the proposed degree program. Indicate the FTE change per year, if applicable. Will any new full-time faculty be hired for the proposed degree program? If so, indicate such and in which year during the first five years of operations? At what rank will the faculty be hired? What will be the salary and fringe benefits?)

Note. Full-time is based on teaching faculty effort to the proposed degree program. Full-time faculty will utilize .50 FTE (50%) or more of their teaching load to teach core and required courses in the proposed degree program. (300 words max.)

Six (6) faculty in the Department of Counseling and Human Services will teach in the proposed degree program. One (1) faculty, the Graduate Program Director, will dedicate 100% of their teaching load. No new fulltime faculty will need to be hired.

Part-time faculty (Indicate the name of the academic unit(s). Indicate the number of faculty in the administering academic unit and/or in other academic units who will teach core and required courses part-time in the proposed degree program. Indicate the faculty members' faculty teaching effort (FTE) to the proposed degree program.)

Note. Part-time is based on teaching faculty effort to the proposed degree program. Part-time faculty utilize less than .50 FTE (50%) of their teaching load to teach core and required courses in the proposed degree program. (300 words max.)

The other five (5) faculty will alternate 50% of their teaching load to the M.S. Program, maintaining the other 50% in the undergraduate program.

Adjunct faculty (Will adjunct faculty be utilized to teach core or required courses in the proposed degree program? If so, how many? What will be the faculty teaching effort (FTE) for the adjunct faculty? In which year(s) will adjunct faculty teach in the proposed degree program? Indicate the salary for adjunct faculty to initiate and sustain the proposed degree program. Indicate if adjunct faculty are paid fringe benefits and the amount. Indicate the total cost for adjunct faculty to initiate and sustain the proposed degree program.) (100 words max.)

Adjunct faculty members may assist in teaching required courses in the proposed degree program. Only 1-2 adjunct faculty will teach in any given semester starting in the first year with a max of 50% of their teaching load. The adjunct instructors must have a PhD in human services or a related field and 1-year teaching experience in our undergraduate program. Salary for adjunct faculty is \$3600 per 3-credit course.

Graduate assistants (Will graduate assistant positions be utilized in the proposed degree program? Indicate the funding source(s) to fund the graduate assistant positions. Indicate if fringe benefits will be paid and the amount for each type of graduate assistant. How many graduate teaching assistant positions will be utilized in the degree program. How much will graduate teaching assistants be paid annually? What will be the total cost for graduate teaching assistants to initiate and sustain the proposed degree program. How many graduate research assistant positions will be utilized in the degree program? How much will graduate research assistants be paid annually? Will fringe benefits be paid? If so, how much? If not, indicate such. What will be the total cost for graduate research assistants to initiate and sustain the proposed degree program?) (100 words max.)

The Counseling and Human Services Department will fund one graduate assistant for administrative assistance to the Graduate Program Director. They are paid \$24000 a year. No graduate research assistants are needed. No fringe benefits.

Classified positions Will existing staff or new staff hires be utilized to support the proposed degree program? Indicate the position title and academic unit of existing staff that would be utilized to support the proposed degree program. Indicate a few of the key duties to support the degree program. Indicate the person's time (FTE) to support the degree program. If the position is part-time, indicate the portion of the salary and fringe benefits and total amount for the position based on the time to support the proposed degree program.

If a new position or new hire is needed, indicate such via a statement. Indicate the year of the new hire. Indicate whether the position will be full-time or part-time. If part-time, indicate the time to support the proposed degree program. Indicate a few of the key duties to support the degree program. Indicate the salary and fringe benefits and total salary for the position. If the position is part-time, indicate the portion of the salary and fringe benefits and total amount for the position based on the time to support the proposed degree program. If more than one staff position is needed, provide the information in separate paragraphs for each position. (250 words max.)

Library (Will new (or additional) funding be needed to purchase library publications or resources? If so, indicate the amount of funding, the year(s) for the funding, and provide an example of the publications that would be purchased. Will the degree program be available fully

online? If so, indicate such and indicated the library services available for students. Is the degree a doctoral degree program? Indicate library services available for students. For doctoral degree programs, provide a comprehensive list of the library resources specific to the discipline area of the proposed degree program as an appendix item.) (100 words max.)

No new or additional funding will be needed to purchase library publications or resources.

See Appendix __ for library resources.

Special tuition or fee charges (Indicate whether there will be any tuition and/or educational and general (E&G) fees specific to the degree program or academic unit within which the degree program would be administered.)

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

Categories (*if applicable—leave blank unless one of the conditions below is met.*)

Information to address the categories below is required if the proposed degree program

- will require hiring new faculty in the first five years of offering the degree program;*
- or*
- new (or additional) funding will be needed to support the degree program.*

Equipment (including computers)

Note. Indicate the cost of any equipment or furniture and the year the purchase(s) would be made. If new faculty or staff will be hired, indicate the year the equipment, including computers, would be purchased and for how many new hires. Indicate the cost for equipment, including computers or furniture for each new hire. Itemize the cost. If no equipment, including computers, will be purchased for any new hires, indicate such via a statement.

If new equipment (e.g., lab equipment or training equipment for students) will need to be purchased to support the proposed degree program indicate such. Indicate the year new equipment would be purchased. Indicate the cost for any equipment and itemize the cost. Indicate the total cost for equipment by the target year.

Telecommunications

Space

Note. Provide the name of the building in which the academic unit administering the proposed new degree is located. Indicate whether sufficient space is available for all new hires.

Targeted Financial Aid (Provide information about funding for financial aid specifically designated for students enrolled in the degree program. Indicate the source of the financial aid. Indicate the amount of funding aid that will be provided per student. Indicate the years(s) for funding. Indicate the total cost for financial aid.)

Other Resources (specify)

(Provide an itemized list of expenditures. Indicate the years(s) for funding and the amount to pay for the expense. Examples are marketing, tuition remission, or funding for items specific to the academic unit and/or the institution. Indicate the total cost of other resources, specify.)

--

State Appropriations Request or Support

Information to address: Has the institution requested or does the institution plan to request funding from the Virginia General Assembly to initiate and sustain for the first five years the proposed degree program? Has the General Assembly appropriated funds to initiate and/or sustain the proposed degree program? Describe the institution's request to include: the funding year(s); the amount requested, per year if multiple years; and the specific reason for the funding/what are the funds to support. Indicate whether the funding request is for one-time or recurring funding. If recurring, has the institution requested permanent funding or an increase to the institution's operations budget. Indicate the Appropriations Act information. (500 words max.)

Old Dominion University does not plan to request funding from the Virginia General Assembly to initiate and sustain the first five years of the proposed degree program.
--

Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes ☐

No ☒

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes ☒

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

3. The institution’s Board of Visitors or Governing Board has been provided information regarding employment demand, duplication, relationship to existing degree programs, and return on investment as part of its approval action.

Yes ☐

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

4. The institution acknowledges that, if approved, the proposed degree program will be subject to evaluation under SCHEV’s Degree Program Productivity and Viability policy. The degree program may be subject to closure if the program does not meet productivity viability requirements.

Yes ☒

No ☐

If “No” is checked, the proposal should not be submitted to SCHEV; if submitted, it will not be accepted.

5. Will the institution collaborate with another public institution in Virginia to offer the proposed degree program?

Yes ☐

No ☒

If “Yes” is checked, a detailed explanation must be provided under a separate heading at the end of the Resources section. Include narrative to indicate the institution’s full legal name and which institution will be the institution of record. Describe the collaboration to offer the proposed merged degree program. Additional information may be required.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

Name (Printed)

Signature

Date

SCHEV Budget form (Place the SCHEV Budget form behind this page. The Excel form is not paginated.)

