

**CONFIDENTIAL SUMMARY
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
OF THE BOARD OF VISITORS
May 13, 2021
OPEN SESSION**

FOR ACTION

- Proposal to create a Bachelor of Arts in Family Development and Education in the School of Education (*pending*)
- Proposal to discontinue the Post-Baccalaureate Certificate in Instructional Technology in the School of Education (*pending*)
- Proposal to discontinue the Post-Baccalaureate Graduate Certificate in Online Teaching for K-12 Educators in the School of Education (*pending*)

FOR INFORMATION/COMMITTEE REVIEW

- Items that may be action items at upcoming committee meeting:
 - none
- Items that the board needs to be aware of, but will not require action:
 - Committee dashboard

EXECUTIVE REPORTS

- **Report from the Provost and Senior Vice President for Academic Affairs**
Materials for this report are in the AHAC book, however the presentation will be given at the full Board meeting.
 - Provost Gail Hackett will review modes of instruction, plans for fall and faculty responses to recent surveys.
 - Dr. Tomikia LeGrande, vice president for strategy, enrollment management and student success, will provide summer and fall enrollment points of interest, inclusive of planning updates and student sentiments about the fall.
- **Report from the Senior Vice President for Health Sciences/CEO VCU Health**
 - Dr. Art Kellermann, senior vice president for health sciences and CEO VCU Health, will succinctly cover three topics: 1) An overview his team's analysis of the flows within and between VCU Health System, VCU's Health Sciences Schools, and the main University, with the goal of promoting greater efficiency and value; 2) A closely related approach to develop a model for compensating clinical chairs that will reward achievement of key clinical and academic goals; 3) A campus-wide initiative to determine how One VCU (i.e., VCU Health and both VCU's MCV and Monroe Park schools and centers can partner to promote population health in the Commonwealth of Virginia. President Rao foreshadowed this initiative in his 2021 State of the University Address, "*Emerging Stronger Together*."

- **Report from the Vice President for Research and Innovation**

- Dr. Srirama Rao, vice president for research and innovation, will briefly review the recently released [Annual Research Report: Innovating for Impact](#) as well as progress on implementation of the One VCU Research Strategic Plan. This report is meant to keep the AHAC updated on the continued impact and achievement by the research enterprise ahead of the annual VCU State of the Research presentation that will take place at the December full board meeting.

- **Other items to be covered on the AHAC agenda**

- Constituent Reports
 - Students
 - Faculty
 - Staff



VCU

**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE**

12:20 P.M. **

May 13, 2021

**JAMES BRANCH CABELL LIBRARY
ROOM 303 AND VIA ZOOM**

DRAFT

AGENDA

1. CALL TO ORDER **Coleen Santa Ana, co-chair**

2. APPROVAL OF AGENDA **Coleen Santa Ana, co-chair**

3. ACTION ITEMS: **Coleen Santa Ana, co-chair**

New Degree Program Proposals

- a) Proposal to create a Bachelor of Arts in Family Development and Education in the School of Education (*pending internal approval*)

Intent to Discontinue Certificate Programs

- b) Proposal to discontinue the Post-Baccalaureate Certificate in Instructional Technology in the School of Education (*pending internal approval*)
- c) Proposal to discontinue the Post-Baccalaureate Graduate Certificate in Online Teaching for K-12 Educators in the School of Education (*pending internal approval*)

4. REPORT FROM THE PROVOST

**Dr. Gail Hackett, Provost and
Senior Vice President for Academic
Affairs**

**Dr. Tomikia LeGrande, Vice President for
Strategy, Enrollment Management and
Student Success**

**5. REPORT FROM THE SENIOR
VICE PRESIDENT FOR HEALTH
SCIENCES/CEO VCU HEALTH**

**Dr. Arthur Kellermann, Senior
Vice President for Health Sciences/
CEO VCU Health**

**6. REPORT FROM THE VICE PRESIDENT
FOR RESEARCH AND INNOVATION**

**Dr. Srirama Rao
Vice President for Research and
Innovation**

7. CONSTITUENT REPORTS

a. Student Representatives

Kristen Richey,
Graduate Student Representative

Elisa Maurice,
*Undergraduate
Student Representative*

b. Faculty Representatives

Dr. Scott Street, *Faculty Senate
Board of Visitors Representative*

Dr. Nancy Jallo, *alternate and
president, VCU Faculty Senate*

c. Staff Representatives

Saher Randhawa, *Staff
Senate Board of Visitors
Representative, VCU Staff Senate*

Alex McWhorter, *alternate,
VCU Staff Senate*

8. OTHER BUSINESS

Coleen Santa Ana, *co-chair*

9. ADJOURNMENT

Coleen Santa Ana, *co-chair*

****The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**

The members of the Academic and Health Affairs Committee are: G. Richard Wagoner, Jr., co-chair, Coleen Santa Ana, co-chair, Shantaram Talegaonkar, M.D., vice chair, Carolina Espinal, Edward L. McCoy, Reverend Tyrone E. Nelson, Tonya Parris-Wilkins, D.D.S., and Stuart C. Siegel.

Proposal to create a Bachelor of Arts degree program in Family Development and Education

Overview

Virginia Commonwealth University seeks approval to establish a Bachelor of Arts (B.A.) degree program in Family Development and Education at the Monroe Park Campus in Richmond, Virginia. The proposed program will be administered by the Department of Counseling and Special Education in the School of Education. The target date of the program's initiation is the fall semester of 2022.

The purpose of the proposed BA in Family Development and Education is to educate students to effectively engage in complex issues related to the family unit and prepare students for careers as family life educators, family services specialists, family policy analysts, community-based researchers, curriculum and resource developers, and family development and intervention specialists in human services positions. The program will provide students with a deep understanding of the family unit as it relates to individual and family well-being, the community, cultural contexts, family diversity, and the life span. The program's coursework is interdisciplinary in nature and will provide students with specific knowledge and skills on the sociology of families, developmental psychology, urban environments and the influence on families, and education and counseling as it relates to families. The coursework will also address topics such as human sexuality, family policy and law, relationships and marriage, parenting, family resource management, human development, and human services. In addition, students will be educated on family life education methodology that will prepare them to educate various facets of the population, including in community and school settings, on topics related to family life. Graduates of the proposed program will have all of the content area knowledge required for the National Council for Family Relations' (NCFR) Certified Family Life Educator (CFLE) credential. Through experiential learning, students will be exposed to children and families from diverse backgrounds seeking support services of education, empowerment, and advocacy. Graduates will be prepared to work in a variety of settings, such as health care, community education, faith communities, middle and high schools, colleges and universities, social service agencies, corporate settings, government agencies, corrections, retirement communities, and the military.

Method of Delivery

Courses included in the proposed program will be offered in a hybrid format, some courses will be offered in traditional classroom format and other courses will be offered online.

Target Implementation Date

Fall 2022

Demand and Workforce Development

According to the U.S. Bureau of Labor Statistics (BLS), between 2019 and 2029 employment for health educators and community health workers is projected to grow 13%, much faster than the average for all occupations. The BLS projects the need for social and community service managers to grow by 17% between 2019 and 2029, "much faster than average for all occupations." Approximately 17,000 openings for these positions are estimated each year as a "result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire."¹

External Competition

Two (2) public institutions in Virginia offer a baccalaureate degree related or similar to the proposed BA in Family Development and Education at Virginia Commonwealth University. George Mason University (GMU)

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, Job Outlook. Retrieved from: <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm#tab-6>

offers a Bachelor of Art in Human Development and Family Services and Virginia Tech (VT) offers a Bachelor of Science in Human Development. Please see the full proposal for the similarities and differences between the degree programs.

Target Population

All interested undergraduate students will be encouraged to consider the major and no specific targeted population will be recruited.

Impact on Existing Programs/Policies

The School of Social Work offers a B.S. degree program in Social Work. The proposed B.A. degree in Family Development and Education is not similar to the B.S. in Social Work and focuses on a preventative approach that focuses on development and education of children and families to strengthen, improve, or enrich families' experiences. The B.S. in Social Work focuses more on helping students develop a knowledge base to work as generalists with individuals, families, groups, communities and organizations for issues related to human behavior and community dynamics.

Impact on Faculty

Two (2) of the 15 full-time faculty in the Department of Counseling and Special Education will teach required courses in the proposed degree program. One new faculty member in the Department of Counseling and Special Education will be hired in the initiation year, 2022-2023. Other faculty from the Department of Foundations of Education, Department of Sociology, Department of Psychology, School of World Studies in the College of Humanities and Sciences, and one faculty member from the L. Douglas Wilder School of Government and Public Affairs will teach required courses in the proposed degree program.

Funding

This proposed program will require a total of .65 faculty FTE instructional effort in 2022-2023, rising to 4.21 faculty FTE instructional effort in the target enrollment year, 2026-2027. The Department of Counseling and Special Education has the faculty, classified support, equipment, space, library, and other resources needed to initiate and sustain the proposed BA in Family Development and Education. The reallocation of these funds will not negatively impact any other academic program in the department or the School. See the full proposal for the estimated resources needed to initiate and operate the proposed program.

Alignment with the VCU Mission

The proposed BA in Family Development and Education directly serves to fulfill the mission of the University such that it will provide students with an interdisciplinary education to help solve "complex challenges" related to the family unit. Using coursework from Counseling, Psychology, Sociology, Urban Studies, and Education, the proposed program will prepare students with a well-rounded education to further their understanding of the family through various perspectives. The proposed program also aligns with VCU's commitment to diversity and inclusion as it will address issues related to diverse families in diverse settings. Graduates of this program will be well prepared to provide prevention and intervention for children and families related to education, human sexuality, relationships, aging, consumer/household financial planning specific to the cultural context of the individuals being served.

Next Steps

April 1 - University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, 1:00 - 2:30 p.m.

April 8 - University Council Meeting, 3:00 - 5:00 p.m.

April 12 - President's Cabinet Meeting

May 13 - Board of Visitor's Meeting, 12:20 p.m.

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Teach-Out Plan	1

Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate in Instructional Technology (CIP code: 13.0501). The program is located in the School of Education, Department of Teaching and Learning.

Background

The VCU School of Education has offered the Post-Baccalaureate Certificate in Instructional Technology program since 2006. Since at least 2010, the program has struggled to enroll students in sufficient number. In fall 2019, faculty and administration voted to suspend admission into the certificate program. In spring 2021, faculty and administration agreed unanimously to discontinue the certificate program.

Rationale for Intent to Discontinue

The Post-Baccalaureate Certificate in Instructional Technology was created over a decade ago to address new regulations at the time that required K-12 schools to hire individuals who would be responsible for assisting teachers with integrating technology into their instruction. This certificate program provided the necessary learning experiences to assist current K-12 teachers in filling these roles. While school divisions still employ these individuals today, the supply far outweighs the demand. Additionally, the role has evolved and the certificate program developed over a decade ago no longer meets the needs of these individuals. Enrollment in this program has been very low to non-existent for the last several years.

Teach-Out Plan

No students are enrolled in the Post-Baccalaureate Certificate in Instructional Technology. No teach-out plan is needed.

“Stopped Out” Students

Institutional records do not indicate that any students have “stopped out” of the certificate program. No plan is needed to notify students.

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Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate in Online Teaching for K-12 Educators (CIP code: 13.1299). The program is located in the School of Education, Department of Teaching and Learning.

Background

The VCU School of Education has offered the Post-Baccalaureate Certificate in Online Teaching for K-12 Educators program since 2012. Since at least 2016, the program has struggled to enroll students in sufficient number. In fall 2019, faculty and administration voted to suspend admission into the certificate program. In spring 2021, faculty and administration agreed unanimously to discontinue the certificate program.

Rationale for Intent to Discontinue

The Post-Baccalaureate Certificate in Online Teaching for K-12 Educators graduated several cohorts of educators from local school divisions from 2012 to 2016. The program utilized a cohort model exclusively, which provided reduced tuition for participants. This model was not financially viable for the School of Education in the long term. With the reduced tuition no longer available to participants, enrollment declined.

Teach-Out Plan

No students are enrolled in the Post-Baccalaureate Certificate in Online Teaching for K-12 Educators. No teach-out plan is needed.

“Stopped Out” Students

Institutional records do not indicate that any students have “stopped out” of the certificate program. No plan is needed to notify students.

Provost Report

VCU Board of Visitors
May 14, 2021

Gail Hackett, Ph.D.
Provost and Senior Vice President for Academic Affairs



Fall 2021 Planning Summary



All campus facilities open

- Student service departments providing **in-person and virtual student support**



Majority of courses have some form of **in-person instruction**

- More online courses than fall 2019



Expanded **in-person** student life opportunities



Regular engagement with faculty/staff and students to inform decision making



VCU

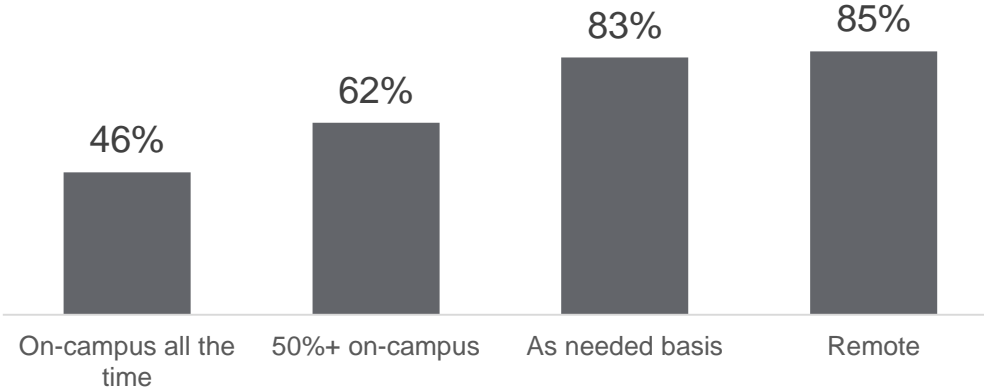
Office of the Provost

Faculty Survey Results

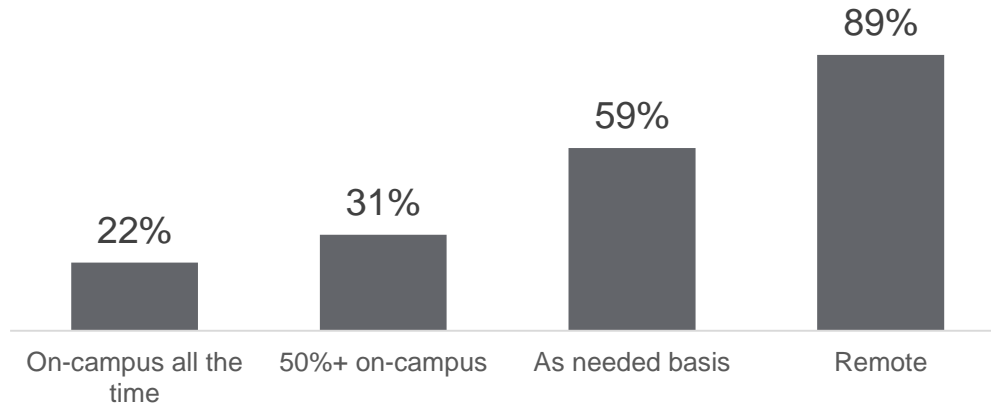


Comfortable working on or off campus

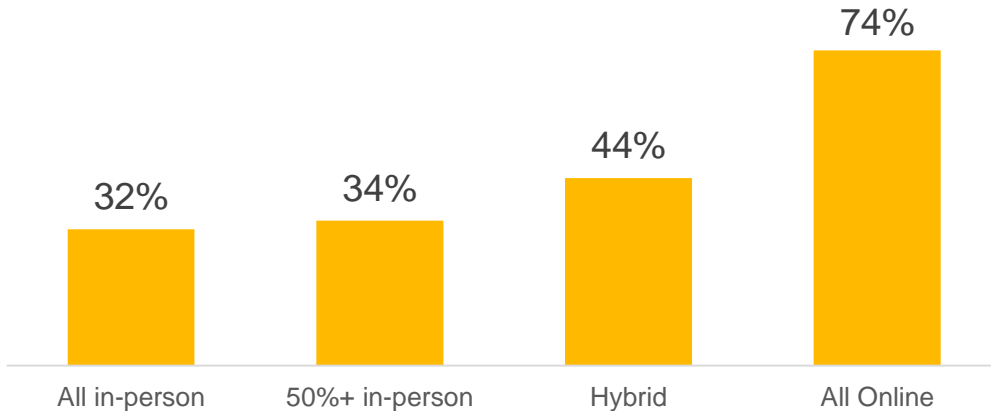
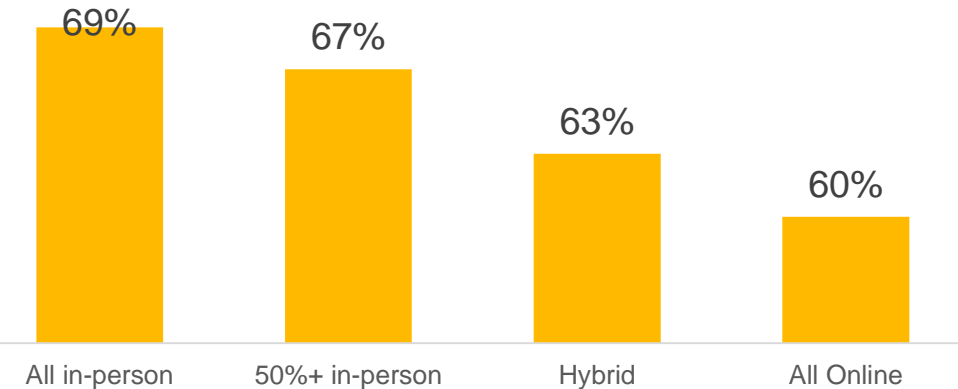
Vaccine widely available/prevalence of COVID declining



Slow vaccine administration/prevalence of COVID steady with periodic waves



Willing to teach courses in person or online

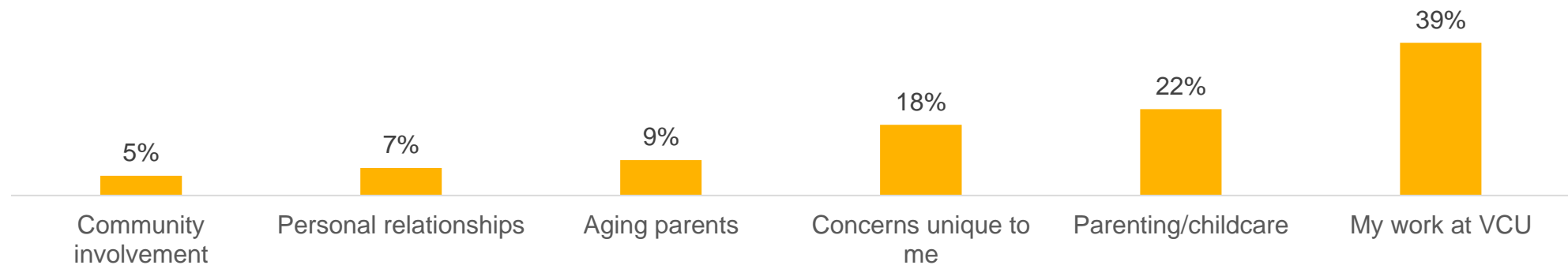


VCU Office of the Provost

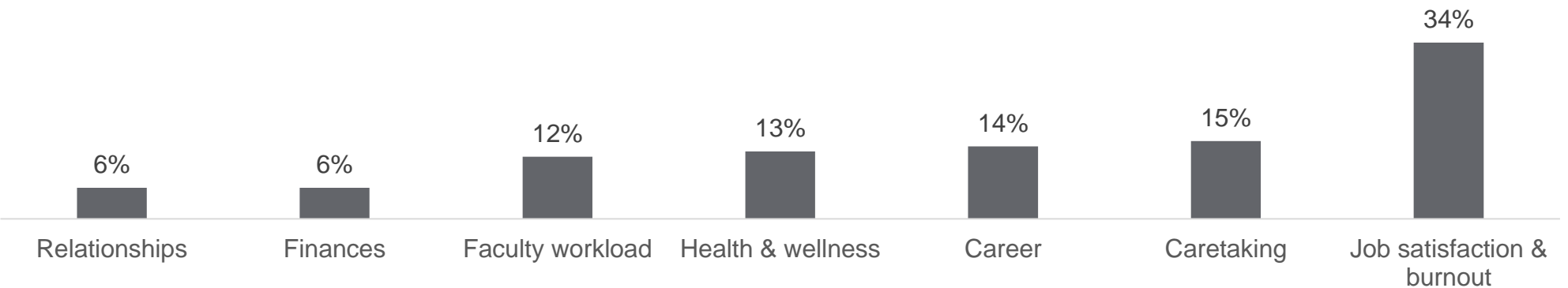
Faculty Self-reported Stressors



Source of the highest level of stress



Primary area of stress



I'm burnt out. My personal life has had the pause button held down for the past year, and my days have been turned into rotations of work-->sleep-->work-->sleep-->...