Appendices

Appendix A – Sample Plan of Study

Full-time Students

Fall Semester 1 (8 weeks)	credits	Fall Semester 2 (8 weeks)	credits
HMSV 501 Foundations of Leadership and Self-Development in Human Services	3	HMSV 503 Evidence-Based Program Development and Strategic Planning	3
HMSV 502 Social Policy in Human Service	3	HMSV 504 Sociological Perspectives on Mental Health	3
	Subtotal 6		Subtotal 6
Fall Semester Total credits: 12			
Spring Semester 1 (8 weeks)	credits	Spring Semester 2 (8 weeks)	credits
HMSV 601 Resource Development, Grant Writing, and Financial Management	3	HMSV 603 Organizational Behavior and Dynamics	3
HMSV 602 Theory and Design of Culturally Responsive Organizations	3	HMSV 604 Crisis and Trauma Response in Human Services	3
	Subtotal 6		Subtotal 6
Spring Semester Total credits: 12			
Summer Semester 3 (12 weeks)	credits		
HMSV 668 Capstone in Human Services Leadership Development	6		
	Subtotal 6		
Summer Semester Total credits: 6			
Total Degree Program: 30 credits			

Part-time Students

There is no plan of study for part-time students because of the cohort model. Courses will only be offered once each year following the plan of study above.

Appendix B – Course Descriptions

New courses are denoted with an asterisk.

Information to address: All course descriptions are the full description as provided the institution's catalog. If a core or required course is a new course and not yet included in the current catalog, indicate such. Indicate the year the course will be included in the institution's catalog.

Note. All descriptions for new courses must be approved by the Registrar office or be approved to be included in the catalog that will follow the current catalog.

Instructions. Separate courses using the same categories and order as indicated in the curriculum section, program requirements of the proposal document. For example, core courses, restricted electives, electives. If required courses are offered in multiple sub areas, indicate such at the end of the course description. The description does not have to be repeated in each sub area. For restricted elective courses, if the number of courses exceeds 15 courses do not provide the course descriptions. Indicate the number of courses exceeds 15 courses and descriptions are available in the institution's catalog.

New courses are denoted with an asterisk.

Core Courses

HMSV 501 Foundations of Leadership and Self-Development in Human Services (3 credits)

This course provides an in-depth exploration of foundational leadership theories, competencies, and practices essential for effective leadership in human services settings. Emphasizing ethical and transformational leadership, students will examine the unique challenges and responsibilities leaders face within public and nonprofit organizations. The course bridges theory and application, helping students develop critical thinking skills, emotional intelligence, and practical tools for leading diverse teams and advancing organizational missions. Through case studies, reflective practice, and applied leadership exercises, students will explore topics such as strategic visioning, team building, organizational culture, decision-making, change management, and servant leadership. Special attention will be given to issues of equity, inclusion, and systems thinking in human services leadership. Students will document their self-development throughout the course using critical self-reflection and application of helping theory. This course serves as a foundational experience for graduate students preparing for leadership roles in community-based organizations, government agencies, and nonprofit entities committed to social change.

HMSV 502 Social Policy in Human Services (3 credits)

This course explores the formation, analysis, and impact of social policy within the human services field, using the lens of social and economic justice. Drawing from the textbook 'Social Policy and Social Change: Toward the Creation of Social and Economic Justice,' students will critically evaluate policy systems and develop advocacy strategies to influence meaningful change. Through weekly readings, discussions, and projects, students will enhance their

understanding of policy development, intersectionality, oppression, and empowerment in human services contexts.

HMSV 503 Evidence-Based Program Development and Strategic Planning (3 credits)

This graduate-level course prepares students to think and act strategically in the design, implementation, and evaluation of human service programs. The course guides students through the full cycle of creating and sustaining mission-aligned, evidence-based interventions in public and nonprofit settings. Students will develop fluency in key strategic planning frameworks, stakeholder analysis, environmental scanning, and theory of change development. Simultaneously, they will gain competency in needs assessment, logic modeling, budgeting, performance measurement, and program evaluation. Emphasis is placed on systems thinking, participatory planning, equity-centered design, and adaptive leadership to navigate complex organizational environments.

HMSV 504 Sociological Perspectives on Mental Health (3 credits)

This course presents helping theories used to conceptualize client and community mental and behavioral health issues. Further, this course offers an advanced exploration of mental health and emotional distress through a sociological lens, equipping human services leaders with the critical tools to understand and respond to mental health challenges within organizational and community contexts. The course examines how social structures, cultural norms, and institutional inequalities shape mental health outcomes and access to care.

Students will critically analyze the medicalization of distress, social determinants of mental health, and the ways in which race, class, gender, and power intersect to influence both individual experience and systemic response. Emphasis will be placed on understanding mental health not only as an individual concern but as a public and organizational issue, requiring leadership that is both ethically grounded and socially informed.

Through discussion, case analysis, and applied projects, students will develop leadership strategies to foster inclusive, trauma-informed, and socially responsive practices in human service organizations. This course prepares future leaders to advocate for policy change, challenge stigma, and create supportive environments that promote well-being at both the micro and macro levels.

HMSV 601 Resource Development, Grant Writing, & Financial Management (3 credits)

This graduate-level course provides an in-depth exploration of financial management principles tailored to human service organizations. Students will engage with topics such as budgeting systems, financial accounting, performance measurement, forecasting, fee setting, government contracts, fund development, risk management, and auditing. Through case studies and practical exercises, students will develop the skills necessary to manage financial resources effectively, write compelling grant proposals, and ensure fiscal accountability within human service settings.

HMSV 602 Theory and Design of Culturally Responsive Organizations (3 credits)

This graduate-level course delves into the principles and practices of culturally responsive leadership within human services organizations. Students will explore strategies to foster inclusive environments that honor diverse cultural backgrounds. The course emphasizes critical self-reflection, community engagement, and the development of policies that promote

equity and social justice. Through case studies, discussions, and practical applications, students will learn to implement organizational changes that are responsive to the cultural needs of the communities they serve.

HMSV 603: Organizational Behavior and Dynamics in Human Services

This course explores the principles of organizational behavior with a focus on human services and healthcare settings, including interprofessional collaboration. Students will examine individual and group dynamics, motivation, leadership, communication, power, conflict, and organizational change. Using *Organizational Behavior in Health Care*, this course bridges theory and practice, enabling students to apply behavioral science concepts to real-world human service organizations. Case studies and weekly assessments will equip students to critically evaluate organizational effectiveness and lead change initiatives that enhance client outcomes and staff satisfaction.

HMSV 604 Crisis and Trauma Response in Human Services (3 credits)

This graduate-level course explores trauma and crisis response in human services through the lens of trauma-informed care (TIC). Using SAMHSA's *Trauma-Informed Care in Behavioral Health Services*, students will understand the psychological, physiological, and systemic impacts of trauma, as well as develop competencies in crisis intervention, ethical practice, cultural responsiveness, and trauma-sensitive treatment. The course prepares future practitioners to apply trauma-informed principles in organizational settings, policy development, and direct client services.

HMSV 668 Capstone in Human Services Leadership Development (6 credits)

This culminating graduate-level capstone course guides students through the design, execution, and reflection of an applied leadership project in human services. Students will engage in critical inquiry, project planning, ethical analysis, and professional writing. The course emphasizes leadership theory in practice, problem-solving, and evidence-based innovation tailored to real-world organizational or community-based contexts. Students will complete a capstone proposal or final project that demonstrates mastery of program competencies and professional leadership capacity.

Appendix C – Faculty Curriculum Vitae (abbreviated)

Indicate only faculty teaching core and required coursework. If faculty are in different academic units, indicate the academic unit in which the faculty member is located. Provide the following information in the following format: faculty name. highest degree designation and degree program name, graduation year, institution name. faculty rank; Specialization area
For new hire(s), indicate credentials. For example. New Hire. Degree designation and discipline, faculty rank. Specialization

Note. If the degree program will have a program director, indicate the faculty member.

INSERT TEXT

**Appendix D – Employment Demand
Virginia Office of Education Economics (VOEE)
“Degree Program Labor Market Profile” Report**

Date: 10/17/2025

Indicate the date the report was obtained.