VCU Office of the Provost

Example of self-reported stressors from survey results

Sample of Recommendations from the Faculty Stress Task Force



Professional Development for Leadership and Faculty

- Trauma and their impacts on teaching, learning, productivity, and health
- Videos/panel of diverse faculty personal stories and coping strategies during pandemic
- How to deal with students' who are experiencing trauma or clinical mental health issues



Pause/Check-in

- Ask the difficult question "can this task/project wait?" in response to large numbers of faculty who shared feelings of being overwhelmed and burned-out.



Recognize/Connect (in person when safe to do so)


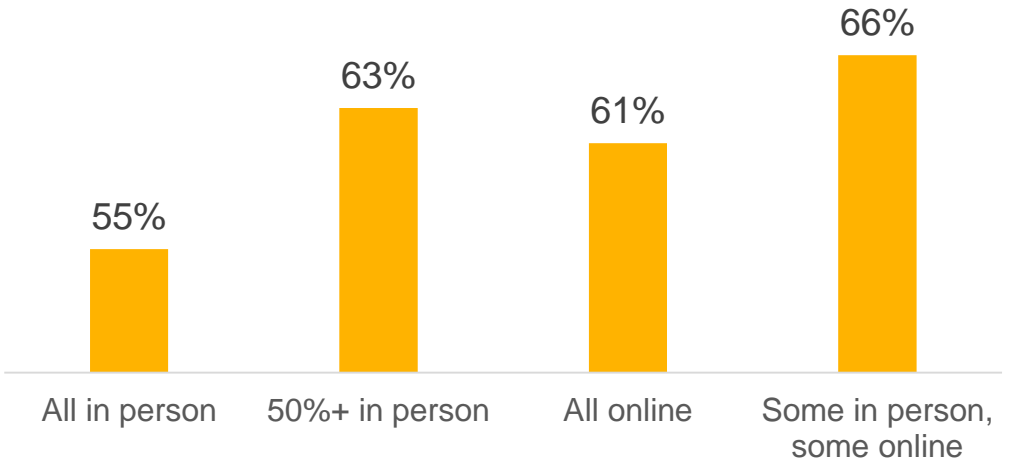
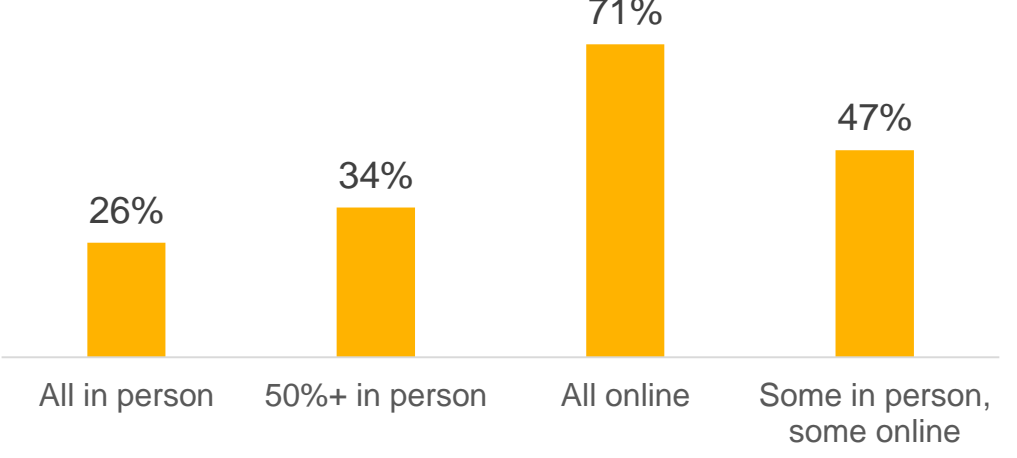

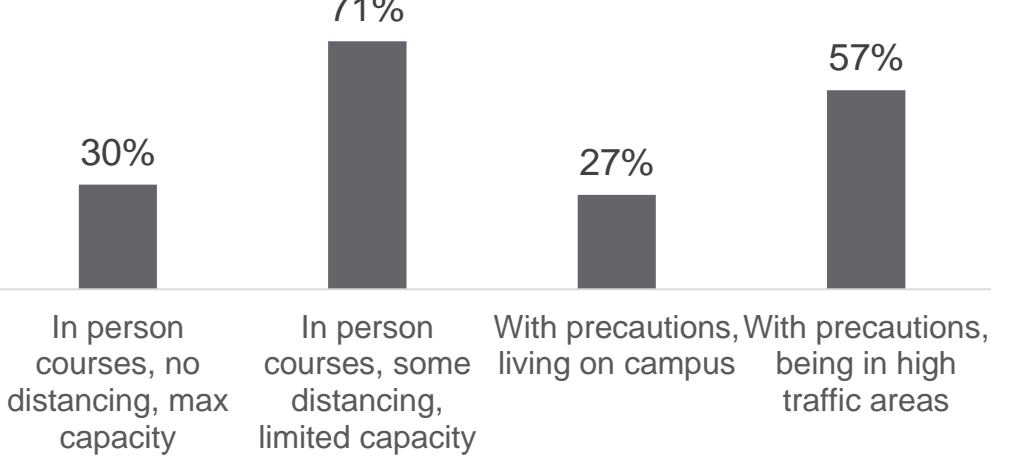
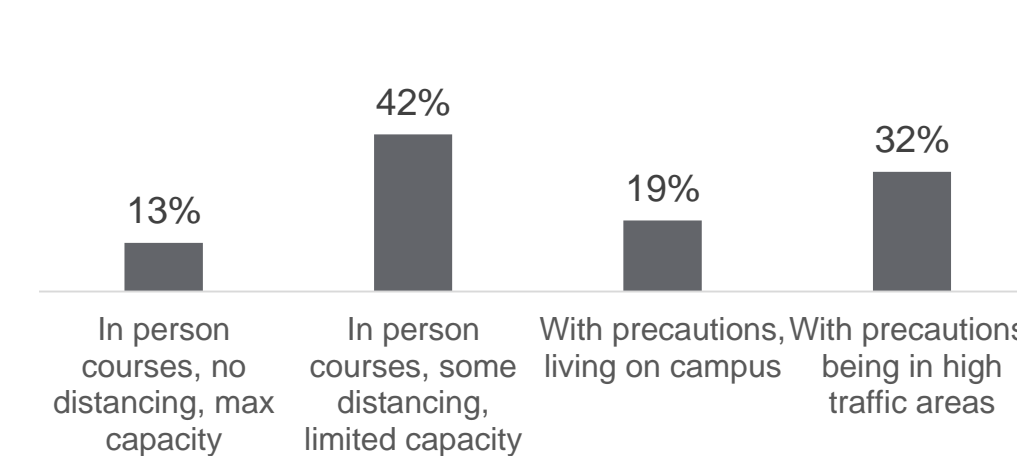
- Be intentional about checking-in with new faculty hired in fall 2020.
- Organize a large scale campus event to celebrate faculty resiliency and desire to reconnect.
- Create a symbolic way to acknowledge the past year and transition to new year.



Outline and Manage Expectations

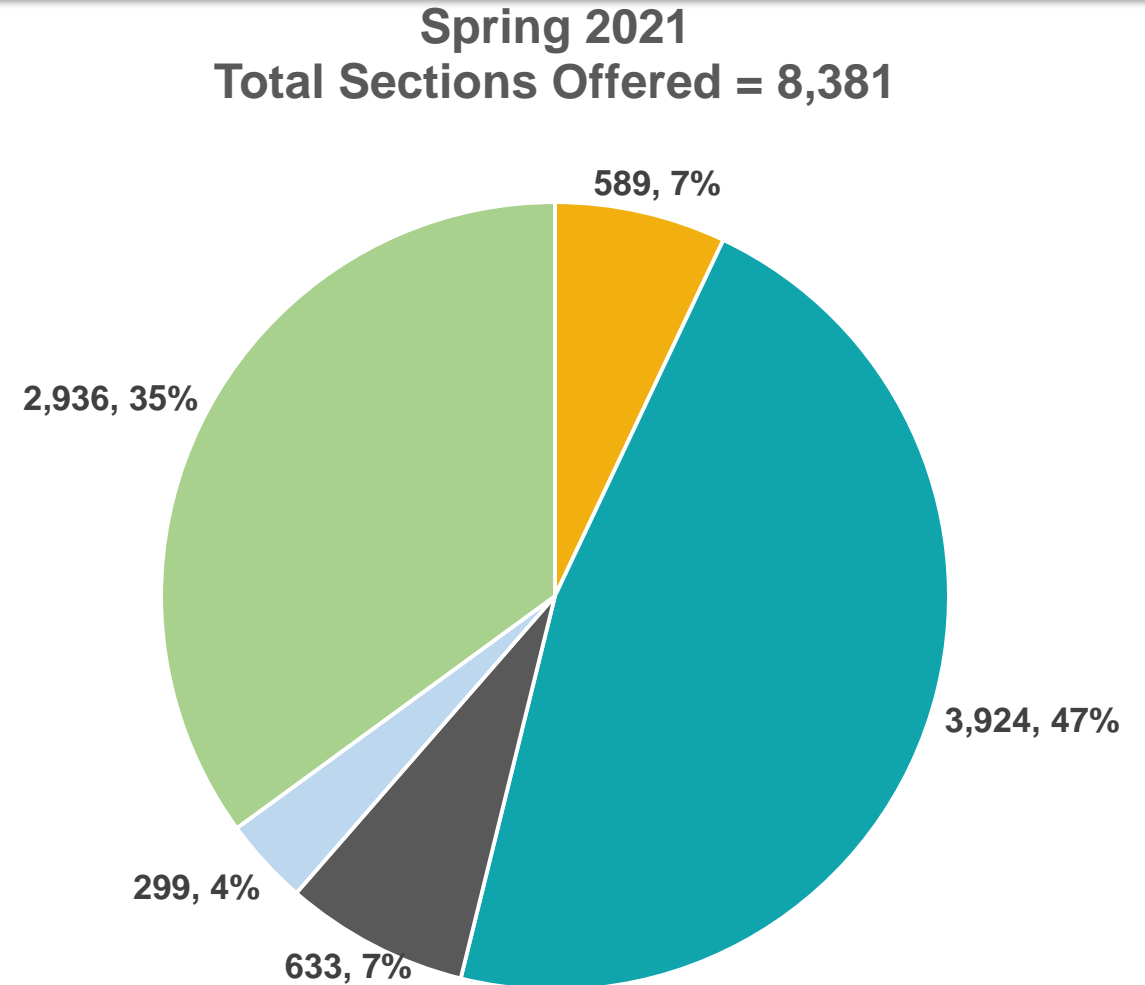
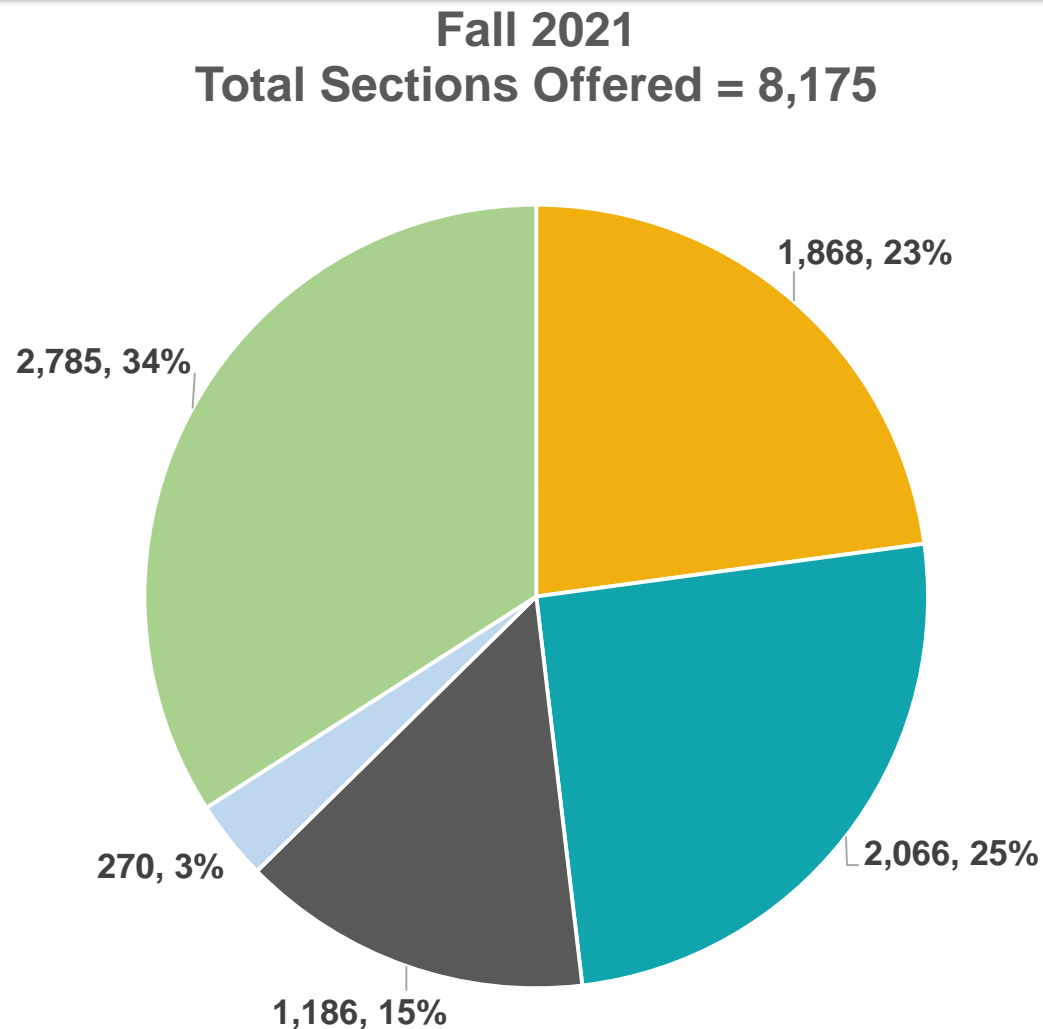
- Clarify student expectations of attend class in person (with the exception of medical excuses or other excused absences).
- Require training online learning tools/system for all incoming students
- Provide syllabus statements for faculty regarding the extent to which they can continue to be flexible.