Degree Program Labor Market Profile

Introduction

The Virginia Office of Education Economics (VOEE) prepared this analysis to support the degree program approval process outlined by the State Council of Higher Education for Virginia (SCHEV). The report provides insights into how the proposed degree program aligns with state and local labor markets, focusing on the jobs graduates are likely to secure upon entering the workforce. The report examines the growth prospects for these jobs in the state and the production of similar existing degree programs statewide. Additionally, the report reviews online job postings data to identify common job titles, employers, and skills for occupations aligned with the proposed degree program of study. All supporting data are referenced throughout the report and detailed in Appendix A.

Degree Program Proposal

Old Dominion University has proposed a new **MS in Human Services Leadership** (CIP code: **44.0000 Human Services, General**).

Proposer Contact Information

Name: Megan Corbett

Title: Director of Assessment & Accreditation

Institution: Old Dominion University

Department and College: Institutional Effectiveness & Assessment

Phone Number: (757) 683-4650

Section 1: Proposed Degree Program and the Workforce in Virginia

Section 1 provides an analysis of the occupations most aligned to the proposed degree program, including the five-year projected job demand and the most common job titles and skills advertised by employers for the selected occupations. Occupations are included if (1) they typically require a degree at the same level as the proposed degree program OR (2) they typically require a degree one level below the proposed degree program (e.g., a master's degree report includes occupations that typically require a bachelor's degree). See Appendix C for more information about the identification of aligned occupations.

Table 1: Occupation Degree Alignment

Table 1 includes the typical entry-level education for the aligned occupations for the proposed MS in Human Services Leadership (CIP code: 44.0000 Human Services, General).

Occupation	Typical Education
11-9151 Social and Community Service Managers	Bachelor's degree
21-1099 Community and Social Service Specialists, All Other	Bachelor's degree

Source: Lightcast 2025 Q3 Dataset

Section 1A: Workforce Projections

Tables 2a and 2b and Tables 3a and 3b include workforce projections for the Standard Occupational Classification (SOC) occupations most closely aligned to a MS in Human Services Leadership. Tables 2a and 3a include state-level data. Tables 2b and 3b include data for the Growth and Opportunity (GO) Virginia region of the institution. Appendix B includes a map of the GO Virginia regions.

Tables 2a and 2b: Five-year Workforce Projections by Occupation

2a) Statewide

Occupation	Workforce 2024	Workforce 5 Year Projection	Workforce Change 5 Year Projection	Workforce % Change 5 Year Projection
Social and Community Service Managers	4,082	4,386	303	7.4%
Community and Social Service Specialists, All Other	2,427	2,564	137	5.6%
State Total	6,509	6,949	440	6.8%

Source: Lightcast 2025 Q3 Dataset

2b) Growth and Opportunity (GO) Virginia Region 5

Occupation	Workforce 2024	Workforce 5 Year Projection	Workforce Change 5 Year Projection	Workforce % Change 5 Year Projection
Social and Community Service Managers	792	833	41	5.2%
Community and Social Service Specialists, All Other	230	245	15	6.4%
Region Total	1,022	1,078	56	5.4%

Source: Lightcast 2025 Q3 Dataset

Tables 3a and 3b: Annual Workforce, Growth, and Replacement Projections for Aligned Occupations

3a) Statewide

Metrics	2024	2025	2026	2027	2028	2029
Employee Count	6,509	6,654	6,770	6,856	6,923	6,949
Growth	149	120	92	73	38	64
Replacements	556	568	578	586	591	593
Total Openings	705	688	670	658	629	658

Source: Lightcast 2025 Q3 Dataset

3b) Growth and Opportunity (GO) Virginia Region 5

Metrics	2024	2025	2026	2027	2028	2029
Employee Count	1,022	1,040	1,056	1,067	1,076	1,078
Growth	18	16	12	9	4	7
Replacements	84	86	87	88	89	89
Total Openings	103	102	99	97	93	96

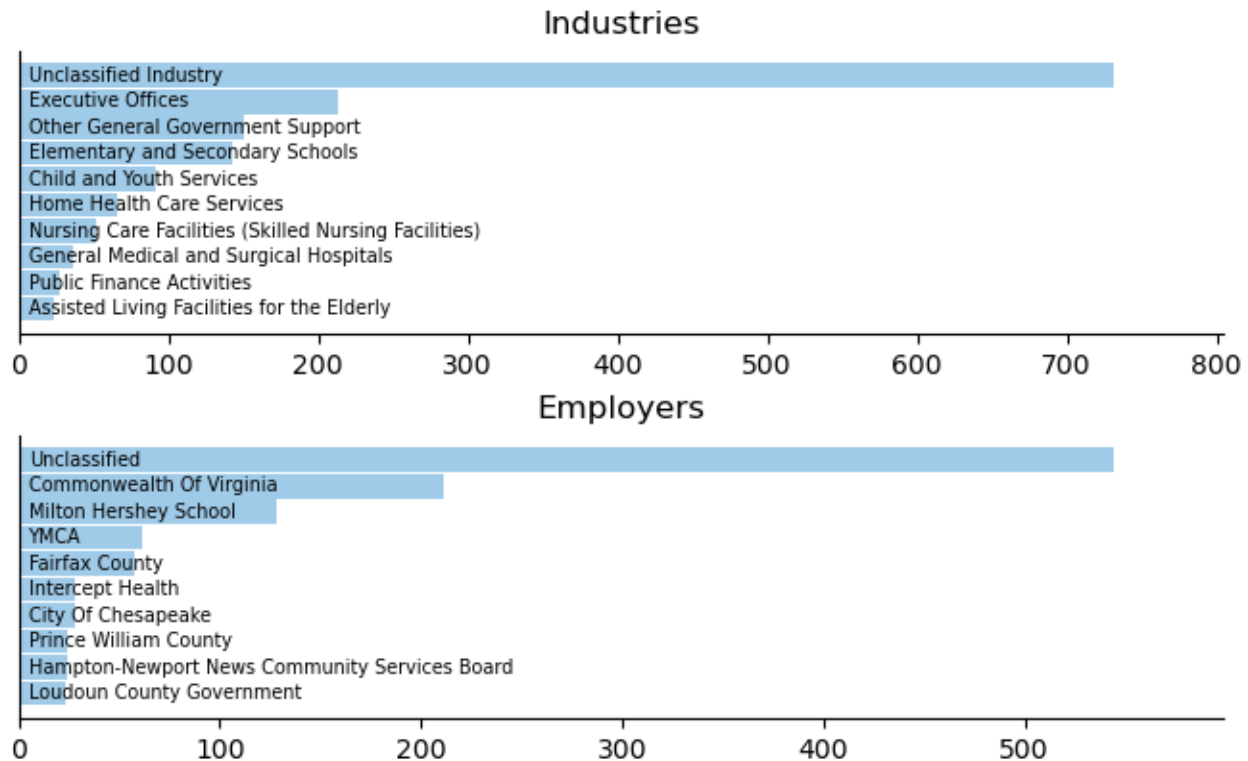
Source: Lightcast 2025 Q3 Dataset

Section 1B: Job Postings Analytics

An analysis of Virginia online job postings from October 2024 through September 2025 provides valuable insights into job openings for occupations aligned to the proposed degree program. All occupations in Table 1, including those that have a typical entry-level education below that of the proposed degree program are included. Charts 1 and 2 identify the industries and employers with

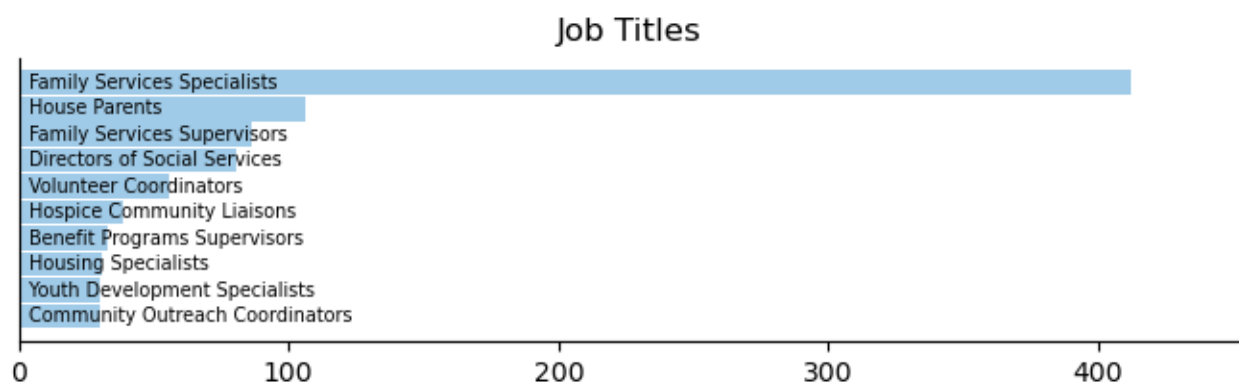
the most job postings for the selected occupations. Chart 3 includes the most common job titles in postings for the occupations. Charts 4 through 6 highlight the skills most frequently indicated in job advertisements.