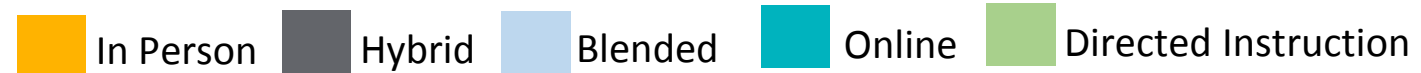
Student Survey Results	Vaccine widely available/prevalence of COVID declining	Slow vaccine administration/prevalence of COVID steady with periodic waves																				
<div></div> <div>Willing to attend courses in person or online</div>	<div></div> <table><tr><th>Mode</th><th>Percentage</th></tr><tr><td>All in person</td><td>55%</td></tr><tr><td>50%+ in person</td><td>63%</td></tr><tr><td>All online</td><td>61%</td></tr><tr><td>Some in person, some online</td><td>66%</td></tr></table>	Mode	Percentage	All in person	55%	50%+ in person	63%	All online	61%	Some in person, some online	66%	<div></div> <table><tr><th>Mode</th><th>Percentage</th></tr><tr><td>All in person</td><td>26%</td></tr><tr><td>50%+ in person</td><td>34%</td></tr><tr><td>All online</td><td>71%</td></tr><tr><td>Some in person, some online</td><td>47%</td></tr></table>	Mode	Percentage	All in person	26%	50%+ in person	34%	All online	71%	Some in person, some online	47%
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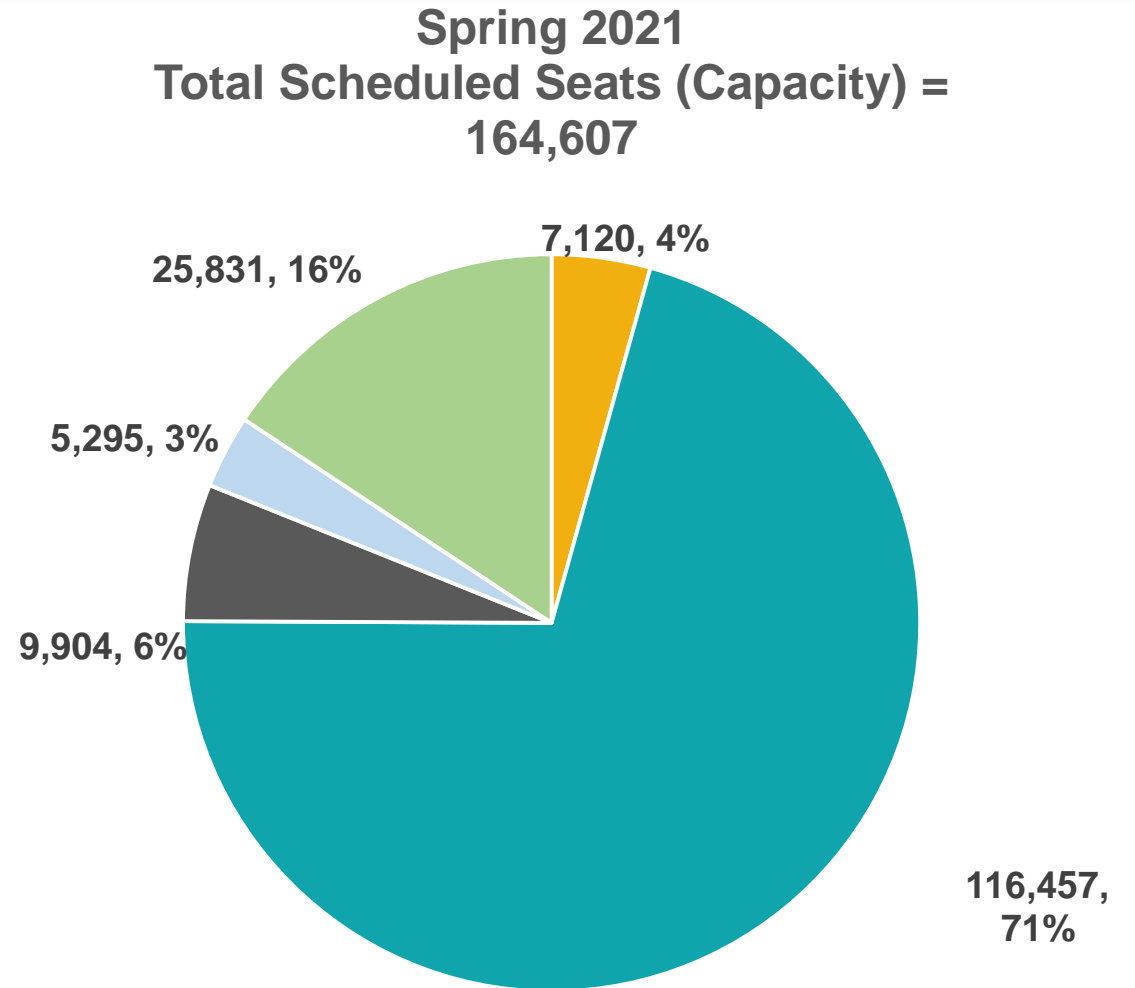
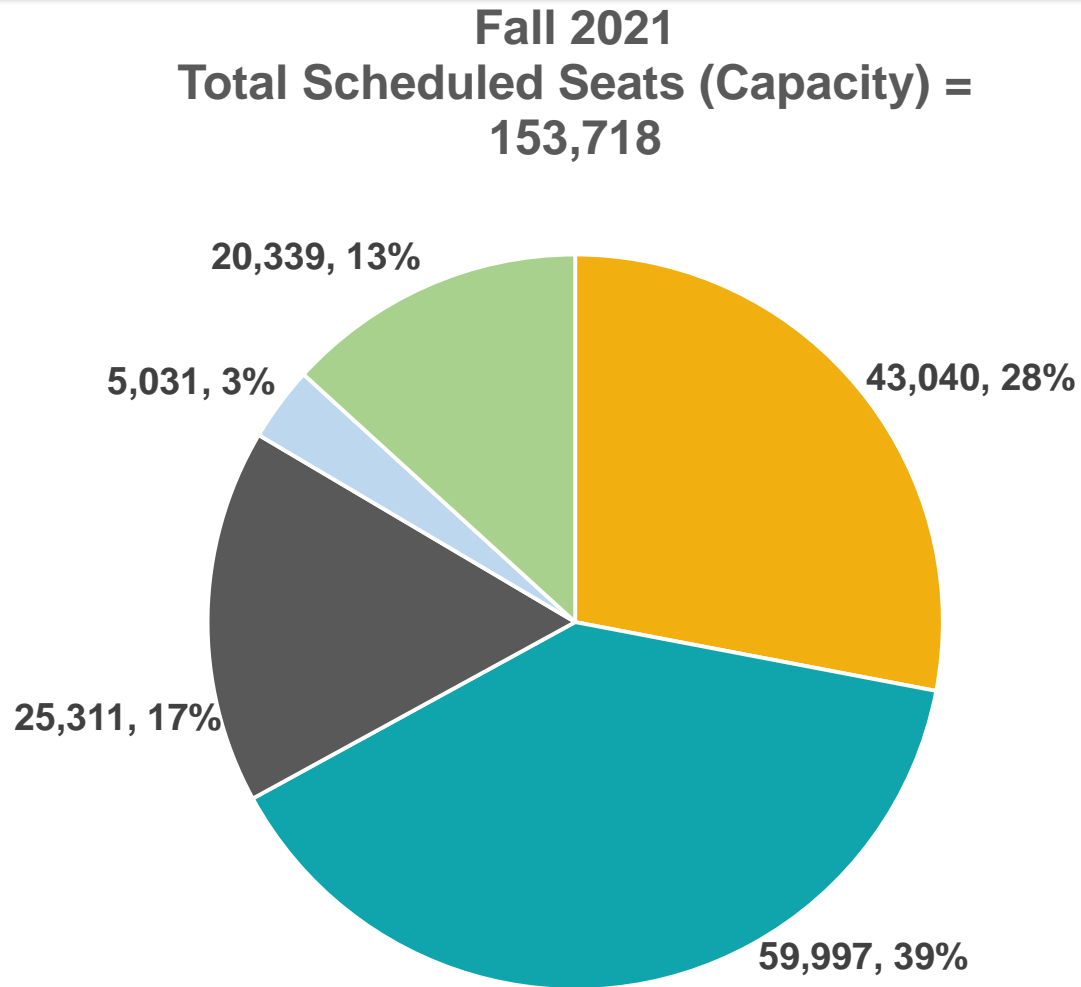
Fall 2021 Course Section Offerings by Modality



Fall 2021 data based on census 0 as of 4/29/2021.
Spring 2021 data based on census 2.
Includes Qatar.
Based on sections scheduled/offered.



Fall 2021 Course **Seat Capacity** by Modality



Fall 2021 data based on census 0 as of 4/29/2021.
Spring 2021 data based on census 2.
Includes Qatar.
Based on course capacity/seats offered.



Fall 2021 Planning – Quality of Online Courses

VCU Course Design Rubric

- **Course Alignment**
 - Course contains activities for students to: (1) develop higher-order thinking, problem-solving skills, analysis, (2) engage in real-world applications, experiential learning opportunities, case studies, and problem-based activities
- **Course Content and Activities**
 - Level and purpose of course
 - Preparing students for lifelong learning and real-world experiences
- **Assessment and Feedback**
 - Frequent, appropriate and methods to assess students' mastery of content
 - Clear criteria for graded assignments and assessments
- **Accessibility**
 - Course contains content in an easily accessible format (preferably in HTML) that follows current accessibility standards.
- **Engagement**
 - Facilitates communication, interaction and collaboration among students and instructors



VCU

Office of the Provost



Enrollment Report

Board of Visitors

Academic and Health Affairs Committee

May 13, 2021



VCU

Strategic Enrollment Management
and Student Success

Summer 2021

Faculty and student fatigue/burn-out suggest summer 2021 enrollment will not exceed 2020.

Compared to Summer 2019...



Headcount is up 189 students (2.5%)

- Masters enrollment is up 313 students (30.4%)



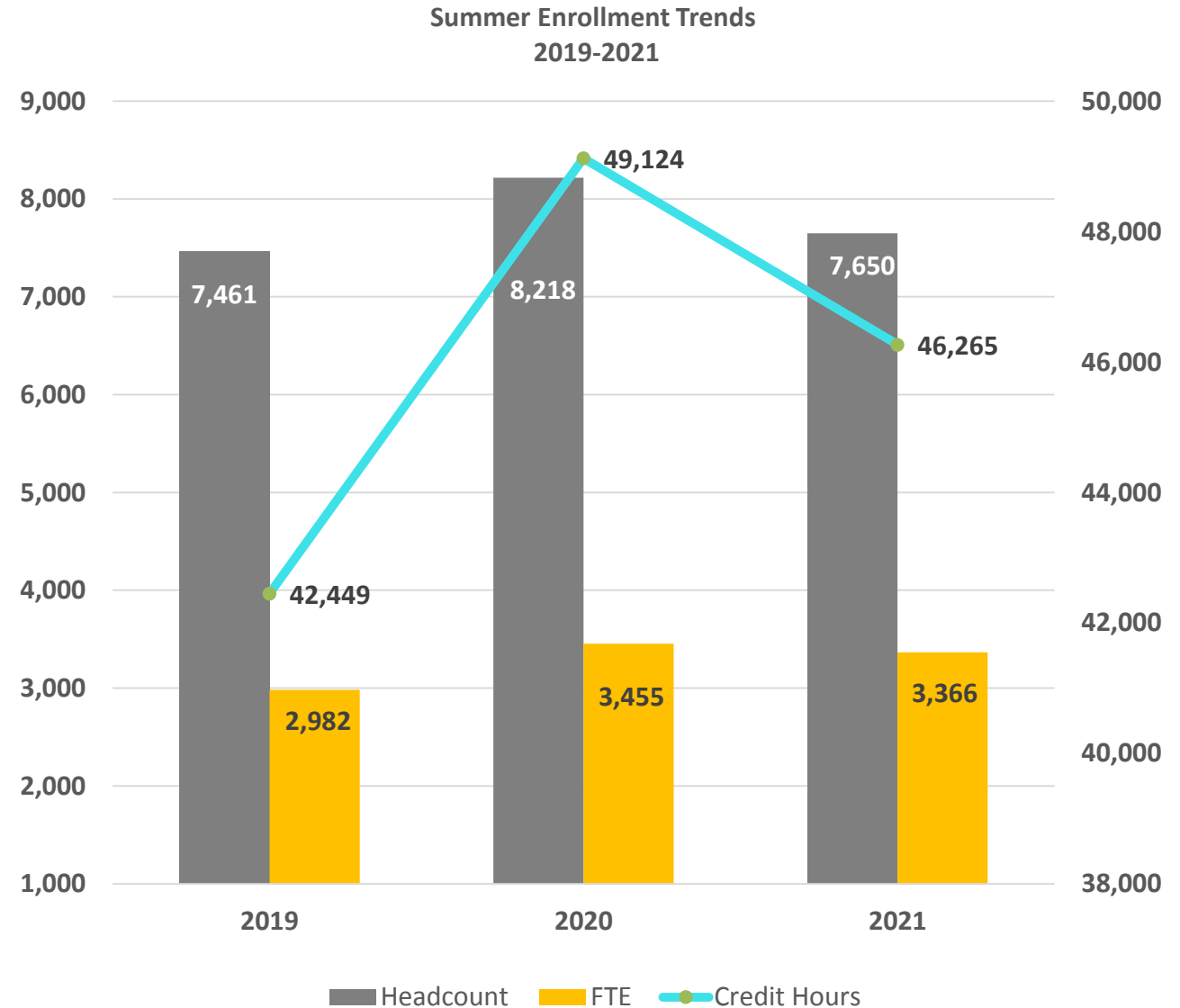
FTE is up 384 students (12.9%)



Credit hours are up 3,816 (9.0%)



On target to meet or exceed budget projections



*Source: SEMSS Overall Summer Enrollment Report, 5/3/2021

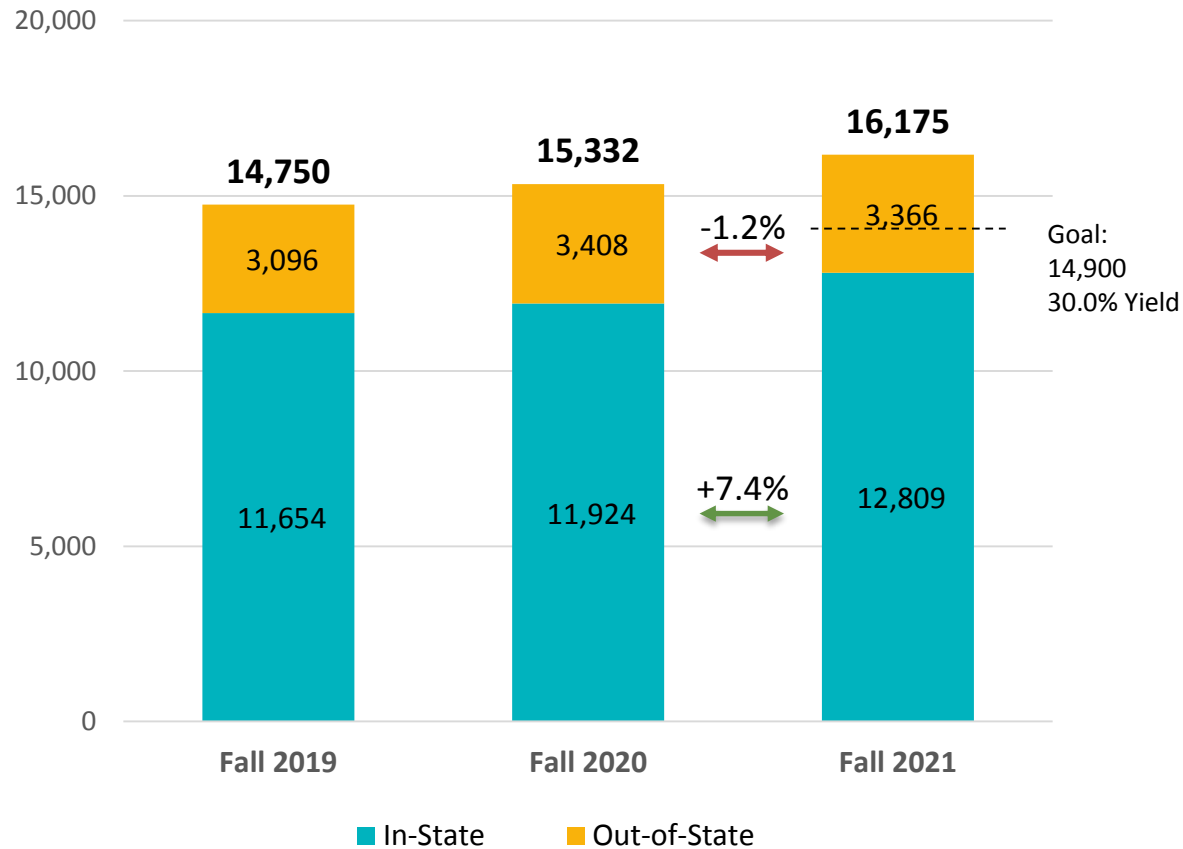
Fall 2021 Enrollment Outlook

- **Optimistic about New Freshman Enrollment**
 - Yield improved compared to 2020 but has not rebound to pre-COVID rates
 - Positive results due to financial aid, scholarship and engagement strategies
 - Increased competition as more universities showcase a commitment to educational access
 - Out-of-state admission seems to be most impacted in School of Arts
 - Growing excitement and interest about fall 2021 student experience and expectations.
- **Other new student populations (transfer and masters) hold promise but too early in admission cycle.**
- **Increased attention on retention rates among continuing undergraduates**
 - Fall registration was delayed and opened April 26

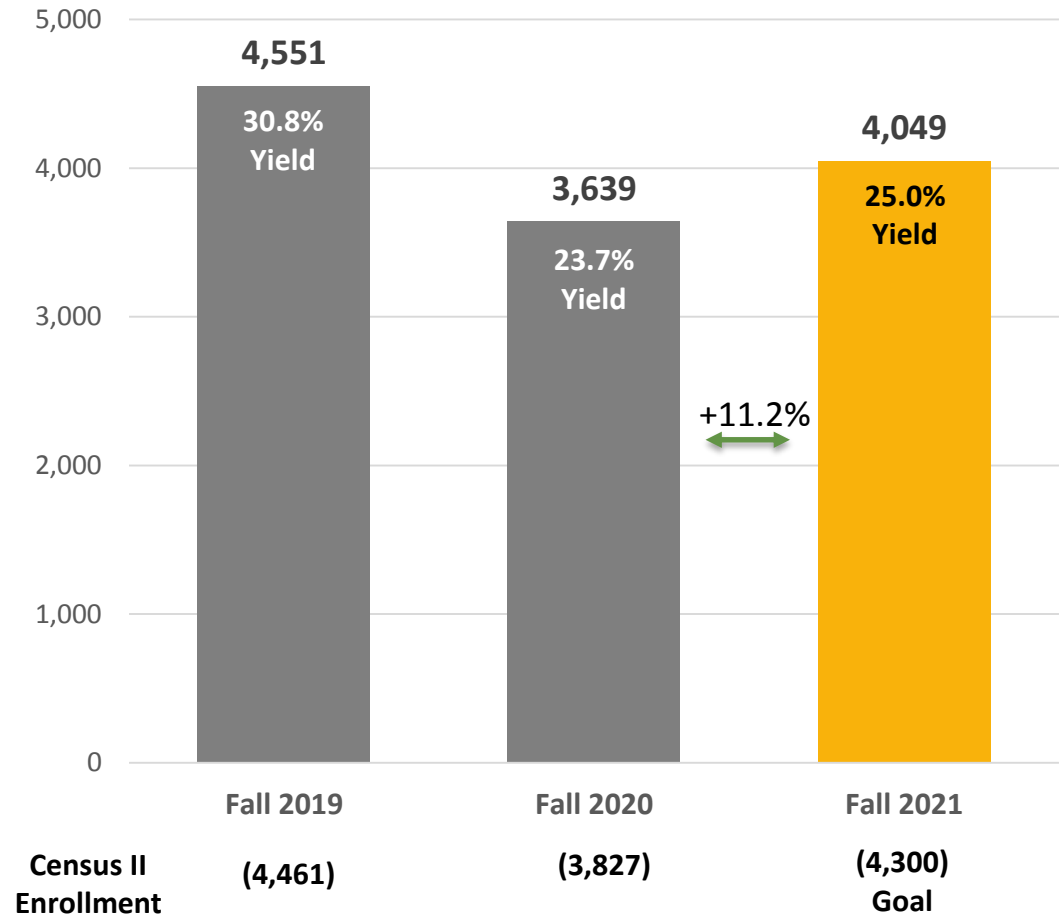
Fall 2021

Freshman Admission Trends

Freshman Acceptance Trends
2019-2021



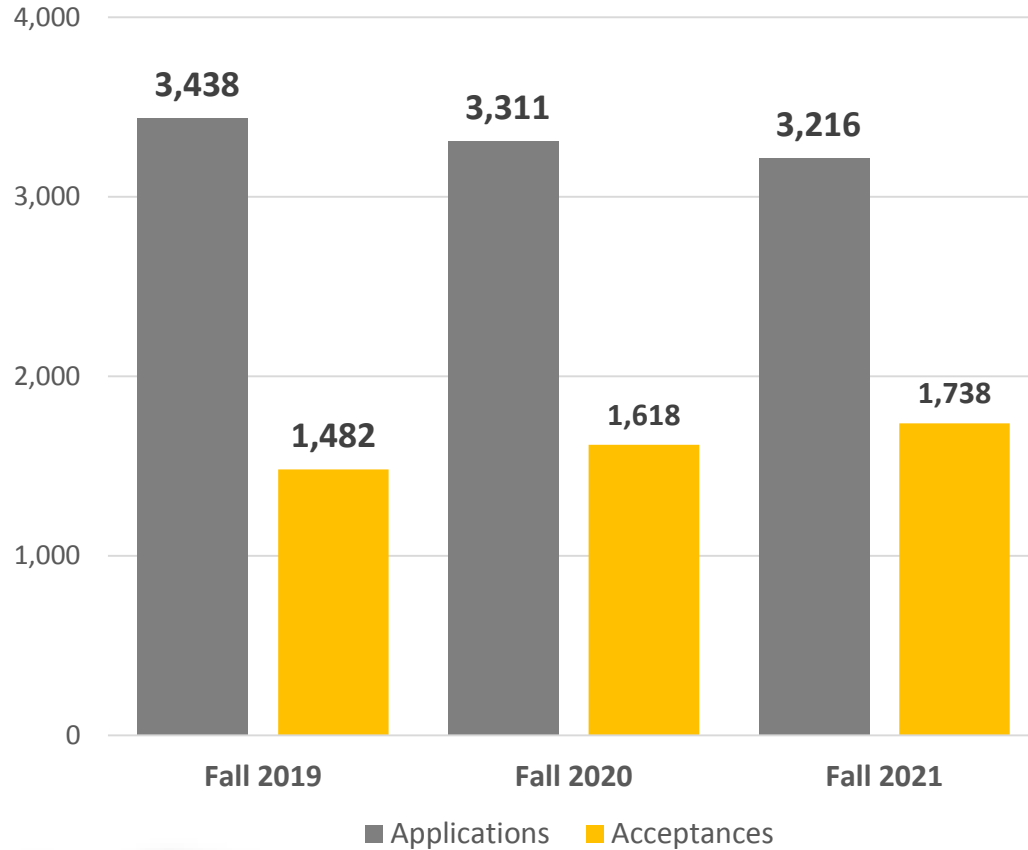
Freshman Offers Accepted Trends
2019-2021



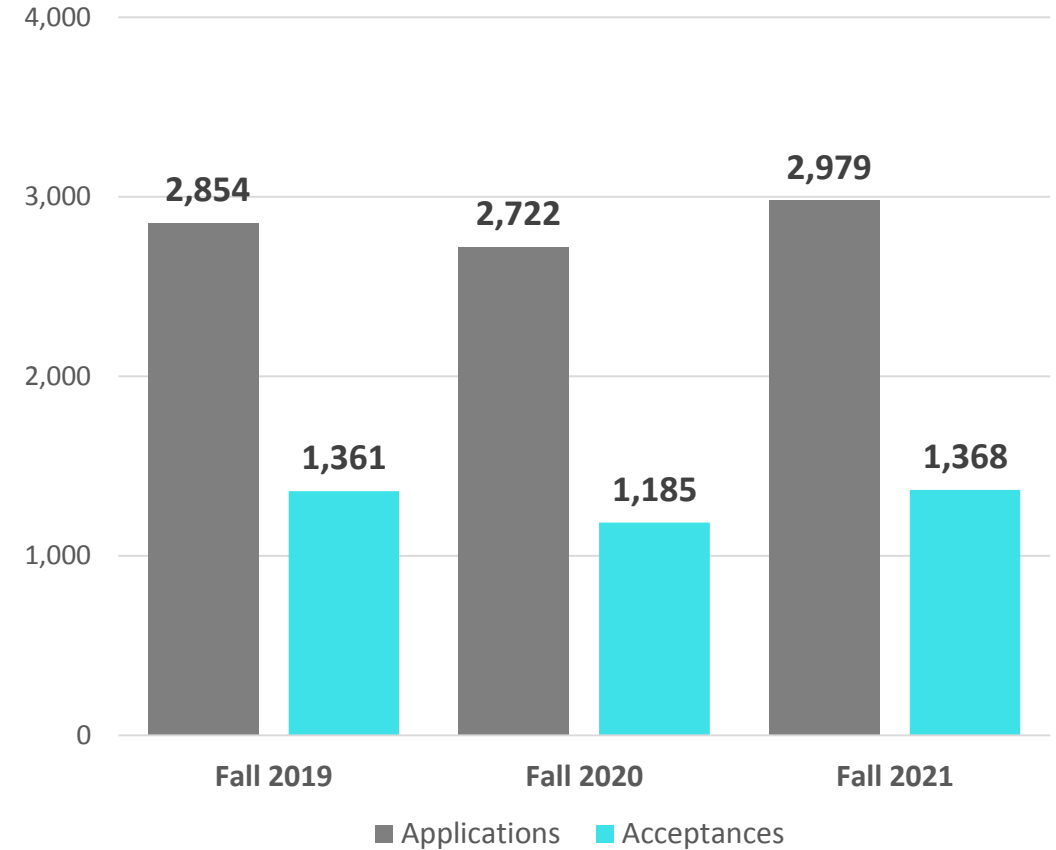
Fall 2021

Transfer and Masters Admission Trends

Transfer Admission Trends
2019-2021



Masters Admission Trends
2019-2021



VCU Board of Visitors Academic and Health Affairs Committee

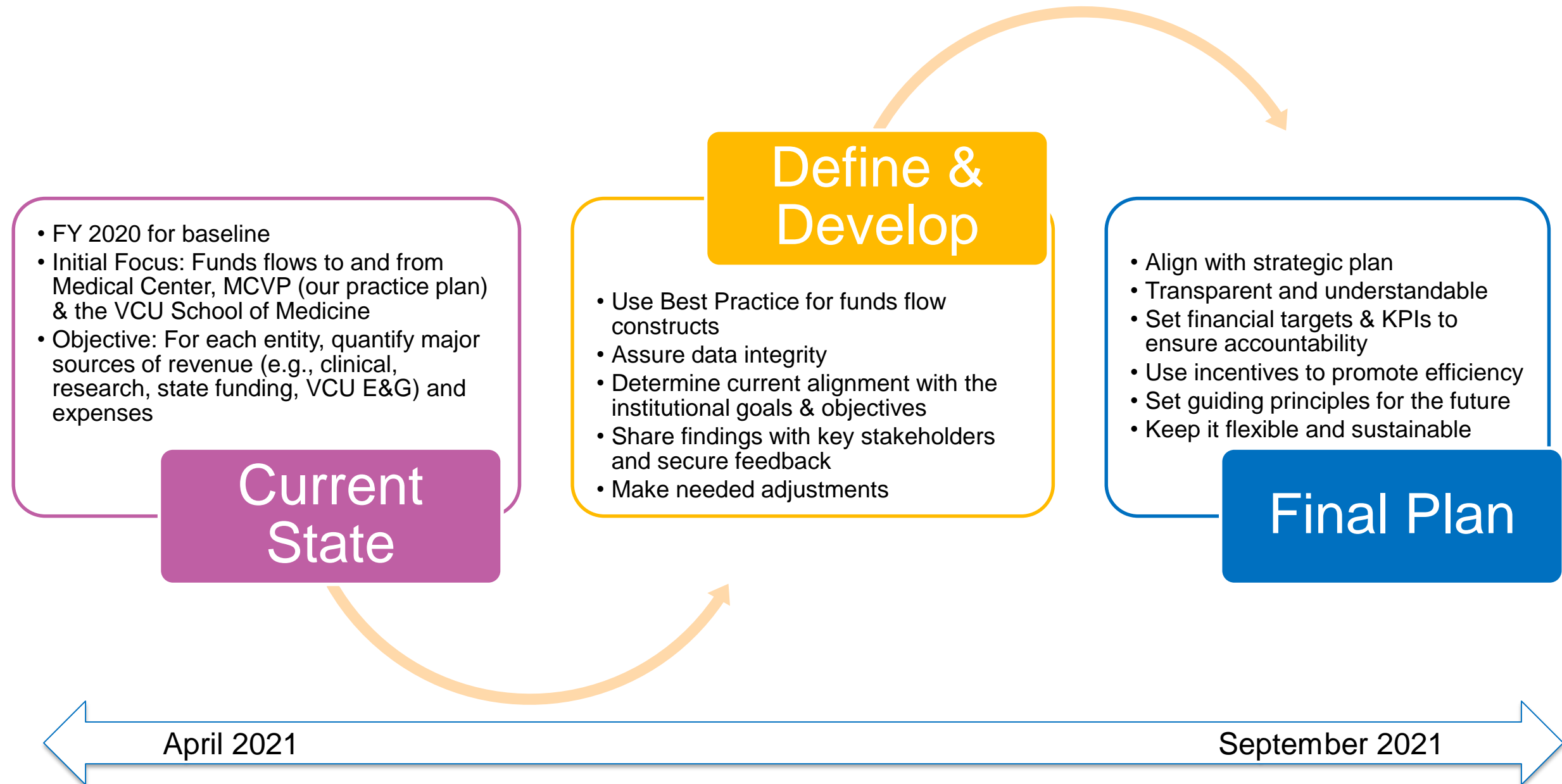
Art Kellermann, M.D., M.P.H.
SVP, Health Sciences
CEO, VCU Health System
May 14, 2021



Overview

1. VCU Health System Funds Flow Redesign
2. Aligning Chair's Compensation to Mission
3. VCU's Population Health Initiative

1. VCU Health System: Funds Flow Redesign



Post September: utilize final plan to define and develop the funds flow for all remaining entities of VCU Health System. All will be implemented by the end of fiscal year 2022.

2. Aligning Chair Compensation to Mission

Chairs:

- Create accountability for chair's contribution to the clinical mission and academic missions. Foster fiscal accountability across the board
- Align each chair's SOM/VCU and MCVP salary components to recognize both roles
- A chair's salary should be allocated based on their percentage contribution to SOM and MCVP

Physician faculty:

- Eliminate guaranteed payments and clinical “premiums” for excess administrative roles
- Create “incentive pools” to reward high performers and set clinical work minimums
- Adjust research cost-shares and administrative salaries using appropriate national benchmarks

Related Policies:

- Develop a comprehensive 3-year road map for physician recruitment. Reassess and update yearly
- Health System financial projections must factor into deciding when and where chairs hire more physicians
- Assure MCVP and VCU Health System hiring and planning advance our strategic plan

3. Population Health Initiative



VCU and America excel at “resurrection medicine”*



*Phrase attributed to the late Ron Anderson, MD, former CEO of Parkland Hospital

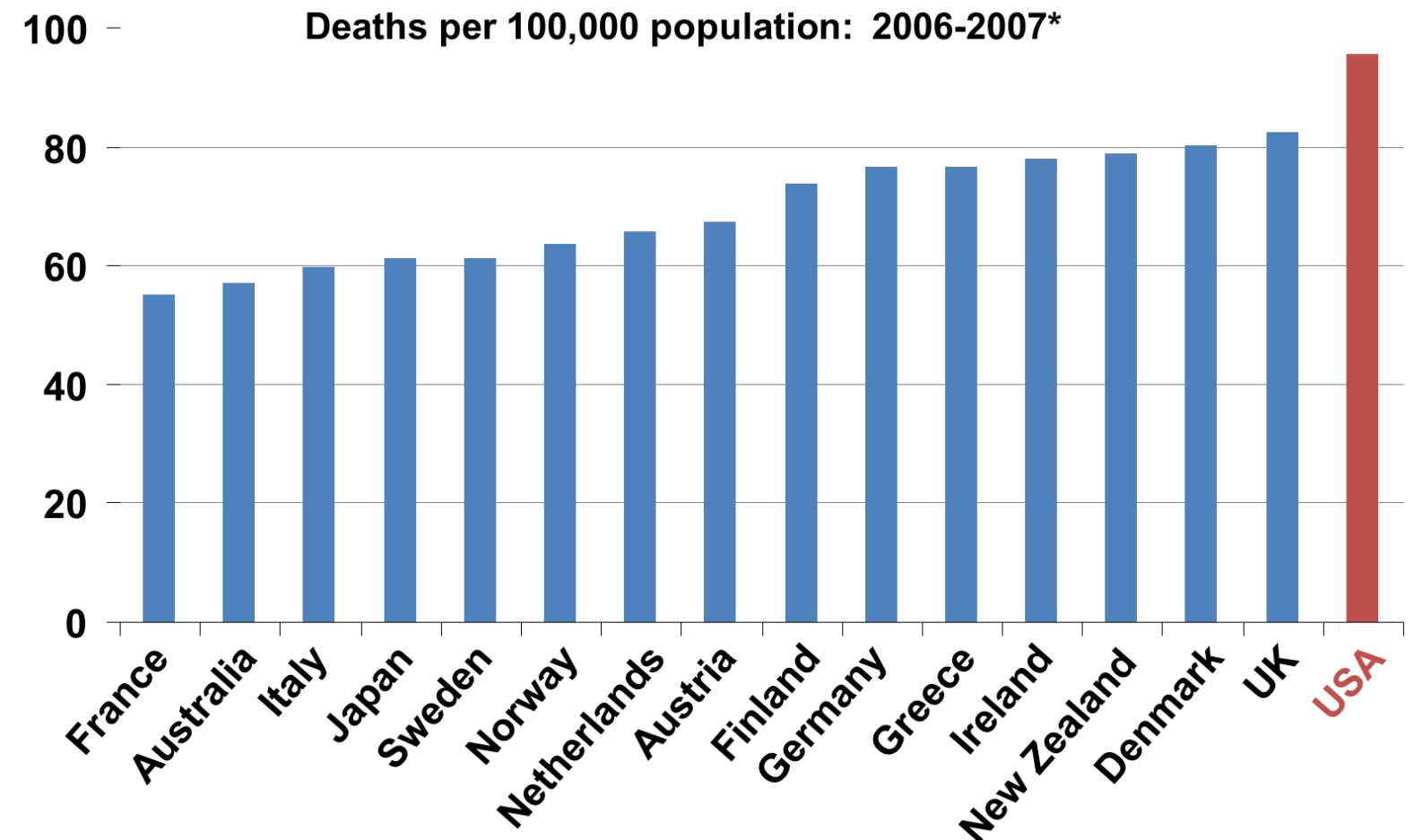
Despite our technical prowess, Americans live shorter lives in poorer health than citizens of other high-income countries

“Americans die sooner, and experience higher rates of disease and injury, than people in other high-income countries,”

“The disadvantage exists at all ages, from birth to 75...”

“Even Americans w/ health insurance, a college education & higher income do worse than their counterparts in other HICs”

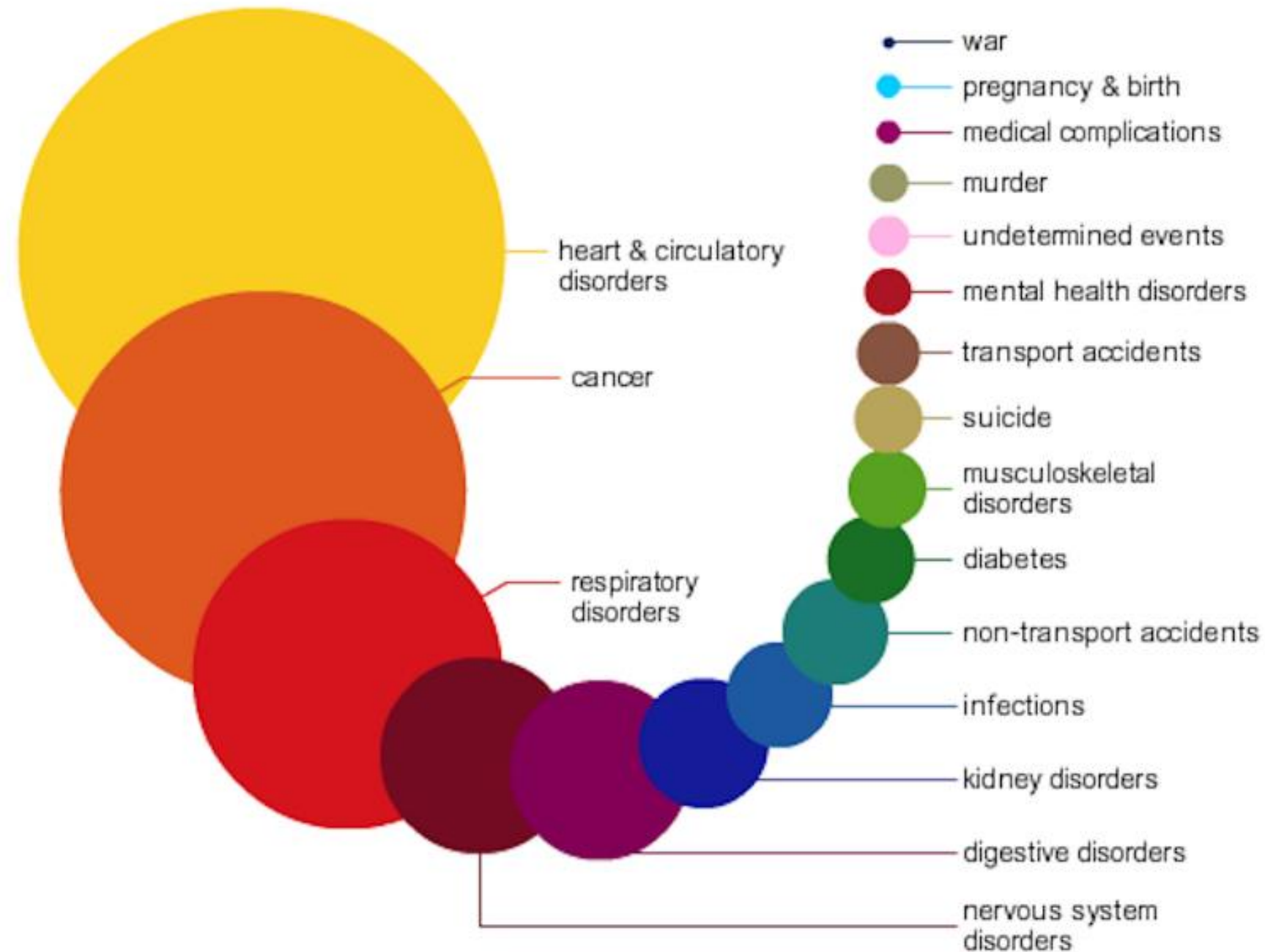
**U.S. Health in International Perspective – Shorter Lives, Poorer Health IOM/NAM Report, 2013*



SOURCE: Nolte and C.M. McKee, “Variations in Amenable Mortality—Trends in 16 High-Income Nations,” *Health Affairs*, published on line Sept 12, 2011.

Typically, we categorize “causes of death” by disease or injury

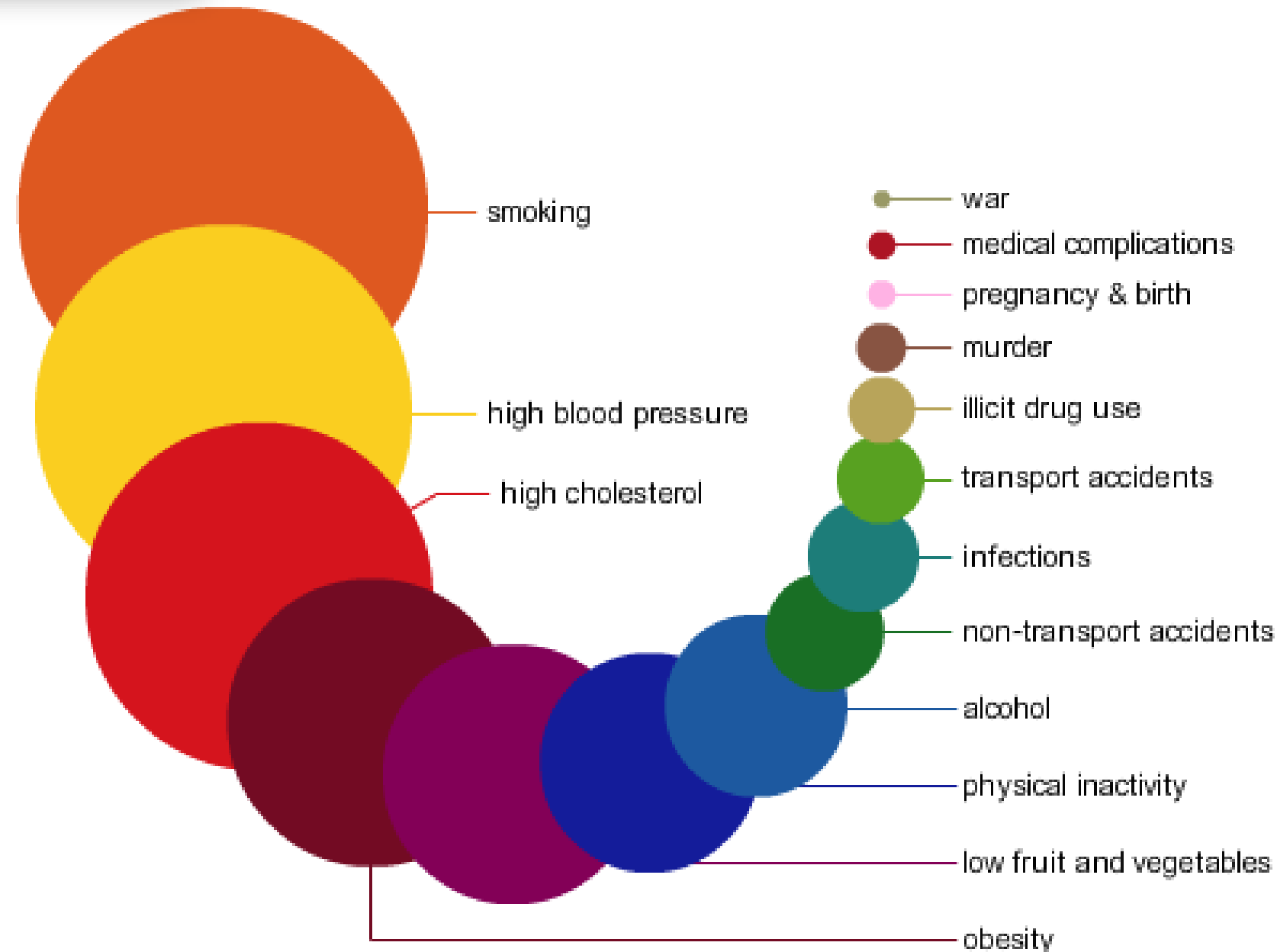
Leading causes of death in perspective



What if we paid more attention to the causes of these conditions?