Charts 1-2: Industries and Employers with the Most Postings



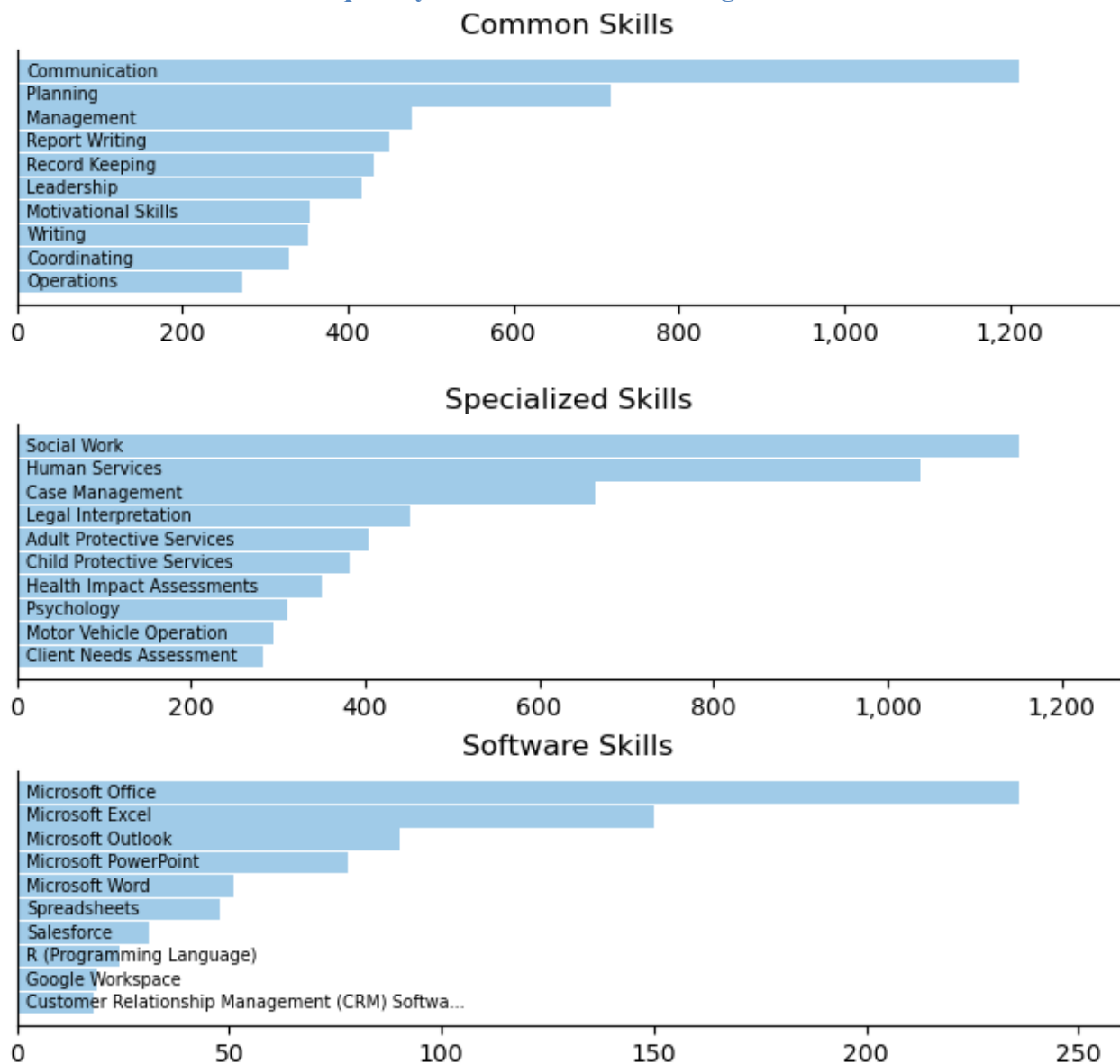
Source: Lightcast Job Posting Analytics

Chart 3: Most Common Job Titles



Source: Lightcast Job Posting Analytics

Charts 4-6: Skills Most Frequently Indicated in Job Postings



Source: Lightcast Job Posting Analytics

Note - Job postings data are based on web scraping technology. In some rare instances, data may be categorized incorrectly.

Section 2: Degree Programs Already Approved in Virginia

The proposed MS in Human Services Leadership (CIP code: 44.0000 Human Services, General) is already offered at other public and private institutions in Virginia. Programs are also offered at lower degree levels. Table 4 includes data for student enrollment at the existing degree programs. Table 5 includes data for degrees awarded. Tables 4 and 5 include information for both the level of the proposed degree program and for degree programs one level below the proposed program (e.g., for proposed master's degree programs, information for both master's degree and bachelor's degree programs is included). Charts 7 and 8 show the total student enrollment compared to degrees awarded for all institutions.

Tables 4a-4b: Student Enrollments by Institution Type

4a) Public Institutions

Master's Degree Programs

No data are available.
See Appendix F for more information.

Bachelor's Degree Programs

No data are available.
See Appendix F for more information.

Master's and Bachelor's Degree Programs

No data are available.
See Appendix F for more information.

4b) Private Institutions

Master's Degree Programs

No data are available.
See Appendix F for more information.

Bachelor's Degree Programs

Institution	2021-22	2022-23	2023-24
Bluefield University	77	68	55
Liberty University	28	182	242
Total	105	250	297

Master's and Bachelor's Degree Programs

	2021-22	2022-23	2023-24
Grand Total	105	250	297

Source: State Council of Higher Education for Virginia

Tables 5a-5b: Degrees Awarded by Institution Type

5a) Public Institutions

Master's Degree Programs

No data are available.
See Appendix F for more information.

Bachelor's Degree Programs

No data are available.
See Appendix F for more information.

Master's and Bachelor's Degree Programs

No data are available.
See Appendix F for more information.

5b) Private Institutions

Master's Degree Programs

No data are available.
See Appendix F for more information.

Bachelor's Degree Programs

Institution	2021-22	2022-23	2023-24
Bluefield University	26	20	28
Liberty University	1	14	41
Total	27	34	69

Master's and Bachelor's Degree Programs

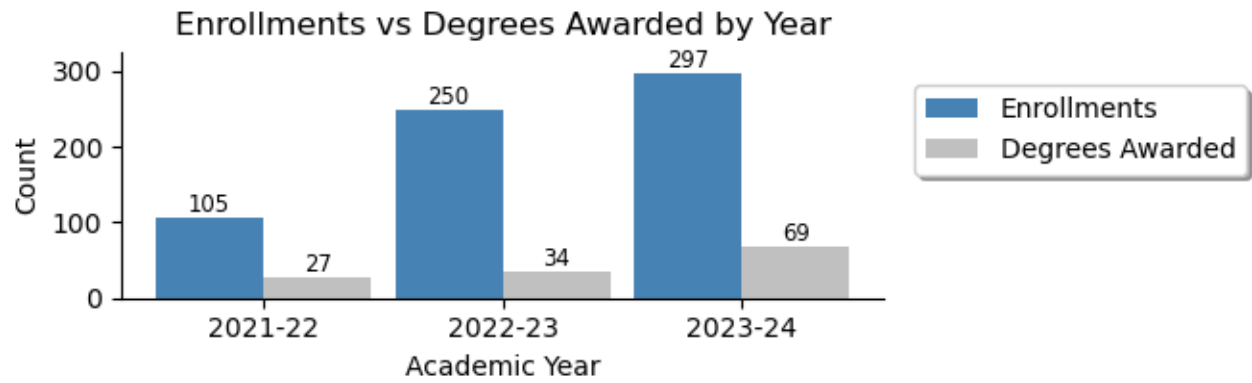
	2021-22	2022-23	2023-24
Grand Total	27	34	69

Source: State Council of Higher Education for Virginia

Chart 7: Total Enrollments & Degrees Awarded - Master's Degrees

No data are available.
See Appendix F for more information.