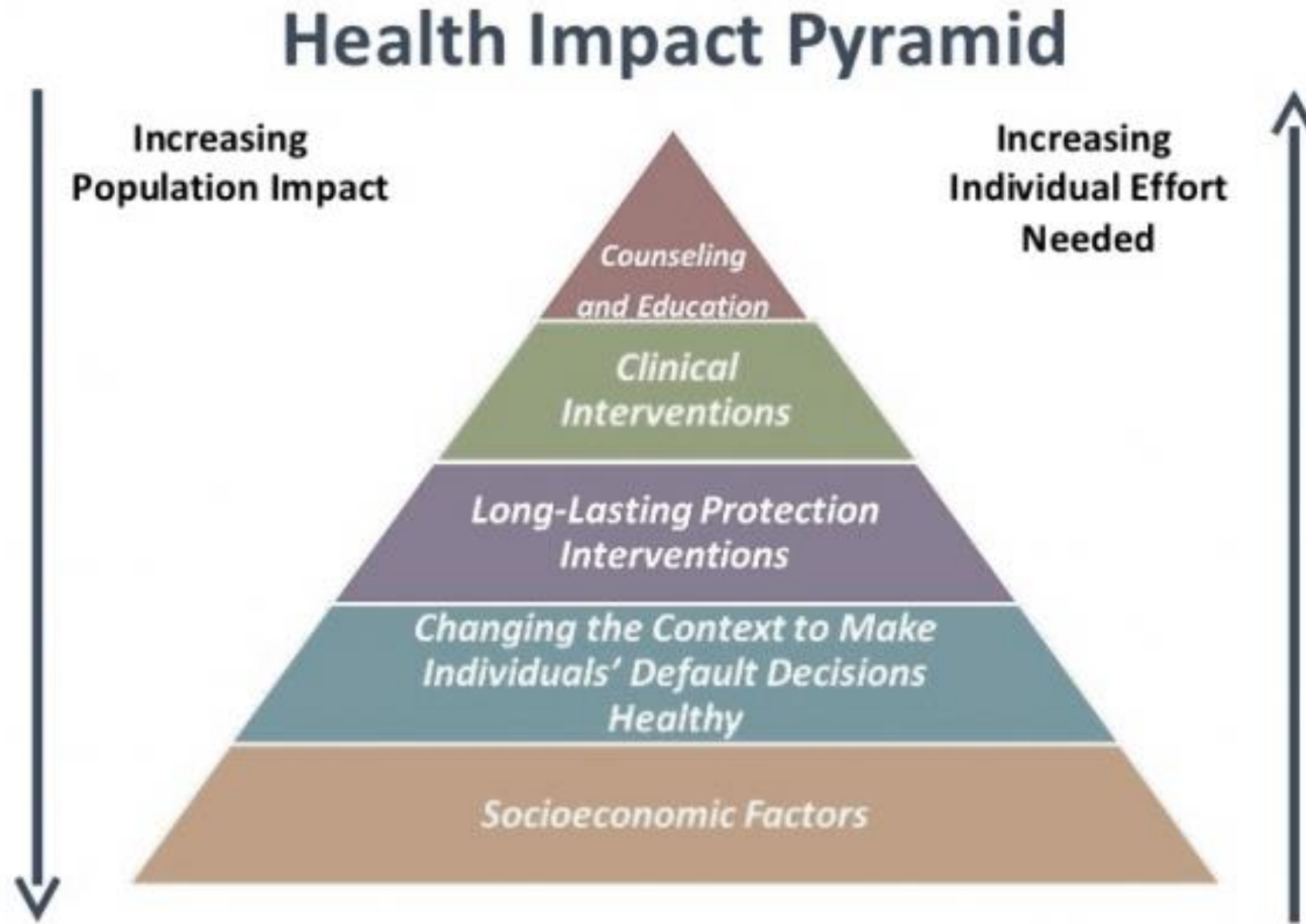
Risks leading to death in perspective

NHS Atlas of Risk



Source: NHS Atlas of Risk: <http://www.nhs.uk/Tools/Pages/NHSAAtlasofrisk.aspx>

We can save more lives by *expanding* our approach ...



Frieden T. American Journal of Public Health | April 2010, Vol 100, No. 4

What does this have to do with VCU? Everything!

- COVID-19 exposed **glaring weaknesses** in our national and state public health infrastructure
- **Post-COVID, huge threats to the public's health will remain**
- Virginia needs a **21st century workforce with 21st century skills** to protect our citizens' health
- America needs **new tools, new techniques and new thinking** to strengthen and protect population health at the local, state, national and global level



State Of The University 2021:

“EMERGING STRONGER TOGETHER”

“VCU has core competencies in all of the public health disciplines, such as epidemiology, infectious disease, biostatistics, environmental and occupational health, health policy ... expertise in addiction, emergency preparedness, health disparities and health communication – and yes, supply chain management ...”

“... Imagine the power of bringing together this faculty expertise from across our campuses and departments, the passion of our undergraduates through professional students, and our community partners to address major public health issues. ...”

To be able to prevent future pandemics; to eliminate racial and economic disparities in health; to prepare a future public health workforce that is diverse and ready to innovate for our collective health and safety”



Four Possible Goals for a VCU Public Health Initiative



Ensure the health of the Commonwealth,
particularly its most disadvantaged citizens.



Prepare a high-performing public health workforce to serve Virginia, our nation and the world.



Eliminate longstanding racial, social and geographic health disparities



Devise new ways to **engage communities** to promote and protect their health



VCU Health System will be a willing partner in this endeavor

Strengthening population health is in the best interests of VCU Health and our patients

- VCU Health already supports many population health strategies & is launching more (e.g., participation in the CMS Primary Care First initiative, etc.)
- We support education, prevention, and wellness activities focused on addressing health disparities (e.g., Richmond Health and Wellness Program, VCU Health Hub at 25th, many others)
- We regularly conduct population health activities (e.g., COVID testing capabilities for businesses and higher education institutions, VCU's Vaccine Corps is providing hundreds of volunteers for community COVID vaccination events)
- Payment models are progressively shifting from volume-based (i.e., FFS payment) to value-based (e.g., participation in CMS Bundles program, Anthem QHIP, etc.). We need to adapt to compete
- It's the right thing to do

onevcu



Strategic Plan

Executive Summary

VCU focuses on achieving social impact through a culture of research collaboration, as set forth in the university's Strategic Plan Quest 2025: Together We Transform. To guide the VCU research enterprise in its commitment to research, discovery and innovation, President Michael Rao, Ph.D. and Vice President for Research and Innovation, P. Srirama Rao, Ph.D., in late 2019, convened the Strategic Research Priorities Planning (SRPP) Committee. Co-chairs Dr. Kathleen Rudasill, Associate Dean for Research and Faculty Development in the School of Education and Dr. Michael Donnenberg, Senior Associate Dean for Research and Training in School of Medicine, and key leaders across both VCU campuses set forth with creating a bold, ambitious and strategic university-wide plan that serves as a framework to providing innovative solutions to global and societal grand challenges and streamlining investments leading to increases in funding and growth, ultimately advancing excellence in research and innovation at VCU.

The committee considered current and aspirational areas of research excellence and resources, infrastructure and investment needed to accomplish significant programmatic improvements in the research enterprise. It evaluated VCU's research funding and expenditures and how to assist schools and colleges in realizing strategic goals and full research potential. The committee sought input from the VCU community and collected feedback and comments from hundreds of researchers reflecting VCU's diverse and essential perspectives. A team of nearly 90 faculty designed an implementation plan as a roadmap to the successful outcomes set forth in the plan. With feedback at all stages from university leadership, the **One VCU Research Strategic Plan** and its implementation plan is reflective of the overall goals and aspirations of members of the VCU research enterprise.

Our mission is to enrich the human experience and advance human health and well-being through exceptionally creative, collaborative and community-engaged research.

Our vision is that we are a nationally prominent research institution dedicated to improving the human condition by developing fundamental knowledge and transformative solutions to address the grand challenges facing individuals, communities, our environment and the natural world.



In support of VCU's overall aim of **Improving the Human Condition**, we will focus on four initiatives:

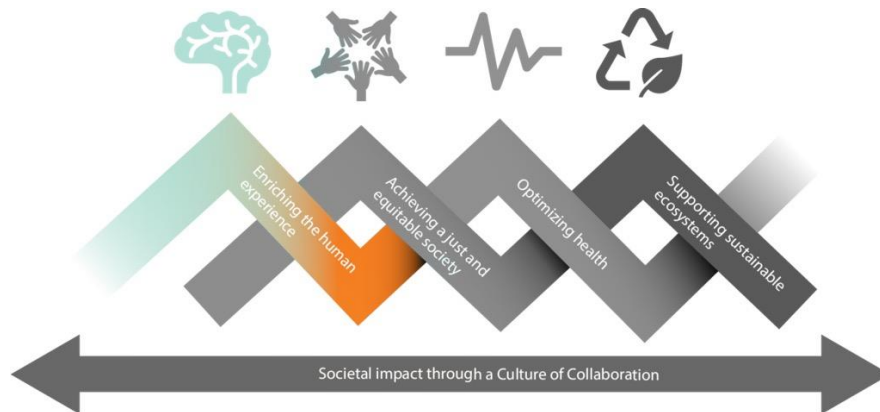
- Enriching the human experience
- Achieving a just and equitable society
- Optimizing health
- Supporting sustainable energy and environments

These initiatives will rest and rely upon the foundation of the plan: **Societal Impact through a Culture of Collaboration.**

This plan aims to strengthen VCU's research outcomes by aligning and coordinating the One VCU Research Strategic Plan with various important initiatives across the Monroe Park and MCV (VCU Health Sciences Strategic Plan) campuses, including undergraduate, graduate and postdoctoral research programs.

We will achieve these goals by implementing the key objectives and priority action steps for each of the following strategic initiatives:

Initiative 1: Enriching the Human Experience



We apply creative expression, critical analysis and advancements in knowledge and technology to enhance individual quality of life and social infrastructure.

The human experience is constantly evolving, encompassing joys and challenges, discoveries and historical grounding. In this initiative, two goals are set forth to enrich that experience. (1) *We will develop creative technological and analytical improvements and educational approaches to society's problems and* (2) *elevate human understanding and aspirations through cultural contributions and critical analysis.*

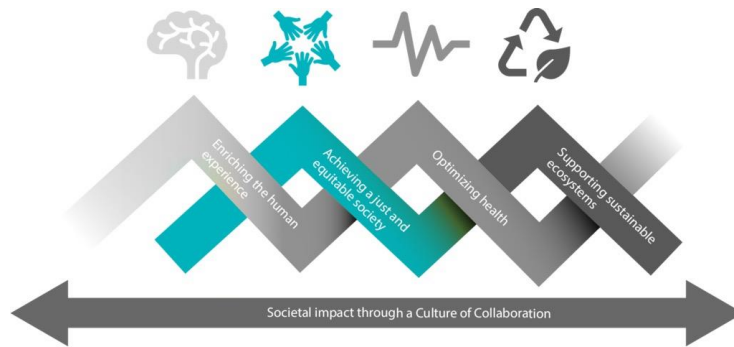
The objectives in these initiatives include research in education, policy, humanities, social sciences, engineering, and arts, among others. With the achievement of these plans, we expect the following outcomes:

- Education research at VCU is widely known as collaborative work that produces new teaching practices focused on students as individuals. It incorporates multiple facets that contribute to student success and leads to innovations in pedagogy disseminated in ways that attract high caliber graduate students to further contribute to our educational research programs.
- VCU research informs critical policy issues, including those addressing systemic racism, social and racial equity, justice reform, business ethics and unemployment. This elevates VCU's reputation as a trusted source for effective policy research and documented relationships to change and impact in policy making.
- VCU arts and humanities scholarship and research are known for important contributions to worldwide intellectual capital, generating additional funding for and recognition of this research and improved recruitment and retention of researchers, postdoctoral trainees, and undergraduate and graduate students in these fields.
- Establishment of VCU as the strategic hub and operations center for the Creative Economy Coalition, supporting interdisciplinary research, collaborative projects, and notable results in medical education, design in health care, and health information and communication.
- VCU's national reputation continues to grow as a leader in virtual reality, artificial intelligence (AI) and machine learning; optimizing human health and well-being; safety, security and information privacy; as well as improving process management in areas such as energy, transportation, education and security by establishing the VCU Artificial

Intelligence Exchange, integrated with the Arts + Health Initiative and producing evidence-based advances in this area.

- VCU creates technological innovations in autonomous systems and smart devices with a positive impact on quality of life increasing the number of patents and business applications in this field.
- Increased production of new knowledge and nationally recognized contributions to fundamental science lead to collaborations. This in turn translates the benefits of basic research to applications, assisting laypersons learn more about scientific principles, improving the recognition for fundamental science scholarship and improved recruitment and retention of researchers and students in these fields.

Initiative 2: Achieving a Just and Equitable Society



We commit to identifying injustices and finding solutions to the most difficult social problems to build a better world, recognizing that change begins with us.

At this pivotal moment, VCU researchers are poised to set precedents and standards for justice and equity in society, not only in an academic research university setting, but for the community and the world at large. In this initiative, we plan to achieve two goals: (1) *developing knowledge and solutions that reduce the impact of inequity, discrimination and disparities*, and (2) *creating knowledge that is translational and has real-world impact means prioritizing community-engaged research that reflects the perspectives and needs of diverse communities*.

Collaboration across the institution is key to the realization of the outcomes of these objectives, ensuring that research outcomes are translated into VCU's culture and beyond. These actions will lead to:

- Infrastructure that will empower research teams to engage community groups in the research process and identify the research priorities that best meet their needs, leading to formal partnerships with local Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) and additional research programs focused on social justice and health equities.
- Greater inclusivity in the research process supports meaningful results and engages the community and our research partners in a reciprocal role, resulting in trustworthy and sustainable community partnerships.
- VCU becomes a national model for translating research into practice by enhancing mechanisms for knowledge dissemination and community engagement and impact, increasing our potential to improve and inform effective policies and programs and create socially relevant outcomes.
- VCU is recognized as a national leader in research addressing disparities and inequities, creating solutions with a comprehensive, holistic and interdisciplinary approach; coordinating and amplifying our diversity, equity and inclusivity research and scholarship; and increasing our reputation as a national leader in the field.
- VCU faculty, staff and students from underrepresented groups are engaged in research that generates knowledge, practices and policies that address disparities and inequalities. We will leverage our enterprise-wide engagement in the intentional resolution and removal of institutional systemic barriers to these contributions, including the creation of training programs and increased recruitment and retention for underrepresented groups or persons from underrepresented backgrounds.

- VCU will contribute to the distribution of educational opportunities evenly across society by expanding knowledge about teaching every student effectively and discovering methods for retaining high quality teachers, maximizing student engagement, managing student conduct and implementing practices that distribute resources equitably by increasing the number of VCU-designed educational methods adopted widely and establishing an undergraduate social justice curriculum.

Initiative 3: Optimizing Health



VCU partners with VCU Health and other clinical partners in deploying a multidisciplinary approach at scales from molecules to populations in search of new ways to preserve and restore human health.

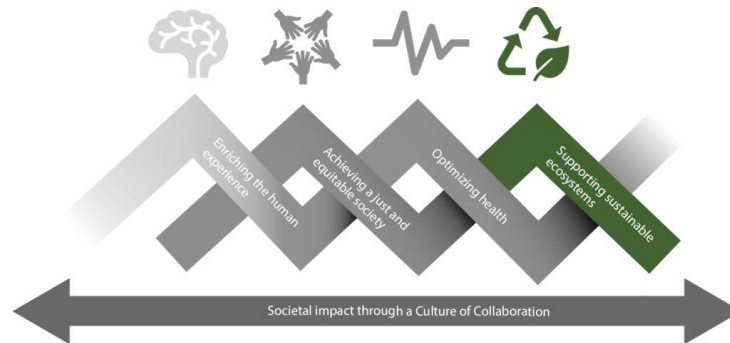
VCU has a long-standing commitment to advancing human health, providing world-class medical training and discovering both preventative and therapeutic interventions to optimize health. We will continue to grow our life-changing contributions in health research through three goals: (1) *improving wellness and reducing the burden of disease through transformative research*; (2) *leveraging emerging technologies, data science, machine learning and mathematical modeling to improve health outcomes*; and (3) *actualizing discoveries made at VCU to generate new medications, biologic treatments, interventions, devices and vaccines*.

Maximizing our resources in health-related research fields and forming new partnerships and infrastructure will lead to success in the outcomes for this initiative as follows:

- Translate new discoveries into highly impactful clinical trials and population interventions through increased productive interaction between researchers and clinicians, increasing the number of clinical trials resulting from collaborations between clinicians and researchers and producing more nationally-accepted, VCU-led guidelines for treatment and intervention.
- By establishing a powerful linkage between data, artificial intelligence and health information, VCU will develop transformative solutions to health problems with broad applicability across society, supported by our strength in bioinformatics, various omics, ultrahigh speed networks with connections to external networks and creating VCU-designed treatment guidelines and strategies originating from such infrastructure.
- VCU's clinical research infrastructure will allow for maximum efficiency in providing clinical trial opportunities for our patients, particularly those of diverse backgrounds, resulting in a significant increase in the number of impactful clinical research studies and resultant treatments and interventions shared throughout our region.
- VCU will produce innovative medical devices and technologies that provide clinical solutions with multidisciplinary teams composed of health, engineering and fundamental/basic scientists facilitated by infrastructure and engagement that leads to an increase in the number of new technologies, patents and startups created from collaborative efforts in these fields.
- Significant contributions will be made in the fields of cancer, neuroscience/addiction, cardiovascular disease and metabolic disorders through targeted investment/collaborations.

- VCU will achieve NCI comprehensive status for Massey Cancer Center, renewal of the CTSA award, nationally impactful Transdisciplinary Neuroscience Initiative, and increased recruitment of high performing researchers with team science grants in these targeted fields.
- VCU's culture of inclusion around data science, promoting innovation and the ethical use of data, will increase the integrity and impact of interdisciplinary health research leading to a Data Science Consortium that facilitates interdisciplinary, data-driven research projects and outcomes.
- We will increase community support and understanding of public health research through collaboration among VCU researchers, VCU Health System and the community including efforts to increase the number of participants in clinical research. We will further advance research in public health for its impact within the Greater Richmond area and beyond. We will increase the number of new therapeutics developed, startups formed, with more VCU discoveries entering clinical trials and reaching patients.

Initiative 4: Supporting Sustainable Energy and Environments



We create evidence-based solutions that contribute to a better future in a rapidly changing natural world.

Access to renewable energy and conservation of clean air and water resources are pressing issues of our time and require an improved ability to collect and use renewable energy. The most effective solutions to these issues will transcend traditional disciplinary and organizational boundaries. VCU will leverage its internationally recognized research expertise and assets through the three goals of this initiative: *(1) advancing effective and sustainable renewable energy sources and supporting resilient natural systems and biodiversity through the research, development and application of novel solutions, (2) educating our communities and informing positive changes in environmental policy and practice by effectively translating and communicating our data and scholarship, and (3) creating environmentally and economically sustainable materials, products, processes and infrastructure.*

As is seen throughout the plan, increasing collaborative research projects serves as the catalyst for achieving the outcomes for this initiative.

- VCU will become a leader in producing products, practices and policies that aid in solving society's critical energy and environmental problems through interdisciplinary collaboration, external partnerships and the maximization of our state-of-the-art facilities, research infrastructure and diverse natural habitats. Increasing funding, collaborative research projects and notable discoveries in this field will support the creation of an Institute for Sustainable Energy and Environment.
- VCU will expand its influence on environmental science literacy and its ability to inform public policies that contribute to a better quality of life, increasing the number of active partnerships with government agencies and other prominent organizations, establishing a formal training program like the National Science Foundation (NSF) Research Traineeship in this field and increasing the number of policies that reflect VCU research findings.
- We will offer solutions to materials and manufacturing-related problems that will affect industry and society in the next century that support the convergence of technological innovation and sustainability, creating a Center for Environmentally Sustainable Advanced Materials and Manufacturing and significantly enhancing VCU's expertise and research production in this field.

Foundation: Societal Impact through a Culture of Collaboration



We commit to improving the human condition through a culture of creativity, team science, collaborative research and recognition at VCU. These efforts transcend all four themes of our strategic plan.

VCU is a place where research and innovation, in all its forms, is a catalyst for change. VCU's faculty and staff are passionate about working across traditional boundaries in pursuit of lasting improvements to the human condition. Our culture will incentivize, recognize and reward research and innovation in all its forms.

This, the cornerstone of the **One VCU Research Strategic Plan**, outlines four goals to achieve this culture: *(1) create a culture that prioritizes research and rewards research effort and innovation; (2) facilitate collaborations to enhance innovation and impact; (3) accelerate discoveries by promoting a robust pipeline of diverse trainees through excellence in training programs; and (4) engage the research community and the community we serve in our progress, our research results and future directions that advance society and lead to systems change.*

The key outcomes resulting from the objectives in this foundational part of the plan support these goals by enhancing and developing research infrastructure; cementing policies and procedures that incentivize research; and prioritizing community engagement to ensure the work VCU performs appropriately serves our stakeholders. These objectives will produce the following results:

- Modify promotion and tenure guidelines to clearly reward research and creative output.
- Address barriers to collaboration across units and incentivize transdisciplinary collaboration, rewarding collaborative research effort and output.
- Promote the dissemination of research results to research participants and the broader community.
- Establish a streamlined pathway for partnership with community organizations to meet their needs through collaboration with the Center for Community Engagement and Impact (CEI).
- Create cyclical systems of communication to ensure community needs drive research, eliciting systems change and impacting community needs.
- Implement strong research training programs for diverse trainees and students and increase opportunities for undergraduate and graduate students as well postdoctoral fellows to engage in high quality research experiences.

- Recruit and retain productive research faculty and staff who are eminent in their fields.
- Accelerate innovation through collaboration between VCU experts and industry partners and between VCU researchers, educators and clinicians.
- Ensure that institutes and centers of excellence, as well as state-of-the-art core resources, add value across the university.
- Increase research partnerships with other universities in Virginia, especially HBCUs and HSIs.
- Collaborate with community partners to design effective strategies to translate research into transformative outcomes.

This is **One VCU Research**, dedicated to improving the human condition through a culture of creativity, responsiveness to sudden societal changes that fundamentally alter our lives, team science, collaborative research and recognition. As we emerge from the COVID-19 pandemic and face a rapidly changing landscape, this plan will provide the framework to not only further advance our mission, but to position ourselves to answer the call, whatever it may be. We must nurture our ability to pivot and meet the challenges of the day by developing novel ideas and seizing unique opportunities.

An integrated approach across both VCU campuses will move us forward toward our goal: **by 2025, VCU will be among the top 50 public universities in research**. We expect to surpass \$400 million in sponsored awards, allowing VCU to accelerate its commitment to addressing society's most vexing problems and its most urgent needs as a premier, urban research university that is nationally known and internationally recognized.

This ambitious plan will only succeed through a culture of collaboration. We are a university of great conscience, we take on what others find challenging and we engage in and advance the work that matters most. Our research successes speak for themselves and are the foundation to everything we strive and work hard to achieve.

For more information about the development planning committee, implementation committee, further description of the four initiatives and more, please visit <https://research.vcu.edu/about/strategic-research-priorities-plan/>.



BOV Constituent Report – May 2021

By: Saher Randhawa – President – VCU Staff Senate

staffsenate.vcu.edu

The 2020-21 academic year has kept the Staff Senate busy with various committee's and planning for events for the Spring 2021 semester. Currently members are serving on committee's all across VCU; from Safety & Well Being, to University Council, to serving as members of various hiring committees such as the Provost search, School of Medicine Senior Dean of Diversity & Inclusion, and many more. The Staff Senate has held monthly full-senate meetings with various guest speakers across the university from departments such as: human resources, VCU Police, community engagement, career development, and more. The following are the committee's that Staff Senator's serve on within Staff Senate and the goals and projects they've been working on:

Accessibility & Inclusion Working Group (AaIWG):

We continue to develop the ADA Support Persons intuitive with Crystal Coombes. A second and final training session is scheduled for Thursday, April 29th for representatives of the VCU Faculty Senate, who have partnered with the AaIWG to serve as support persons. Once training has been completed, the AaIWG plans to formally announce the intuitive and work to promote awareness of the new resource

The AaIWG events and celebrations sub-committee has identified several holidays, such as National Disability Employment Awareness Month, and are working to organize events to recognize them. We are excited to engage the VCU community and increase awareness of and focus on accessibility on campus.

The committee also continues to support several campus initiatives and committees in partnership with the ADA Office, in which they work to represent staff identified accessibility concerns and advance an inclusive VCU campus.

Awards & Recognition Committee:

- Planned Employee Appreciation Month (previous employee appreciation week) in March 2021. Events included partnerships with local businesses such as Lewis Ginter, Richmond Ballet, Richmond Symphony, The Poe Museum, and more to hold socially distanced ticketed events for employees to enjoy throughout the month of March, after work or on the weekends. Discounts or special programs will also be offered with vendors on campus and local vendors around campus, such as VCU RamTech and VCU RecSports. More information may be found here: <https://staffsenate.vcu.edu/employee-appreciation-week/>.
- Currently we are in the nomination process for the annual Staff Senate Awards for Excellence that are given by staff to staff in the categories of: new employee, integrity, staff advocacy, champion of diversity and inclusion and career achievement. This year we also added the Customer Service Award that will go to those that show extraordinary customer service in their roles. There is an award winner for each campus in each category. More information may be found here: <https://staffsenate.vcu.edu/awards/>. A virtual awards ceremony will be held in May.



Career Development Committee:

- This committee partnered with VCU Human Resources to put on the annual Career Development Conference which takes place during employee appreciation month. This year the fully virtual conference was spread throughout the month of March to offer flexibility for staff to attend sessions they find most useful and make it more convenient for everyone's schedule. The theme for this year's conference was 'Together We Transform', focusing on career/professional/personal development, diversity and inclusion, and job skills growth and training. Each week focused on one of these areas, and had an internal keynote speaker kick off each week with the theme. Sessions during that week emulated the theme of the conference and the focus of the week. Career Communities were a large part of the presentations, showcasing the ways staff can join and flourish in their perspective groups. The calendar for the conference, including the approximate 40 events, can be found on the Staff Senate website as well as the conference website:

staffsenateconference.vcu.edu. All recorded sessions can be found here:

https://vcu.mediaspace.kaltura.com/playlist/dedicated/1_9v6szjte/

Shared Governance Committee:

In the 2020-21 academic year, the shared governance committee continues to work to execute the first university-wide election of staff senators in many years. This year the committee is focused on implementing the mechanics of that election, according to the following timeline:

- Currently: Working with HR to formalize the communications plan surrounding the elections process and finalizing our web-based needs for execution.
- Have HR pull meta-unit report to determine number of senators in each: Spring 2021
- Formally open the field for nominations: 6/1/2021
- Nomination deadline: 6/25/2021
- Redcap poll open for voting: 7/19 - 7/30

See more on our election page here: <https://staffsenate.vcu.edu/elections/>

VCU Health Committee:

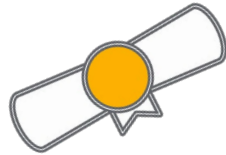
- This is a new committee and currently it is focusing on establishing a relationship with the new VCU Health CEO, Dr. Art Kellerman, and finding ways to collaborate with VCU Health leadership to bring both campuses and staff together to serve the university as one.
- The mission of the VCU Health Staff Senate committee seeks to strengthen the relationship between the staff, University, and VCU Health System; increasing transparency by collaborating with key stakeholders on decision making that impact VCU Health System team members.

Academic and Health Affairs (AHAC) Metrics



Enrollment

Admissions
Retention



Academic Quality

Degrees
Academic Programs
Online Education
SACS/Accreditation



Student Experience

Academic Success
Rights and
Responsibilities
Concerns
Safety, Satisfaction &
Engagement



Faculty

Rights &
Responsibilities
Salaries
Recruitment
Retention



Other

Athletics
Research
Inclusive
Excellence
Health Science

Office of the Provost
May 2021



VCU

Office of the Provost

Enrollment Metrics

	VCU						VA Institutions			Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	IPEDS						IPEDS Fall 2019					
Total Fall Enrollment	32,172	30,675	30,697	29,757	29,070 ^	31,000	25,012	36,383	37,863	22,080	35,364	44,246
UG Fall Enrollment	22,886	23,663	23,693	22,837	21,943 ^		17,010	29,300	26,662	13,836	27,502	32,684
Freshmen O/S Fall Enrollment	NA	240 (6%)	257 (6%)	285 (6%)	280(7%) ^		1,133 (29%)	1,974 (26%)	624 (17%)	361 (15%)	2,929 (47%)	457 (9%)
Online Fall Enrollment	NA	939	1,048	819*	10,388** ^		1,055	1,076	2,582	5,736	1,916	5,874
	US News Metric						US News 2021 Metric					
Freshman in Top 10%	15%	19%	17%	17%	18%		90%	29%	15%	29%	28%	34%
SAT 25th - 75th percentile	960-1170	980-1200	1076-1292	1070-1260	1070-1260		1340-1520	1180-1390	1110-1320	1090-1365	1180-1370	1170 -1330

*UG non-degree online enrl decreased by 257. UG degree-seeking decreased by 21. Graduate enrl increased by 49. For a total decrease of 229 from Fall 2018.
**COVID switch to online instruction
^ Pre-official release of IPEDS
NOTE: IPEDS data does not include Qatar.

Focused effort to balance enrollment increase with excellence

Student Success Metrics

	VCU						VA Institutions			Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	IPEDS						IPEDS 2019 (Fall 2018 Entry Cohort)					
1 YR Retention Rate	83.5%	82.8%	84.5%	83.0%	83.1%^	90.0%	97.3%	92.6%	86.4%	83.1%	88.5%	91.4%
	IPEDS						IPEDS 2019 (Fall 2013 Entry Cohort)					
4 YR Grad Rate	26.3%	45.0%	44.1%	47.8%^	43.8%^	58.0%	89.2%	64.8%	49.5%	40.2%	64.3%	59.7%
6 YR Grad Rate	50.1%	62.6%	67.1%	67.2%	66.1%	78.0%	94.6%	85.8%	70.7%	63.3%	76.5%	75.1%
6 YR Grad Rate Pell Recipients	NA	59.9%	63.1%	63.2%	62.1%	78.0%	93.3%	82.9%	67.0%	53.9%	66.8%	72.1%
	VCU Internal											
URM 6 YR Grad Rate	51.5%	60.1%	63.4%	63.9%	63.5%	78.0%						
Transfers 5 YR Grad Rate	57.1%	67.1%	67.6%	67.2%	71.9%							

Student Success Metrics

	VCU						VA Institutions			Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	* First Destination Survey											
UG Working, Continuing or Seeking Education after Graduation	NA	78%	78%	61%								
GR Working, Continuing or Seeking Education after Graduation	NA	84%	79%	72%								
	Common Data Set						Common Data Set 2018-19 degrees					
UG Student Debt at Graduation	NA	\$32,618	\$32,163	\$33,031			\$26,023	\$33,312	\$33,362	\$29,941	\$30,449	\$21,463

*Percentages represent the following categories: Employed Full-time, Employed Part-time, Continuing Education, Seeking Further Education.
2019-20 lower percentages possibly due to COVID-19.

Faculty Metrics

	VCU						VA Institutions			Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	US News Metrics						US News 2021 Metrics					
UG Student-to-Faculty Ratio	18	18.4	17.7	17.6	17.2	↔ Steady ↔	14	14	16.5	19	17	23
Faculty Compensation Rank	89	178	170	184	190	↓	32	51	249	81	113	135
	IPEDS						IPEDS 2019 (as of Nov 2019)					
FT Instructional with Faculty Status	1,906	2,127	2,187	2,182	2,181^		2,407	2,088	1,397	2,523	1,689	1,862
Minority FT Instructional with Faculty Status	329 (17.3%)	511 (24.0%)	542 (24.8%)	545 (25.0%)	577^ (26.5%)		436 (18.1%)	417 (20.0%)	316 (22.6%)	647 (25.6%)	355 (21.0%)	512 (27.5%)
	VCU Internal											
Faculty Turnover Rate	7.8%	7.1%	7.8%	7.6%								

^ Pre-official release of IPEDS

Faculty compensation rank is affected by VCU’s average salary of \$27K lower than other VA R1 peers.

FT Instructional with Faculty Status includes medical school employees.

Focused effort on these metrics

Academic Programs and Research Metrics

	VCU						VA Institutions			Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	US News Metric						US News 2021 Metric					
Educational expenditure per student	\$21,959	\$27,747	\$28,983	\$30,300	\$31,404	↑	\$58,785	\$33,141	\$23,258	\$ 64,295	\$26,097	\$26,367
Number of Programs in US News Top 100	NA	NA	8	35	30		63	31	45	33	54	40
	VCU Internal											
No. of degree programs	NA	179	179	184	186							
No. of certificate programs	NA	42	48	49	52							
	HERD Survey						HERD Survey FY19					
Federal Research Expenditures	NA	\$140.8	\$142.3	\$170.5			\$276.2	\$209.6	\$96.3	\$398.4	\$103.0	\$181.9
	VCU Internal											
Federal Research Awards	NA	\$140.9	\$159.8	\$169.2								
	VCU Internal											
Invention Disclosures	NA	134	114	133								

* UAB's higher expenditure per students is a result of their high research expenditures (~ 3 times more than VCU) and relatively low student FTE (half as many as VCU).

Focused effort on these metrics

Health Science Metrics

	VCU						VA Institutions			Peer Institutions		
Metrics	Base Year 2009-2010 (FY 10)	2017-18 (FY 18)	2018-19 (FY 19)	2019-20 (FY20)	2020-21 (FY21)	Quest 2025 Goal	UVA	VTECH	GMU	UAB	USC-C	USF
	VCU Internal											
Fall enrollment of health science students who were prior enrolled in non-health science majors	354	237	171	197	191							
	*First Destination Survey											
UG or GR Working, Continuing or Seeking Education after Graduation	NA	87%	85%	80%								

* School of Dentistry, School of Medicine, School of Nursing, School of Pharmacy, Health Professions, Office of Health Sciences, and Office of the VP for Research who responded as being Employed Full-Time, Employed Part Time Continuing Education or Seeking Further Education are included in this percentage.