Chart 8: Total Enrollments & Degrees Awarded - Bachelor's Degrees



Source: State Council of Higher Education for Virginia

Section 3: Graduate Supply and Occupational Demand Assessment

This section provides an assessment of how the number of graduates being produced by existing degree programs compares to the demand for workers in occupations aligned to the proposed new MS in Human Services Leadership (CIP code: 44.0000 Human Services, General).

While workers in the aligned occupations often have degrees in the proposed program of study, they also have degrees from other disciplinary areas. Multiple degree programs may align to the same occupation, and graduates also take jobs in occupations that are not aligned to their program of study. To illustrate this, Table 6 uses data on a sample of graduates from Virginia's higher education institutions to identify programs of study for workers in the noted aligned occupations.

The dataset in Table 6 includes 2,036 graduates whose first job was in one of the aligned occupations in Section 1, including both those occupations that (1) typically require a degree at the same level as the proposed degree program and those occupations that (2) typically require a degree one level below the proposed degree program. Table 6 lists the most frequent degree programs (represented by CIP code and regardless of level) and the number of graduates from "Other CIP Codes."

Table 6: CIP Codes for Degree Programs Supplying Graduates to Aligned Occupations

CIP Code	Graduate Count	Percent of Total
42.0101 Psychology, General.	129	6.3%
44.0000 Human Services, General.	51	2.5%
45.0901 International Relations and Affairs.	75	3.7%
45.1001 Political Science and Government, General.	125	6.1%
45.1101 Sociology, General.	70	3.4%
54.0101 History, General.	66	3.2%
Other CIP Codes	1,520	74.7%

Source: VOEE College and Career Outcomes Dataset

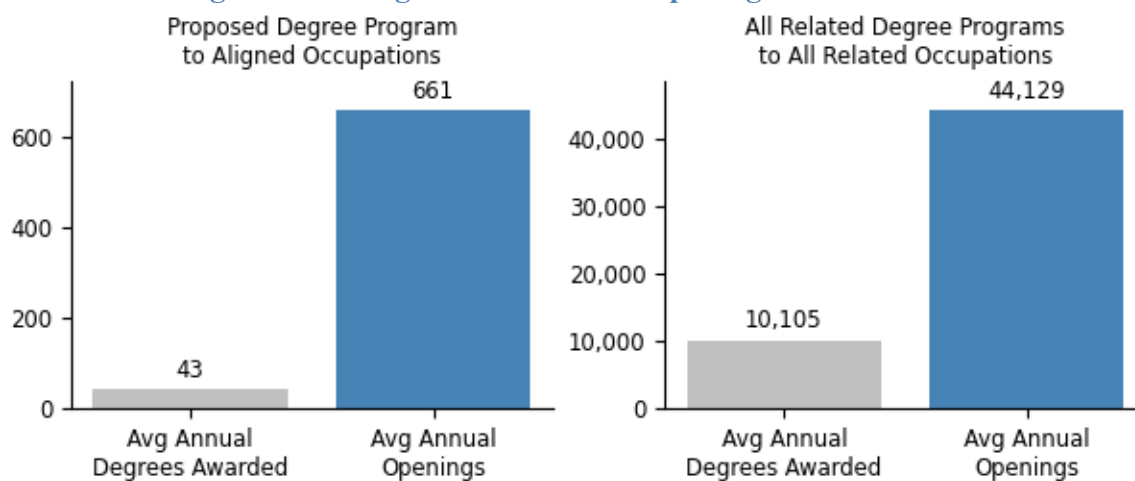
To provide a supply-to-demand comparison for the proposed degree program, Chart 9 compares the total number of graduates for CIP code: 44.0000 produced in the last academic year to:

- The annual demand for the aligned occupations.
- The total number of graduates for *all master's and bachelor's degree programs* aligned to one or more of the selected occupations produced in the last academic year.

- The annual demand for *all occupations* aligned to one or more of those degree programs.

This analysis accounts for the mapping of multiple degree programs to multiple occupations and vice versa, but it does not incorporate graduates working in unaligned occupations. See Appendix E for lists of the degree programs aligned to one or more of the selected occupations and the occupations aligned to one or more of those degree programs.

Chart 9: Average Annual Degrees Awarded vs Openings



Source: Lightcast 2025 Q3 Dataset

Appendix A: Data Sources

Lightcast 2025 Q3 Dataset

Labor market indicators provided by analytics firm Lightcast are based on the US Bureau of Labor Statistics (BLS) Quarterly Census of Earnings and Wages (QCEW), supplemented by Lightcast's proprietary analysis. For projected future employment, Lightcast extrapolates past trends and adjusts based on the BLS National Industry-Occupation Employment Matrix, industry staffing pattern data, and state-level industry projections. Earnings data are based on BLS Occupational Employment and Wage Statistics, and wage distribution metrics are imputed by Lightcast using proprietary statistical methods.

Lightcast Job Posting Analytics

Lightcast scans 65,000 job posting sites and deduplicates postings to analyze job postings by occupation, employer, industry, and requisite skills and credentials using text parsing algorithms and machine learning.

College and Career Outcomes Dataset

Developed in partnership with Lightcast and the State Council of Higher Education of Virginia (SCHEV), this dataset contains information about the skills and career pathways of over 640,000 graduates from Virginia postsecondary institutions. By matching data from SCHEV with students' professional social profiles and Unemployment Insurance (UI) wage information, the dataset tracks graduates as they progress from their programs of study into their first jobs and beyond (up to 15 years). The data includes degrees and credentials, occupations and employers as reported on professional profiles, employer industries, location (as of 2022), wages reported to the Virginia Employment Commission for UI purposes, and self-reported skills.

Appendix B: Glossary

Bureau of Labor Statistics (BLS) Standard Occupational Classification (SOC) system is a taxonomy to classify workers into occupational categories. All workers are classified into one of 867 detailed occupations.

Lightcast Open Skills Taxonomy is a system for categorizing skills stated in online job postings sourced through Lightcast’s Job Posting Analytics (see <https://lightcast.io/open-skills>). The Lightcast Open Skills Taxonomy is broken down as follows:

- **Specialized Skills:** Skills that are primarily required within a subset of occupations or equip one to perform a specific task (e.g. “NumPy” or “Hotel Management”). Also known as technical skills or hard skills.
- **Common Skills:** Skills that are prevalent across many different occupations and industries, including both personal attributes and learned skills. (e.g. “Communication” or “Microsoft Excel”). Also known as soft skills, human skills, and competencies.
- **Software Skills:** Any software tool or programming component used to help with a job (e.g. Python, Workday, AutoCAD, Microsoft Excel, React.Js, Accounting Software, and 3D Modeling Software would all be considered “Software Skills”).

National Center for Education Statistics (NCES) Classification of Instructional Programs (CIP) system is a taxonomy to organize and classify academic programs by field of study. The CIP system is widely used by educational institutions, government agencies, and researchers to track, compare, and assess academic programs in colleges and universities and trends across various institutions and over time.

Massachusetts Institute of Technology (MIT) Living Wage Calculator was developed to assist individuals, communities, employers, and others estimate the local wage rate that a full-time worker requires to cover the costs of their family’s basic needs where they live. The calculator allows individuals to explore the living wage in a county, metro area, or state for 12 different family types. The data was last updated on February 14, 2024. For more information, please visit: <https://livingwage.mit.edu>.