<u>Metric</u>	<u>Definition</u>
Total enrollment	<p>Source: IPEDS</p> <p>Total men and women enrolled for credit in the fall of the academic year.</p> <p>2009-10 (FY10) = Fall 2009 enrollment 2017-18 (FY18) = Fall 2017 enrollment 2018-19 (FY19) = Fall 2018 enrollment 2019-20 (FY20) = Fall 2019 enrollment 2020-21 (FY21) = Fall 2020 enrollment (Preliminary from internal data based on IPEDS methodology. Will be converted to official release by Nov 2021)</p> <p><u>Credit</u> - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.</p> <p>Note: Enrollment reported is of the institution's official fall reporting date or October 15.</p>
UG enrollment	<p>Source: IPEDS</p> <p>Total undergraduate men and women enrolled for credit in the fall of the academic year.</p> <p>See Total Enrollment definition, for enrollment years mapped to FY.</p> <p><u>Credit</u> - same as above</p> <p><u>Undergraduate</u> - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.</p>

Freshmen OS Enrollment	<p>Source IPEDS (Collections started in Fall 2012)</p> <p>Number of first-time degree/certificate seeking undergraduate students who reside from a different state than that of the institution.</p> <p>See Total Enrollment definition, for enrollment years mapped to FY.</p> <p><u>Out-of-state enrollment</u> = US state not in the institution's state and not a foreign country</p> <p><u>First-time student</u> (undergraduate degree/certificate seeking) A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Student is enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.</p> <p><u>State of residence</u> - the state identified by the student as his/her permanent address at the time of application to the institution. This may be the legal residence of a parent or guardian, or the state in which a student has a driver's license or is registered to vote. It is not necessarily the state in which the student's high school is located.</p>
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Online Fall Enrollment	<p>Source: IPEDS (Collection started in Fall 2012)</p> <p>Students who are enrolled only in courses that are considered distance education courses. (Exclusively online enrollment does not include 0 credit courses)</p> <p>See Total Enrollment definition, for enrollment years mapped to FY.</p> <p><u>Distance education course</u> - A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.</p> <p>Includes only students enrolled for credit as of the institution's official fall reporting date or October 15.</p> <p><u>Distance education</u> - Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.</p> <p>Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.</p>
Freshmen in Top 10%	<p>Source: US News</p> <p>% of all degree-seeking, first-time, first-year (freshman) students who had a high school rank within the top tenth of their high school graduating class. "Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of last completed year, including students who began studies during the summer, international students/non-resident aliens, and students admitted under special arrangement.</p>
SAT 25th to 75th Percentile	<p>Source: US News</p> <p>Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted SAT scores</p>

1yr retention rate	<p>Source: IPEDS</p> <p>The retention rate is the percent of the (fall cohort from the prior year minus exclusions from the fall cohort) that re-enrolled at the institution as either full- or part-time in the current year.</p> <p>2009-10 (FY10) = Fall 2008 Cohort 2017-18 (FY18) = Fall 2016 Cohort 2018-19 (FY19) = Fall 2017 Cohort 2019-20 (FY20) = Fall 2018 Cohort 2020-21 (FY21) = Fall 2019 Cohort (Preliminary from internal data based on IPEDS methodology. Will be converted to official release by Nov 2021)</p>
4yr graduation rate	<p>Source: IPEDS</p> <p>This rate is calculated as the total number of students completing a bachelor degree or equivalent within 4-years (100% of normal time) divided by the revised bachelor subcohort minus any allowable exclusions.</p> <p>2009-10 (FY10) = Fall 2005 Cohort (GR2011) 2017-18 (FY18) = Fall 2013 Cohort (GR2019) 2018-19 (FY19) = Fall 2014 Cohort (GR2020) 2019-20 (FY20) = Fall 2015 Cohort (GR2021) Prelim based on internal data based on IPEDS methodology. Will be converted to official release in Feb 2022. 2020-21 (FY21) = Fall 2016 Cohort (GR2022) Prelim based on internal data based on IPEDS methodology. Will be converted to official release in Feb 2023.</p> <p><u>Allowable exclusions</u> - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission.</p>

6yr graduation rate	<p>Source: IPEDS</p> <p>This rate is calculated as the total number of students completing a bachelor degree or equivalent within 6-years (150% of normal time) divided by the revised bachelor subcohort minus any allowable exclusions. Note Preliminary numbers are from INSIGHTS excluding Qatar.</p> <p>2009-10 (FY10) = Fall 2003 Cohort (GR2009) 2017-18 (FY18) = Fall 2011 Cohort (GR2017) 2018-19 (FY19) = Fall 2012 Cohort (GR2018) 2019-20 (FY20) = Fall 2013 Cohort (GR2019) 2020-21 (FY21) = Fall 2014 Cohort (GR2020) <u>Allowable exclusions</u> - same as above</p>
6yr graduation rate Pell Recipient	<p>Source: IPEDS</p> <p>This variable is generated by dividing the number of full-time, first-time, bachelor's degree seeking Pell grant recipients who completed a bachelor's degree divided by the adjusted cohort of full-time-first-time bachelor's degree-seeking Pell grant recipients.</p> <p>See the 6yr graduation rate definition, for cohort years mapped to FY.</p> <p><u>Pell Recipients</u> - defined as those students receiving and using their Pell Grant. These students must receive the award upon entry into the institution. Students that are recipients of an award at a later point after entry, are not included. <u>Allowable exclusions</u> - same as above</p>
URM 6yr Graduation Rate (FT Freshmen)	<p>Source: VCU Internal. Latest data is for the Fall 2013 entry cohort.</p> <p>The percentage of students in a first-time full-time entering cohort who have completed their degree by 6 years later.</p> <p>See the 6yr graduation rate definition, for cohort years mapped to FY.</p> <p><u>URM</u> - American Indian/Alaskan, Black/African American, Hispanic/Latino, Hawaiian/Pacific Islander</p>

5yr Graduation rate (Transfer)	<p>Source: VCU Internal</p> <p>The percentage of students in a an entry cohort who transferred from another post-secondary institution and who have completed a VCU degree 5 years later.</p> <p>2009-10 (FY10) = Fall 2004 Cohort 2017-18 (FY18) = Fall 2012 Cohort 2018-19 (FY19) = Fall 2013 Cohort 2019-20 (FY20) = Fall 2014 Cohort 2020-21 (FY21) = Fall 2015 Cohort</p>
UG and GR Working Full-time and Continuing Education after Graduation	<p>Source: VCU First Destination Survey (HandShake) (2018-19 and 2019-20), VCU SERL (2016-17 and 2017-18)</p> <p>Students who responded as Employed Full-Time, Employed Part Time, Continuing Education, or Seeking Further Education are included in this percentage.</p> <p>The survey is administered to all students identified as graduating at the end of the semester in which the survey is administered. Survey is open for six months after graduation and above seven email reminders throughout the six months.</p> <p>Peers: Source from peers' website. UVA 2018-19; VA Tech 2019-20; GMU 2019-20 Preliminary; UAB 2017-18</p>
All UG Student Debt at Graduation	<p>Source: Common Data Set (Section H5)</p> <p>The number of students in the undergraduate class who started at your institution as first-time students and received a bachelor's degree in the fiscal year (July to June). Exclude students who transferred into your institution. The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.</p> <p>2009-10 (FY10) = Not available 2017-18 (FY18) = UG who started as first-time students and received a degree between July 1, 2017 and June 30, 2018 2018-19 (FY19) = UG who started as first-time students and received a degree between July 1, 2018 and June 30, 2019 2019-20 (FY20) = UG who started as first-time students and received a degree between July 1, 2019 and June 30, 2020</p> <p>Common Data Set 2019-20 submission which has 2018-19 degree data -USF, USC, UAB, GMU, UVA and VATech</p>

UG Student to Faculty Ratio	<p>Souce: US News uses IPEDS</p> <p>Total FTE students not in graduate or professional programs divided by total FTE instructional staff not teaching in graduate or professional programs.</p> <p>Graduate or first-professional programs such as medicine, law, veterinary, dentistry, social work, or public health, in which students are enrolled or faculty teach are excluded from both full-time and part-time counts.</p> <p><u>Total FTE students</u> - the number of full-time students plus 1/3 the number of part-time students (Fall enrollment component).</p> <p><u>Total FTE instructional staff</u> - the number of full-time instructional staff to 1/3 the number of part-time instructional staff (Human Resource Component, EAP section).</p> <p><u>Instructional staff</u> - include employees whose primary function/occupational activity is primarily instruction or instruction/research/public service and are not medical school employees.</p>
Faculty Compensation Rank	<p>Souce: US News</p> <p>The average faculty pay and benefits are adjusted for regional differences in cost of living. This includes full-time assistant, associate and full-time professors. A two-year average salary is computed (for example for the 2019-20 rank the years 2017-18 and 2018-19 academic years were used). The regional differences in cost of living are taken from the latest update to the Regional Price Parities by State and Metro Area indexes from the U.S. Department of Commerce's Bureau of Economic Analysis (BEA).</p> <p>Higher average faculty salaries after adjusting for regional cost of living, score better than lower average faculty salaries in the rankings.</p>

FT Instructional with Faculty Status	<p>Source: IPEDS</p> <p>Number of instructional staff with faculty status (Tenured, on tenure track, not on tenure tack/no tenure system) as of November 1. Includes Medical school staff.</p> <p>2009-10 (FY10) = Fall 2009 2017-18 (FY18) = Fall 2017 2018-19 (FY19) = Fall 2018 2019-20 (FY20) = Fall 2019 2020-21 (FY21) = Fall 2020 (Preliminary from internal data based on IPEDS methodology. Will be converted to official release by Nov 2021)</p> <p><u>Instructional Staff</u> - An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution.</p> <p>Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research.</p> <p><u>Full-time staff (employees)</u> - As defined by the institution. The type of appointment at the snapshot date determines whether an employee is full-time or part-time. The employee's term of contract is not considered in making the determination of full- or part-time.</p> <p><u>Faculty status</u> - designated by the institution according to the institution's policies. The IPEDS HR survey includes the ranks of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer.</p>
Minority FT Faculty	<p>Source: IPEDS</p> <p>Same as above</p> <p><u>Minority</u> - American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.</p>

Faculty Turnover Rate	<p>Source: IRDS</p> <p>The number of faculty terminations divided by the average T&R faculty headcount. The average faculty headcount is the average of the Fall Census II faculty headcount and the previous Fall Census II faculty headcount. The year represents the ending Fall year. For example, a rate in the 2014 column defines Fall 2013 to Fall 2014 turnover of faculty.</p>
Educational expenditure per student	<p>Source: US News</p> <p>Financial resources are measured by the average spending per full-time-equivalent student on instruction, research, public service, academic support, student services and institutional support during the latest two fiscal years (for example, for the 2019-20 rank, 2017 and 2018 fiscal years were used). Higher average expenditures per student, score better than lower expenditures in the ranking model.</p> <p><u>Full-time equivalent</u> - The number of full-time students plus one-third the number of part-time students.</p>
Top 100 US News ranked programs	<p>Source: US News these numbers include programs and specialties Graduate Programs</p> <p>VCU academic programs that rank in the top 100.</p>
Academic Programs	<p>Source: VCU Internal</p> <p>The number of programs offered at your institution and published in the bulletin.</p>
Federal Research Awards	<p>Source: VCU Internal</p> <p>Funds (in millions) that have been obligated by an agency or organization for a particular sponsored project or NIH related. Usually released in October.</p>
Federal Research Expenditures	<p>Source: HERD Survey</p> <p>The total amount of R&D expenditures reported to the NSF in their annual Higher Education and Research Development (HERD) survey.</p>
Invention Disclosures	<p>Source: OVPRI (Innovation Gateway office.)</p> <p>Invention disclosure forms are a summarized data sheet of the inventions created by VCU faculty and staff. These forms contain multiple questions that include a summary of the invention, funding sources, inventors who have contributed towards the creation of the invention, upcoming publications, etc. All of this information is docketed and used to generate patent applications with the inventor's input, as well as, keep a detailed record of university generated inventions. Usually released soon after June 30th.</p>

Fall enrollment of health science students who were prior enrolled in non-health science majors	<p>Source: IRDS analysis</p> <p>The number of students majoring in a health science field in the respective Fall semester, who majored in a non-health science field in either the preceding Fall or Spring.</p> <p>Includes undergraduate, graduate, and first-professional students.</p>
UG or GR Working or Continuing Education after Graduation	<p>Source: VCU First Destination Survey (HandShake) (2018-19 and 2019-20), VCU SERL (2017-18)</p> <p>Students from School of Dentistry, School of Medicine, School of Nursing, School of Pharmacy, Health Professions, Office of Health Sciences, and Office of the VP for Research who responded as being Employed Full-Time, Employed Part Time, Continuing Education, or Seeking Further Education are included in this percentage.</p> <p>*The SERL 2016-17 data used in the other metrics can not be used to provide the data for 2016-17 (FY17) because this data contains summary reports only and does not contain the raw data set.</p>

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Description of the Proposed Program

Program Background

Virginia Commonwealth University (VCU) seeks approval to create a Bachelor of Arts (BA) degree program in Family Development and Education at the main campus in Richmond, Virginia. The proposed program will be administered by the Department of Counseling and Special Education within the School of Education. The target date of the program's initiation is the fall 2022 semester.

The purpose of the proposed BA in Family Development and Education is to educate students to effectively engage in complex issues related to the family unit and prepare students for careers as family life educators, family services specialists, family policy analysts, community-based researchers, curriculum and resource developers, and family development and intervention specialists in human services positions. The program will provide students with a deep understanding of the family unit as it relates to individual and family well-being, the community, cultural contexts, family diversity, and the life span. The program's coursework is interdisciplinary in nature and will provide students with specific knowledge and skills on the sociology of families, developmental psychology, urban environments and the influence on families, and education and counseling as it relates to families. The coursework will also address topics such as human sexuality, family policy and law, relationships and marriage, parenting, family resource management, human development, and human services. In addition, students will be educated on family life education methodology that will prepare them to educate various facets of the population, including in community and school settings, on topics related to family life. Graduates of the proposed program will have all of the content area knowledge required for the National Council for Family Relations' (NCFR) Certified Family Life Educator (CFLE) credential. Through experiential learning, students will be exposed to children and families from diverse backgrounds seeking support services of education, empowerment, and advocacy. Graduates will be prepared to work in a variety of settings, such as health care, community education, faith communities, middle and high schools, colleges and universities, social service agencies, corporate settings, government agencies, corrections, retirement communities, and the military.

Family development and education is an interdisciplinary field combining human development, family studies, and family life education. Human development refers to the "to the physical, cognitive, and psychosocial development of humans throughout the lifespan."¹ Family studies examines human development within the context of the family unit, oftentimes focusing on family issues, dynamics, and processes. Family life education "is the practice of equipping and empowering family members to develop knowledge and skills that enhance well-being and strengthen interpersonal relationships through an educational, preventive, and strengths-based approach." Family life educators with coursework in family studies, human development, and education will have all of the content knowledge necessary to teach healthy practices to family

¹ Lumen. Human development. Retrieved from: <https://courses.lumenlearning.com/wmopen-lifespandevelopment/chapter/human-development/>

members across the lifespan to “foster positive individual and family development so families can function optimally.”²

Due to state and national economic challenges, increasing unemployment, an aging population requiring more family assistance, and unique challenges presented by a global pandemic, acute and chronic stressors that families face are on the rise. In order to assist families in combating these rising challenges, the need within society for professionals trained in prevention and education continuously grows. Graduates of the proposed program will be trained to address these stressors through a developmental and cultural lens of assistance that not only meets families where they are, but anticipates future needs.

The proposed program responds to current needs within the Commonwealth of Virginia. Providing employers with entry-level professionals that collaborate with families through a prevention framework, and not a deficit one, will expand opportunities for meeting the growing workforce needs (e.g., assisting others coping with acute and chronic stressors of joblessness and caregiving of family members). Graduates will be highly qualified family development and education professionals who will be capable of serving families in need, institutions of education, government agencies, and more. Virginia Commonwealth University is fully committed to offering the proposed degree program to ensure an adequate supply of professionals who are prepared and trained to meet industry needs.

Institutional Mission

As stated in its mission, “Virginia Commonwealth University and its academic health sciences center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation;
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life;
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society’s most complex challenges;
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity; and
- Deeply engrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve.”

The proposed BA in Family Development and Education directly serves to fulfill the mission of the University such that it will provide students with an interdisciplinary education to help solve “complex challenges” related to the family unit. Using coursework from Counseling, Psychology, Sociology, Urban Studies, and Education, the proposed program will prepare students with a well-rounded education to further their understanding of the family through various perspectives. The proposed program also aligns with VCU’s commitment to diversity and inclusion as it will address issues related to diverse families in diverse settings. Graduates of this program will be well prepared to provide prevention and intervention for children and

² National Council on Family Relations. What are family life educators? Retrieved from: <https://www.ncfr.org/cfle-certification/what-family-life-education>

families related to education, human sexuality, relationships, aging, consumer/household financial planning specific to the cultural context of the individuals being served. The proposed degree program is included in the institution's six-year plan.

Delivery Format

The proposed BA in Family Development and Education program's core courses will be offered in a hybrid format where some classes will be held face-to-face and others online. Virginia Commonwealth University utilizes Canvas Learning Management Systems to deliver hybrid and online courses. The university offers a variety of online support services through VCU Technology Services, which is the unit that manages the Canvas system Learning Management systems. The resources available to offer courses online include: Canvas, Zoom Videoconferencing, Online@VCU, and the VCU Academic Learning Transformation (ALT) Lab.

The university and the School of Education have resources designed to support online teaching and learning available to faculty. For the proposed program, faculty who will be teaching hybrid courses have designed and taught courses in a hybrid/online environment. To promote quality hybrid/online learning, all faculty that design and teach hybrid and online courses will work with faculty and staff at Online@VCU and the Academic Learning Transformation (ALT) Lab. Both centers are responsible for working with faculty to develop engaging teaching in face-to-face, online, and hybrid formats.

Curriculum

The proposed BA in Family Development and Education will require a minimum of 120 credit hours. The proposed program includes a required internship to provide students practical experience through experiential learning activities. The internship consists of 125 clock hours.

The core curriculum will provide students with the specific knowledge and skills to deliver preventative services for children and families in a variety of settings. The curriculum is designed to provide students with a multi-contextual understanding of family dynamics in order to engage with families in preventative practices designed to encourage healthy functioning and well-being across the family lifecycle. Students will learn individual (lifespan) and family development, relationships (e.g., parent-child, couple, and family), program development (e.g., curriculum development and education), urban considerations, ethics in service delivery, and policy/law/advocacy. Students will learn how family systems interact with larger societal systems and the needed preventions required to assist families navigate these systems (e.g., the impact of social/political systems on education and policies that impact children and families).

Through the required internship, students will have the opportunity to plan, develop, implement, and evaluate programs and services for children and families in a variety of diverse settings. They will gain practical supervised knowledge of designing and implementing educational experiences, promoting and marketing educational programs, implementing evidence-based programs, collaborating with families and other professionals, developing culturally-competent

educational materials and learning experiences, and implementing adult education principles into work with individuals, parents, and families.

All new courses are denoted with an asterisk.

Program Requirements

General Education Requirements (31 credits)

VCU's general education curriculum seeks to provide a diverse student body with a broad base of knowledge and the intellectual skills to participate actively in a changing world. To those ends, the general education curriculum challenges students to seek creative answers to complex problems, see connections between disciplines and between ideas, and develop an informed perspective on the varieties of human experience. Currently, more than 100 courses have been approved for the general education curriculum. The General Education curriculum is a requirement for all VCU undergraduate students and therefore does not focus on those skills, techniques or procedures specific to a particular occupation or profession. The general education curriculum which follows consists of 30 credit hours divided into three sections: 1) foundations, 2) breadth of knowledge and 3) areas of inquiry.

Foundations (12-13)

UNIV 111. Focused Inquiry I (3) – required by all VCU students

UNIV 112. Focused Inquiry II (3) – required by all VCU students

UNIV 200. Inquiry and the Craft of the Argument (3) – required by all VCU students

Quantitative Foundations (3-4)

Breadth of Knowledge (9)

Areas of Inquiry (8-9)

Ancillary Courses³

INTL 101. Human Societies and Globalization (3)

PSYC 101. Introduction to Psychology (4)

SOCS 340. Human Sexuality (3)

SOCY 101. Introduction to Sociology (3)

Core Courses (45 credits)

CLED 340. Marriage and Intimate Relationships (3)

CLED 440. Family Dynamics (3)

CLED 501. Survey of the Counseling and Human Services Professions (3)

EDUS 301. Human Development and Learning (3)

FMDE 300. Parent Education and Guidance (3)*

FMDE 301. Values and Ethics in Family Development and Education Practice (3) *

FMDE 302. Family Law and Public Policy (3)*

FMDE 303. Family Resource Management (3)*

FMDE 400. Family Life Education Methodology (3)*

FMDE 450. Family Services Internship (3, 125 clock hour internship)*

PSYC 304. Life Span Developmental Psychology (3)

PSYC 323. Interpersonal Relations (3)

³ INTL 101, PSYC 101, SOCS 340, and SOCY 101 also fulfill General Education requirements (either Breadth of Knowledge or Area of Inquiry).

SOCS 303. Marriage and Family Relationships (3)
SOCY 304. Sociology of Families (3)
URSP 116. Introduction to the City (3)

Restricted Electives (15 credits)

Students will select 15 credits from the list below.

EDUS 300. School and Society (3)
EDUS 305. Educational Psychology (3)
GRTY 410. Introduction to Gerontology (3)
GRTY 510. Aging (3)
POLI 321. Urban Politics (3)
SEDP 216. Families and Professional Partnerships (3)
SOCS 302. Diverse Families and Children in the United States (3)
SOCY 305. African American Family in Social Context (3)
SOCY 327. Urban Sociology (3)
TEDU 202. Health Education Content (3)
URSP 304. Urban Social Systems (3)
URSP 315. Evolution of the American City (3)
URSP 435. Diversity, Equity and Inclusion in the City (3)
WRLD 302. Communicating Across Cultures (3)

Open Electives (29 credits)

Total: 120 credit hours

Internship

All students will be required to complete experiential learning activities in an off-campus environment. Ideal activities for an internship experience provide the students with an opportunity to explore various family development and education career interests. Students will apply their previous coursework experiences to the internship experience. During the internship experience, students will co-construct activities and goals with both the site and faculty supervisors.