Replacements represent an estimate of job openings caused by workers exiting the labor force due to retirement or other reasons and by workers transferring to different occupations. Replacements do not count workers who change jobs but remain in the same occupation.

Growth and Opportunity (GO) Virginia Regions are the nine distinct regions certified by the Virginia Growth and Opportunity Board. Each region includes counties and cities that share similar economic development and workforce needs.

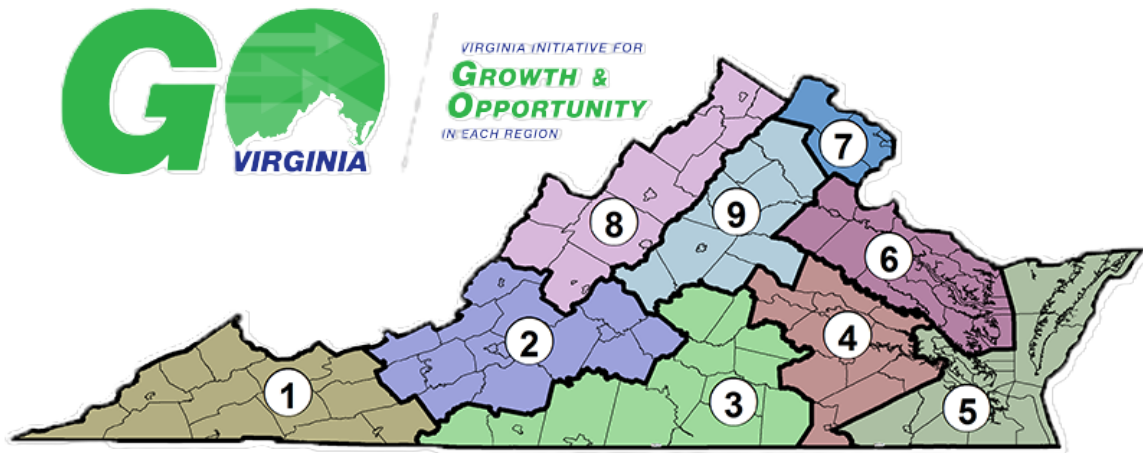


Figure 1: GO VA Region Map

Appendix C: Identification of Aligned Occupations

Aligned Occupations

Aligned Occupations refers to jobs that closely match the skills, knowledge, and training provided by specific academic programs. The aligned occupations are those for which graduates of a given CIP code are most likely qualified and prepared. The alignment determination is based on the curriculum's required coursework, competencies developed, and the typical educational requirements needed for specific occupations. This report uses VOEE's CIP to SOC Crosswalk and a typical entry-level education restriction to define alignment. See below for more information.

CIP SOC Crosswalk

The CIP SOC Crosswalk was developed by the Bureau of Labor Statistics and the National Center for Education Statistics (NCES) to match CIP codes (academic programs) to SOC codes (occupations). Its purpose is to relate academic programs to occupations based on skills and knowledge.

VOEE's CIP to SOC Crosswalk

VOEE uses a modified version of the NCES CIP to SOC crosswalk to map CIP codes to occupations. VOEE's modifications replace the 2018 SOC codes used in the NCES crosswalk with the equivalent SOC codes from Lightcast's SOC system to enable the use of Lightcast's enhanced labor market indicators. Additionally, the NCES program to occupation mapping framework was limited in its treatment of production occupations, so VOEE supplemented the CIP to SOC crosswalk with additional program-to-occupation mappings identified by Lightcast.

Typical Entry-Level Education Restriction

CIP to SOC crosswalks do not directly consider education level. However, in this report, occupations are restricted by typical entry-level education. For associate degree and bachelor's degree programs, only occupations with the same typical entry-level education are included. For master's degree and doctoral degree programs, occupations are included if (1) they typically require a degree at the same level as the proposed degree program OR (2) they typically require a degree one level below the proposed degree program. For example, for master's degree programs, occupations which typically only require a bachelor's degree are also included.

Appendix D: Earnings Data

Table 7 provides the results of an analysis of earnings data for the occupations aligned to the proposed new MS in Human Services Leadership (CIP code: 44.0000 Human Services, General). Earnings information includes all workers in the selected occupations, regardless of professional work experience. It includes median earnings, as well as earnings at the 25th and 75th percentiles. Median earnings are compared to the Massachusetts Institute of Technology (MIT) Living Wage Calculator. A checkmark below each scenario indicates whether the median wages meet or exceed the living wages estimate for Virginia (State Level). For additional information on MIT's Living Wage Calculator, please refer to Appendix B.

Table 8 provides the same data as Table 7 filtered down to the GO Virginia Region of the school proposing the new degree program.

Table 7: Earnings Estimates for the Occupations, State-wide

Occupation	25th %ile	Median	75th %ile	Scenario 1	Scenario 2
Community and Social Service Specialists, All Other	\$58,070	\$68,947	\$80,395	✓	
Social and Community Service Managers	\$71,834	\$91,599	\$117,273	✓	✓

Source: Lightcast 2025 Q3 Dataset

Scenario 1 is one adult working with no children. The living wage for this scenario is \$49,982 (State Level).

Scenario 2 is two adults, one working with one child. The living wage for this scenario is \$78,312 (State Level).

Table 8: Earnings Estimates for the Occupations, GO Virginia Region 5

Occupation	25th %ile	Median	75th %ile
Community and Social Service Specialists, All Other	\$50,809	\$60,771	\$74,767
Social and Community Service Managers	\$69,308	\$85,141	\$108,791

Source: Lightcast 2025 Q3 Dataset

Appendix E: Lists of Related Programs and Occupations

Table 9: All Related Degree Programs to Aligned Occupations, Top 20 by 3-Year Average Degrees Awarded

Academic Program	3-Year Average Degrees Awarded	Percent of Total
Business Administration and Management, General.	7,154	70.8%
Business/Commerce, General.	1,255	12.4%
Social Work.	1,166	11.5%
Public Administration.	438	4.3%
Human Services, General.	43	0.4%
Non-Profit/Public/Organizational Management.	23	0.2%
Pastoral Studies/Counseling.	21	0.2%
Community Organization and Advocacy.	2	0.0%
Pastoral Counseling and Specialized Ministries, Other.	2	0.0%

Source: Lightcast 2025 Q3 Dataset

Table 10: All Related Occupations to All Related Academic Programs, Top 20 by 5-Year Average Annual Openings

Occupation	5-Year Average Annual Openings	Percent of Total
General and Operations Managers	9,472	21.5%
Management Analysts	6,590	14.9%
Business Operations Specialists, All Other	4,637	10.5%
Project Management Specialists	3,689	8.4%
Human Resources Specialists	3,143	7.1%
Managers, All Other	3,073	7.0%
Medical and Health Services Managers	1,219	2.8%
Logisticians	1,129	2.6%
Construction Managers	1,042	2.4%
Sales Managers	939	2.1%
Clergy	771	1.7%
Child, Family, and School Social Workers	754	1.7%
Human Resources Managers	586	1.3%
Cost Estimators	577	1.3%
Chief Executives	556	1.3%
Financial Specialists, All Other	489	1.1%
Social Scientists and Related Workers, All Other	456	1.0%
Directors, Religious Activities and Education	427	1.0%
Social and Community Service Managers	388	0.9%
Religious Workers, All Other	350	0.8%
All Other Occupations	3,841	8.7%

Source: Lightcast 2025 Q3 Dataset

Appendix F: Missing Data

Missing Workforce, Wage, and Job Postings Data (Tables 1-3, Charts 1-6, Chart 9, Tables 7-8)

If workforce, wage, and job postings data are unavailable, there are no occupations aligned to the proposed degree program. See Appendix C for more information about aligned occupations.

Missing Enrollment and Completions Data (Tables 4-5, Charts 7-9)

If enrollment and completions data are unavailable, no existing degree programs are offered under the CIP code for the proposed degree program. If NCES has identified CIP codes that are closely related to the CIP code of the proposed degree program, additional reports will be generated for those related CIP codes.

Missing Virginia Graduates Data (Table 6)

If data about Virginia graduates are unavailable, there were no graduates whose first job was in one of the aligned occupations in the College and Career Outcomes Dataset. This dataset is a sample of graduates and is not representative of all graduates or workers in Virginia.

Appendix E – Return on Investment

Provide specified information on ‘return on investment’ from the Foundation for Research on Equal Opportunity, at <https://freopp.org/roi-landing/>

Insert data for existent degree programs in the same discipline and the same degree designation level at Virginia public institutions. The degree programs should be the similar degree programs indicated in the information report provided by the Virginia Office of Education Economics (VOEE).

Note. The return on investment information should be provided only for similar degree programs with the same CIP Code and not related (e.g., similar name or curriculum program requirements) degree programs.

Institution	Field of Study	Earnings (1 year)	Earnings (10 years)	ROI (on time completion)	ROI (non-completion)
Liberty University	Human Services, General	40,479	49,231	-378,931	-315,345

(Expand table as necessary.)

Explanatory text and alternative data sources for return on investment for degree programs at the level and in the discipline proposed may be provided.

INSERT TEXT

Graduate

State	Institution	Credential type	Field of study	Earnings 1 year after completion	Earnings 10 years after completion	Return on investment (assuming on-time graduation)	Return on investment (including risk of dropping out)
VA	Liberty University	Master's Degree	Human Services, General.	40,479	49,231	-378,931	-315,345

Appendix F – Student Demand Survey

Provide the original survey behind this cover page. Provide the results of the survey behind the original survey.

Appendix F – Student Demand Survey

Provide the original survey. Provide the results of the survey.

The following survey has been distributed and will be re-distributed as needed to HMSV majors and minors as well as students in the Darden College of Education and Professional Studies. Results of the survey follow.

Interest in Master's Degree in Human Services Leadership

Start of Block: Default Question Block

Q1 Please read the following description of the proposed Master's in Human Services Leadership program and share the extent of your interest by completing the survey that follows.

Old Dominion University seeks approval for a **Master of Science (MS) in Human Services (HMSV) Leadership** degree program. The new degree would be housed in the Department of Counseling and Human Services in the Darden College of Education and Professional Studies with an anticipated initiation of fall 2025.

The proposed Master of Science in Human Services Leadership is a fully online 30-credit hour degree program (9 courses) to be completed in one year.

The purpose of the MS in Human Services Leadership is to **educate students in leadership, supervision, and organizational practice in human services organizations**. It includes rigorous **preparation for leadership roles** in non-profit organizations; social entrepreneurship; community-based organizations; medical facilities; and city, state, and federal government agencies.

The MS in Human Services Leadership aims to provide students with a cogent understanding of the **operations of diverse human services organizations** and how they serve their clientele **to actualize more just, equitable, and healthy communities**.

The program covers specific coursework which **prepares students to manage the full spectrum of human services program development**. The program encompasses work alongside community stakeholders to **assess community needs, design programs based on those, evaluate program effectiveness, and access necessary funding and human resources**.

Students will obtain **essential knowledge and skills to develop, supervise, lead, and sustain human service organizations in diverse community settings** and work across myriad differences with a variety of interests and aims. Graduates of the proposed program **will be prepared to develop, interpret, and apply policies as they relate to organizational operations and identify avenues for advocacy and change**. The program prepares graduates to engage with individuals, agencies, businesses, and governmental and non-

governmental organizations that seek to connect community members with the services and support they need to thrive in their environments.

Q4 Are you a current student at ODU?

- Yes (1)
- No (2)

Q5 What is your current major?

Q6 How many years of experience do you have working in the human services field?

- less than 1 (1)
- Between 1 and 2 (2)
- More than 2 (3)
- More than 5 (4)
- More than 10 (5)

Q7 What is your age range?

- 12-25 (1)
- 25-29 (2)
- 30-35 (3)
- 36-40 (4)
- 41-50 (5)
- 50+ (6)

Q2 Please respond on a scale of 1 to 5:

	1 Not at all (1)	2 To some extent (2)	3 To a moderate extent (3)	4 To a large extent (4)	5 To a great and significant extent (5)
To what extent are you interested in completing a Master's in Human Services Leadership degree? (1)	•	•	•	•	•

To what extent do you think
would a MS in Human
Services Leadership
degree advance your
career? (2)

• • • • •

To what extent does a MS
in Human Services
Leadership offer you a
unique degree program not
yet existent at ODU or
elsewhere? (3)

• • • • •

Q3 Please elaborate on your interest in the MS in Human Services Leadership program and any thoughts you have about its usefulness to your education and career.

End of Block: Default Question Block

RESULTS

Are you a current student at ODU? 30 ⓘ

Q4 - Are you a current student at ODU?	Percentage	Count
Yes	93%	28
No	7%	2

What is your age range? 30 ⓘ

...

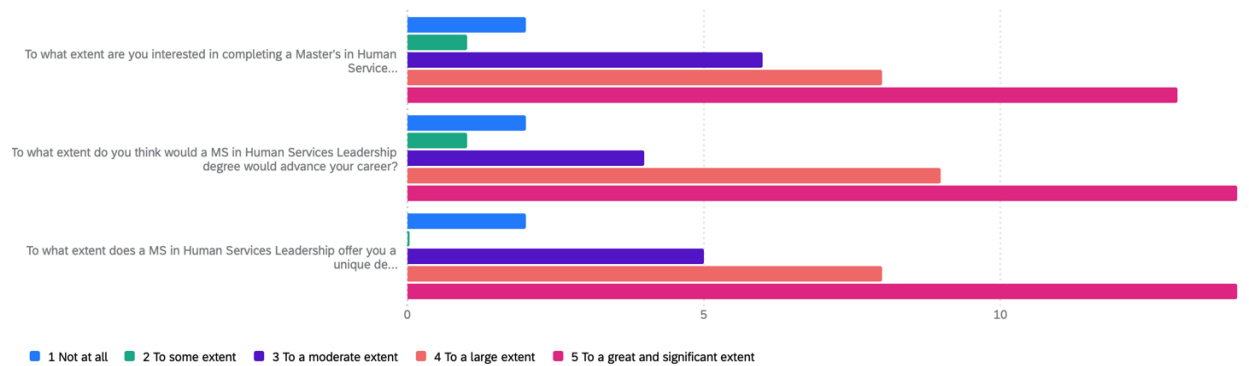
Q7 - What is your age range?	Percentage	Count
12-25	37%	11
25-29	10%	3
30-35	23%	7
36-40	10%	3
41-50	17%	5
50+	3%	1

How many years of experience do you have working in the human services field? 30 ⓘ

Q8 - How many years of experience do you have working in the human services field?	Percentage	Count
less than 1	40%	12
Between 1 and 2	23%	7
More than 2	23%	7
More than 5	7%	2
More than 10	7%	2

Please respond on a scale of 1 to 5: 30 ⓘ

...



Please respond on a scale of 1 to 5: 30 ⓘ

...

Please respond on a scale of 1 to 5: ↑	1 Not at all	2 To some extent	3 To a moderate extent	4 To a large extent	5 To a great and significant extent
To what extent are you interested in completing a Master's in Human Service...	2	1	6	8	13
To what extent do you think would a MS in Human Services Leadership degree would advance your career?	2	1	4	9	14
To what extent does a MS in Human Services Leadership offer you a unique de...	2	0	5	8	14

Please respond on a scale of 1 to 5: 30 ⓘ

...

Please respond on a scale of 1 to 5:	Average	Minimum	Maximum	Count
To what extent are you interested in completing a Master's in Human Service...	3.97	1.00	5.00	30
To what extent do you think would a MS in Human Services Leadership degree would advance your career?	4.07	1.00	5.00	30
To what extent does a MS in Human Services Leadership offer you a unique de...	4.10	1.00	5.00	29

Please elaborate on your interest in the MS in Human Services Leadership program and any thoughts you have about its usefulness to your education and... ⓘ ...

Human Services is too closely related to Social Work. I have trouble explaining the difference between the two majors to people who ask about it. Most Human Services jobs do not require a degree, are low-paying, and are dangerous. I only chose a Human Services major as a stepping stone to get to the Masters in Clinical Mental Health Counselling program. The fact that the master's Degree in HMSV is a one-year degree makes it seem like it's not that credible, my Associate's degree took two. Stating that being a Human Services supervisor is the main highlight seems a little silly since you can just get an HMSV supervising position by simply working in the field. ...

I can't really speak to the efficacy of an additional MS option, as I specifically enrolled at ODU as a mature second-degree seeking student. Based on the description it seems like the program may have benefits for the community, but the program seems similar to a Public Health degree. ...

N/a ...

I am interested in the course if it is all online and does not require an internship. ...

Please elaborate on your interest in the MS in Human Services Leadership program and any thoughts you have about its usefulness to your education and... ⓘ ...

Might help advance my career.

I will like to finish my master but I need a break for a little bit after graduating.

I feel that there is not enough experience and or preparation for human services positions. I feel that a masters in human services leadership is greatly substantial to gain that missing knowledge and experience. I feel that there are many human services courses that are more focused on textbook learning rather than practical application. For example, I absolutely loved the HMSV 368 course with Chaniece Winfield and the added hours of experience we had to get outside of the classroom. Another course with Jamie Hartsfield in HMSV 343 included assignments that we conducted over zoom with other classmates and gave adequate practice in counseling and telehealth experience.

To learn and teach more about the field.

Obtaining an MS in Human Services Leadership would interest me greatly, especially if it were able to be completed in one year. I have developed an interest in a career path in community-based organizations and leadership within such organizations, and I think that this degree would be a great next step towards that.

Please elaborate on your interest in the MS in Human Services Leadership program and any thoughts you have about its usefulness to your education and... ⓘ ...

I would love to see a masters program for human services at ODU. I have currently been looking around at other schools to see what masters degree programs they have, but it would be much easier and appreciated if I could just stay at ODU to work on my masters degree. I love the sound of how this program is being proposed. 9 classes to be completed in a year does sound like a lot, especially if you work full time, but at the same time to be able to complete the masters degree program in a year, online, would be wonderful. Please do this, I'd love to see it happen.

Obtaining an MS in Human Services Leadership can help you get a lot more job possibilities in the field. Graduates of the program have a wide range of skills that make them highly desirable for jobs as executive directors, program managers, policy analysts, or advisors in government agencies, healthcare facilities, social service agencies, and nonprofits.

The thought of going to another university that's offers the same program but being able to stay at my current university will be a win win situation.

I think this will be a good program for someone who is currently seeking their B.S in Human Services and would like a Master Degree in the same field but doesn't want to go back to school for an extended period of time and 30 credits online is perfect because it's only 1 year. I fit this category because after I graduate in May 2024 I'm going to proceed the process to become a certified substance abuse counselor which will require a 1 year residency and afterwards I may look into this degree if I don't Pursue my Masters in Counseling with ODU.

Please elaborate on your interest in the MS in Human Services Leadership program and any thoughts you have about its usefulness to your education and... ⓘ ...

I think this is a great opportunity for students especially at ODU. Professors can do research and students can embark in those endeavors. Also if being able to work in the area with this it would be great

I love the idea of furthering my education in the Human Services field while advancing in leadership skills. I have looked at different master's programs, but this one really stands out to me. It is also beneficial because it will be offered online.

I would like to receive more information about the program. My main concern is that I don't have any experience in the field yet but I will be graduating in May 2024.

I am extremely interested in the masters program for human services within ODU. I graduated with my bachelors in human services from Old Dominion University, and would have loved to continue on that path directly into my masters degree program, in human services If it was available. I knew I wanted to obtain my masters degree but have yet to start a program that I felt fully encapsulated what I wanted to learn and knowledge I wanted to gain. When researching other institutions, a masters in human services is not widely available which has delayed me and beginning a program anywhere else. I know a masters degree would help me to further my professional career with receiving additional knowledge I would learn from the program. Old Dominion University prides itself on ensuring its students obtain all the education, recognition, and experience they require, which is why this opportunity is exciting for me and I'm hopeful this program will come to fruition.

Appendix G – Student Demand Survey II

Provide the original survey behind this cover page. Provide the results of the survey behind the original survey.

Appendix __ – Library Resources

Information is required for all doctoral level degree programs.

INSERT TEXT

Appendix H – CSHSE Standards

Appendix H - Council for Standards in Human Service Education (CSHSE) Standards

Council for Standards in Human Service Education NATIONAL STANDARDS

MASTER'S DEGREE IN HUMAN SERVICES

<https://cshse.org>

Curriculum Standards- Master's Degree

A master's degree program in Human Services requires scholarly and professional activities designed to advance student knowledge, skills, and opportunity substantially beyond the educational requirements of a baccalaureate degree program. It is structured to prepare students for professional practice through the creative application of knowledge, theory, and skills. The curriculum provides opportunity for a broad conceptual mastery of the field through understanding of subject matter, bibliographical resources, theory, practice, and applied scholarly research. The curriculum intends to develop student capacity to interpret, analyze, synthesize, and communicate knowledge; and to hone and expand skills needed to effectively practice and advance the profession.

The Master's Degree in Human Services Leadership Development differs from counseling, social work, psychology, and other micro level direct practice degree programs which teach effective clinical therapeutic practice with individuals, small groups, and families. This program equips practitioners to effect positive change along wide ranges of mezzo and macro level service, administrative, and policy practice roles within organizations and institutions. Frequently human service practitioners enter leadership roles untrained and ill-prepared for effective organizational leadership and forced to learn quickly "on the job" when placed in leadership roles. The MS in Human Services Leadership Development builds fundamental organizational leadership skills across diverse human service organizational structures.

Standard 11: The curriculum shall include historical perspectives and emerging trends in human service delivery.

HMSV 501 Foundations of Leadership and Self-Development in Human Services,
HMSV 502 Social Policy in Human Services,
HMSV 603 Organizational Behavior and Dynamics in Human Services

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

HMSV 502 Social Policy in Human Services,
HMSV 602 Theory and Design of Culturally Responsive Organizations,
HMSV 604 Crisis and Trauma Response in Human Services

Standard 13 The curriculum shall address the scope of conditions that promote or inhibit human functioning.

HMSV 502 Social Policy in Human Services,
HMSV 504 Sociological Perspectives on Mental Health
HMSV 602 Theory and Design of Culturally Responsive Organizations,
HMSV 604 Crisis and Trauma Response in Human Services

Standard 14: The curriculum shall provide knowledge and skills in disciplined inquiry and information literacy.

HMSV 503 Program Development and Strategic Planning,
HMSV 502 Social Policy in Human Services,
HMSV 601 Resource Development, Grant Writing, and Financial Management,
HMSV 603 Organizational Behavior and Dynamics in Human Services

Standard 15: The curriculum shall provide knowledge, theory and skills in systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.

HMSV 502 Social Policy in Human Services,
HMSV 503 Program Development and Strategic Planning,
HMSV 601 Resource Development, Grant Writing, and Financial Management,
HMSV 603 Organizational Behavior and Dynamics in Human Services

Standard 16: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

HMSV 502 Social Policy in Human Services,
HMSV 503 Evidence-Based Program Development and Strategic Planning,
HMSV 601 Resource Development, Grant Writing, and Financial Management,
HMSV 603 Organizational Behavior and Dynamics in Human Services

Standard 17: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

HMSV 501 Foundations of Leadership and Self-Development in Human Services,
HMSV 502 Social Policy in Human Services,
HMSV 504 Sociological Perspectives on Mental Health,
HMSV 602 Theory and Design of Culturally Responsive Organizations,
HMSV 603 Organizational Behavior and Dynamics,
HMSV 604 Crisis and Trauma Response in Human Services

Standard 18: The program shall provide either field experiences or capstone projects that are integrated within the curriculum and demonstrate conceptual mastery of professional practices in the field of human services.

HMSV 668 Capstone in Human Services Leadership Development