Students must work an approximate minimum of 8.5 hours per week for 15 weeks to earn three semester hours of credit (125 clock hours minimum). The final product presented for the internship will contain the following aspects: 1) faculty/site supervisor final evaluations during internship; 2) student reflections; 3) final project presentation and related materials. The final product will be approved by the site supervisor/mentor and presented to the sponsoring professor or program coordinator. A summary of the program and work with the client will also be presented. A mid-term review will be required by the site supervisor and the sponsoring professor. Students who earned an “F” for the internship will be required to retake the course. The sponsoring faculty member and the internship site work together to help the student succeed in the experience with ongoing feedback and interventions.

See Appendix A for a sample plan of study.

See Appendix B for course descriptions.

See Appendix C for a list internship sites.

See Appendix D for the National Council on Family Relations' (NCFR) content area standards for the Certified Family Life Educator (CFLE) credential and course alignment.

Faculty Resources

The Department of Counseling and Special Education has 15 full-time faculty. Two (2) full-time faculty will teach required courses in the proposed degree program. The two faculty members program have a combined 25 years of teaching experience in law/policy, couples and family counseling, school counseling, clinical mental health counseling, and counselor education. Each faculty member teaching holds a doctoral degree in counselor education and supervision. One faculty member also holds a juris doctorate. Collectively, the two faculty members have published articles in professional journals, authored books and book chapters, and made over 50 presentations at national and international conferences.

One new faculty member will be hired in the initiation year, 2022-2023, of the proposed program in the Department of Counseling and Special Education. The new faculty member will teach core courses in the proposed program. The position will require a doctoral degree in family studies, human development, human services, or a closely related field. The new faculty member will be hired at the rank of Assistant Professor.

A faculty member in the Department of Foundations of Education with a doctorate in education will teach the required foundations of education course. The faculty member will have appropriate teaching experience to teach in the proposed program.

Faculty members in the Department of Sociology in the College of Humanities and Sciences with a doctorate in sociology will teach the required sociology and social sciences course. The faculty members will have appropriate teaching experience to teach in the proposed program.

Faculty members in the Department of Psychology in the College of Humanities and Sciences with a doctorate in psychology will teach the required psychology courses. The faculty members will have appropriate teaching experience to teach in the proposed program.

Faculty members in the L. Douglas Wilder School of Government and Public Affairs with a doctorate in urban and regional studies will teach the required urban and regional studies course. The faculty member will have appropriate teaching experience to teach in the proposed program.

A faculty member in the School of World Studies with a doctorate in international studies will teach the required international studies course. The faculty member will have appropriate teaching experience to teach in the proposed program.

One adjunct faculty will be utilized to sustain the proposed degree program. The adjunct faculty will be required to have a doctorate or master's degree in family studies, human development, counselor education, or a closely related field. The adjunct faculty will have appropriate teaching experience to teach in the proposed program.

See Appendix E for the faculty curriculum vitae (abbreviated).

Student Learning Assessment

Students who complete the proposed BA in Family Development and Education will possess the appropriate knowledge, skills and abilities to provide education, prevention, and intervention for children and families related to education, human sexuality, relationships, aging, consumer/household financial planning specific to the cultural context of the individuals being served. Student learning will be assessed throughout the program through a variety of formative and summative measures. Assessment measures will include, but not be limited to written assignments, quizzes, tests, and projects assigned during classroom instruction.

The student learning outcomes for the core and required courses are derived from the National Council on Family Relations' (NCFR) Certified Family Life Educator (CFLE) Content Area Standards⁴. Program faculty will maintain awareness of the NCFR Content Area Standards through professional development activities such as conference attendance, workshop training, and keeping abreast of the professional literature. The learning outcomes will be tracked, recorded, and critically analyzed through VCU's assessment management system Taskstream by Watermark™. Data analyses are performed of students' progress every semester and the results are recorded annually in the Taskstream system.

During the internship experience, students will be evaluated and assessed by on-site professionals as well as university faculty supervisors. Each of these professionals will direct/prescribe activities and experiences. All supervisors monitor and note students' performance during multiple observations. Each will write reviews of performance as both formative and summative evaluations. The students will be required to submit formative and summative reflections on their internship experiences. These reflections will be incorporated into the final assessment of the on-site professionals' as well as the university supervisors' accounts.

Learning Outcomes

Students will acquire knowledge about the discipline-specific theoretical and practical concepts required to provide education, prevention, and intervention for children and families. Students will be able to:

- Promote positive relationship and family dynamics through the use of theory and critical reflection of the issues facing children and families in a diverse society.
- Utilize theory and research to implement developmentally appropriate practices to promote the optimal development of diverse children and families, especially those in urban settings.
- Plan, develop, implement, and evaluate educational programs that demonstrate sensitivity to diversity and community needs, concerns, and interests of children and families being served.

⁴ Family Life Education Content Areas: Content and Practice Guidelines, National Council on Family Relations. Retrieved from: <https://www.ncfr.org/sites/default/files/2020-02/FLE-Content-and-Practice-Guidelines-2014-objectives.pdf> (pages 1-5).

- Assist individuals and families with decision-making related to developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.
- Navigate professional relevant ethics, laws, and policies to inform students to act as advocates for families and children in both public and private arenas.

Curriculum map for BA in Family Development and Education

Learning Outcomes	Core or Required Courses	Assessment Measures
Promote positive relationship and family dynamics through the use of theory and critical reflection of the issues facing children and families in a diverse society.	<p>CLED 340. Marriage and Intimate Relationships</p> <p>CLED 440. Family Dynamics</p> <p>FMDE 300. Parent Education and Guidance</p> <p>FMDE 450. Family Services Internship</p> <p>PSYC 323. Interpersonal Relations</p> <p>SOCS 303. Marriage and Family Relationships</p> <p>SOCY 304. Sociology of Families</p>	<p><u>Formative:</u> Class discussions, oral presentations, and written assignments; tests and quizzes</p> <p><u>Summative:</u> Faculty/site supervisor observations during internship; implementation of learning experience both in class as well as the internship (specific to working with internship clients); student reflections</p>
Utilize theory and research to implement developmentally appropriate practices to promote the optimal development of diverse children and families, especially those in urban settings.	<p>EDUS 301. Human Development and Learning</p> <p>FMDE 300. Parent Education and Guidance</p> <p>FMDE 400. Family Life Education Methodology</p> <p>FMDE 450. Family Services Internship</p> <p>PSYC 304. Life Span Developmental Psychology</p> <p>URSP 116. Introduction to the City</p>	<p><u>Formative:</u> Class discussions, oral presentations, and written assignments; tests and quizzes</p> <p><u>Summative:</u> Faculty/site supervisor observations during internship; implementation of learning experience both in class as well as the internship (specific to working with internship clients); student reflections; intervention design and implementation.</p>

Plan, develop, implement, and evaluate educational programs that demonstrate sensitivity to diversity and community needs, concerns, and interests of children and families being served.	<p>FMDE 300. Parent Education and Guidance</p> <p>FMDE 400. Family Life Education Methodology</p> <p>FMDE 450. Family Services Internship</p> <p>URSP 116. Introduction to the City</p>	<p><u>Formative:</u> Class discussions, oral presentations, and written assignments; tests and quizzes</p> <p><u>Summative:</u> Faculty/site supervisor observations during internship; implementation of learning experience both in class as well as the internship (specific to working with internship clients); student reflections; program curriculum design and implementation. Advocacy and social justice projects designed and implemented.</p>
Assist individuals and families with decision-making related to developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.	<p>CLED 501. Survey of the Counseling and Human Services Professions</p> <p>FMDE 303. Family Resource Management</p> <p>FMDE 400. Family Life Education Methodology</p> <p>FMDE 450. Family Services Internship</p>	<p><u>Formative:</u> Class discussions, oral presentations, and written assignments; tests and quizzes</p> <p><u>Summative:</u> Faculty/site supervisor observations during internship; implementation of learning experience both in class as well as the internship (specific to working with internship clients); student reflections; design and implementation of family needs assessment, family goals, and evaluation of plan.</p>
Navigate professional relevant ethics, laws, and policies to inform students to act as advocates for families and children in both public and private arenas.	<p>FMDE 300. Parent Education and Guidance</p> <p>FMDE 301. Values and Ethics in Family Development and Education Practice</p> <p>FMDE 302. Family Law and</p>	<p><u>Formative:</u> Class discussions, oral presentations, and written assignments; tests and quizzes</p> <p><u>Summative:</u> Faculty/site supervisor observations during internship; implementation of</p>

	Public Policy FMDE 400. Family Life Education Methodology FMDE 450. Family Services Internship	learning experience both in class as well as the internship (specific to working with internship clients); student reflections on application of ethics, policies, and law in internship; advocacy project designed and implemented.
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Employment Skills

Graduates of the proposed degree program will be qualified to work in a variety of settings, including but not limited to the following: 1) business, consumer and family resources services; 2) community-based social services; 3) early childhood education; 4) education; 5) faith-based organizations; 6) family intervention; 7) government and public policy; 8) health care and family wellness; 9) international education and development; 10) research; and 11) writing and communication.⁵ All graduates of the BA in Family Development and Education program will be able to:

- Create and conduct needs assessments of families they serve
- Develop curricula/programs, materials, and events to educate children and families on topics related to assessed needs
- Teach families how to manage current and anticipated stressors
- Evaluate the effectiveness of programs and educational materials
- Help families find services or information that are needed to meet their needs
- Provide training programs for community workers or other professionals that assist children and families
- Collect and analyze data to learn about a particular community and improve programs and services for families living in those communities
- Advocate for improved resources and policies that promote optimal living for families

Relationship to Existing Programs (Degree, Certificate, Sub-area)

Virginia Commonwealth University offers a BS degree in Social Work. The proposed BA degree in Family Development and Education is not similar to the BS in Social Work and focuses on a preventative approach that focuses on development and education of children and families to strengthen, improve, or enrich families' experiences. The BS in Social Work focuses more on helping students develop a knowledge base to work as generalists with individuals, families, groups, communities and organizations for issues related to human behavior and community dynamics.

⁵ National Council on Family Relations. Where are family life educators employed? Retrieved from: <https://www.ncfr.org/cfle-certification/what-family-life-education/where-are-family-life-educators-employed>

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Family life education is “any organized effort to provide people with information, skills, experiences or resources intended to strengthen, improve, or enrich their family experience.”⁶ The proposed BA in Family Development and Education degree program prepares students to provide education, prevention, and intervention for children and families related to education, human sexuality, relationships, aging, consumer/household financial planning specific to the cultural context of the individuals being served. Family life education is practiced by professionals in various settings throughout Virginia and the United States, including middle and high schools, non-profit organizations, the military, community education, health care, human services, faith communities, and higher education. The need for family life educators has grown due to a retiring workforce amid a growing unemployed population.⁷ Longer-living citizens present unique healthcare and caregiving challenges for families. Exacerbating these concerns are the additional stressors promoted by the global pandemic that began in 2020 and continues to impact individuals and families significantly. The current needs for family life educators in Virginia and nationally include: (1) professionals trained to support families with acute and chronic life stressors due to caregiving, joblessness, and (2) professionals trained to support families with preventative education to provide decision-making tools and coping strategies to counteract future stressors.

Acute and Chronic Stressors

Acute stress (e.g., family argument, job interview, traffic ticket) can account for many temporary stressors that individuals and families encounter everyday but can accumulate and be overwhelming.⁸ Chronic stress (e.g., divorce, long-term unemployment, caregiving for family members with illness or disability) is when specific sources of stressors are experienced repeatedly and begins to wear on individuals mentally and physically. It is also possible that acute stressors become chronic stressors over time for individuals and families. For example, jobs and economic stressors for families can go from acute to chronic quickly. As of December 18, 2020, the unemployment rate in Virginia was 4.9%, 2.2% higher than it was one year prior.⁹ This compares to the national unemployment rate in December 2020 of 6.7%, which is around 2% points higher than it was one year ago.¹⁰ According to Sumner & Gallagher (2017), unemployment is not only a psychosocial stressor that adds worry to daily living, “the consequent effect it has on financial freedom and social connectedness also means the stress

⁶ National Council on Family Relations. NCFR fact sheet: Assuring the future: Family life education. Retrieved from: https://www.ncfr.org/sites/default/files/2017-01/fle_fact_sheet_2011.pdf

⁷ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social and Community Service Managers, Job Outlook. Retrieved from: <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm#tab-6>

⁸ Centre on Studies for Human Stress. Acute vs. chronic stress. Retrieved from: <https://humanstress.ca/stress/understand-your-stress/acute-vs-chronic-stress/>

⁹ Virginia Employment Commission. (December 2020). Virginia’s seasonally adjusted unemployment rate decreased to 4.9 percent in november. Retrieved from: <https://www.vec.virginia.gov/latest-release>

¹⁰ Bureau of Labor Statistics. (December 2020). The employment situation - December 2020. Retrieved from: <https://www.bls.gov/news.release/pdf/empst.pdf>

experienced by unemployment is furthered still by reducing the ability to remain resilient.”¹¹ Research indicates that there are correlations between a longer duration of unemployment and decreases in both psychological and physical functioning. Therefore, the economic stress of providing for the family members’ basic needs contribute to chronic stress if unemployment persists. The proposed BA in Family Development and Education is designed to prepare students to provide primary and secondary prevention that includes providing “information and skills to help families avoid or manage acute stress reactions, recognize those reactions in themselves and others, and know where and how to find help.”¹² Professional skills in addressing family resource management and advocacy will help families not only attend to their own feelings of stress but provide them with the knowledge and skills to problem solve and make decisions more effectively to benefit the economic outlook for their families.

With an aging population and more adult children becoming caregivers, there is a strong potential for stress to become chronic. According to the National Alliance for Caregiving (2020), 53 million U.S. adults provided unpaid caregiving and represents an approximate increase of 10 million caregivers since 2015.¹³ The negative impact ranges from greater depression, diminished mental well-being and cognitive processing, caregiver strain and burden, diminished quality of life, poor physical health and/or increased activity limitations, increased risk of specific health outcomes, negative health behaviors, limited healthcare access and/or less healthcare utilization, decreased marital satisfaction and increased likelihood of divorce, limited labor force participation and less job satisfaction, increased risk of income and asset poverty, reduced social participation, and reduced life longevity.¹⁴ However, there are a number of interventions that helped to mitigate some of these stressors that caregivers experience and are focused in four areas: (1) caregiver education, (2) improving problem-solving skills, (3) connecting caregivers through family-led programs, and (4) exploring technological innovation. In the proposed degree program, professionals trained in a systemic approach to prevention through educational program development specific to family needs will be able to provide these services to caregivers of aging family members and mediate the negative effects that are commonly experienced. Knowledge of developmental theories will enable professionals to better meet the needs of both caregivers and their family members. In addition, understanding the culture-specific aspects of diverse families will guide professionals as culturally competent educators and service providers.

Although the recent COVID-19 pandemic has amplified the needs of families with young children, those needs have been present for many years. In this pandemic, the disruptions in family functioning and children’s lives affected stress levels significantly. In a Harris Poll conducted on behalf of the American Psychological Association in mid-2020, 63% or more of the parents identified the following nine sources of stress as impacting them somewhat to very

¹¹ Sumner & Gallagher (2017). Unemployment as a chronic stressor: A systematic review of cortisol studies. *Psychology & Health*, 32:3, 289-31, <https://doi.org/10.1080/08870446.2016.1247841>

¹² Myers-Walls, J.A. (2020). Family life education for families facing acute stress: Best practices and recommendations. *Family Relations*, <https://doi.org/10.1111/fare.12452>, p. 667

¹³ National Alliance for Caregiving. (May 2020). 2020 Report: Caregiving in the U.S. Retrieved from: https://www.caregiving.org/wp-content/uploads/2020/06/AARP1316_RPT_CaregivingintheUS_WEB.pdf, p. 4

¹⁴ Grossman & Webb (2016). Family support in late life: A review of the literature on aging, disability, and family caregiving. *Journal of Family Social Work*, <https://doi.org/10.1080/10522158.2016.1233924>

significantly: (1) a family member getting coronavirus; (2) government response to coronavirus; (3) disrupted routines/adjusting to new routines; (4) getting coronavirus; (5) managing distance/online learning for their children; (6) basic needs (i.e., availability of an access to food, housing); (7) self-isolation; (8) access to health care services; (9) missing out on major milestones.¹⁵ Remarkably, parents of children under 18 years of age reported stress levels 1.2 points higher than adults without children when surveyed with a Likert scale in the mid-2020 Harris Poll. Loss of routines and habits often lead to acute stress, and family life educators can help adults and children identify ways to reestablish routines. This includes prioritizing the inclusion of familiar community and cultural practices or rituals and items that feel comfortable and can distract from the stressor. Being knowledgeable of those community resources and being able to make referrals for families is an aspect of the job as a family life educator. In addition, these stressors are not experienced the same across different races and ethnicities. “Minoritized communities are disproportionately impacted by COVID-19” with “Latinx parents reported the highest average number of COVID-19 related stressors than other racial and ethnic groups.”¹⁶ Organizations need professionals who have the knowledge and skills to help families recognize acute and chronic stress and mediate that stress. Furthermore, family life educators knowledgeable of family dynamics, interpersonal relationship dynamics, and parent education will assist couples and families as they continue to navigate the impact of COVID-19 and as the country transitions out of the pandemic.

Based on the myriad of stressors that families can be coping with, there is a need for entry-level professionals with training in prevention and education for families, specifically. The proposed BA in Family Development and Education prepares entry-level professionals to utilize a developmental and educational approach to working with diverse families. This approach is not diagnostic or prescriptive, unlike other helping professions. Additionally, it emphasizes embracing the cultural aspects of families to ensure that all curricula and services are optimal for client families.

Employment Demand

Graduates of the proposed BA in Family Development and Education program will be qualified to work in a variety of settings as family life educators, family services specialists, family policy analysts, community-based researchers, curriculum and resource developers, and family development and intervention specialists in human services positions. Job growth in these areas is expected both in Virginia and across the nation.

According to the U.S. Bureau of Labor Statistics (BLS), between 2019 and 2029 employment for health educators and community health workers is projected to grow 13%, much faster than the average for all occupations. The BLS notes that growth for these positions is driven by “efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services.” Additionally, community health workers that have completed a formal education program or have obtained a formal certification

¹⁵ American Psychological Association. (May 2020). Stress in the time of COVID-19. Retrieved from: <https://www.apa.org/news/press/releases/stress/2020/stress-in-america-covid.pdf>

¹⁶ Brown et al. (2020). Stress and parenting during the global COVID-19 pandemic. *Child Abuse & Neglect*, <https://doi.org/10.1016/j.chiabu.2020.104699>, p. 10

will “have the best job prospects.”¹⁷ The proposed degree program provides a formal education and the coursework needed for a credential in Family Life Education, allowing graduates of the program to fit the qualifications of candidates in this field.

The BLS projects the need for social and community service managers to grow by 17% between 2019 and 2029, “much faster than average for all occupations.” Approximately 17,000 openings for these positions are estimated each year as a “result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.”¹⁸ These positions require at least a bachelor’s level degree.¹⁹ VCU’s proposed degree program prepares graduates to enter the workforce in these positions, filling a need that meets the growth within the field.

The Virginia Employment Commission, Labor Market Information (LMI) shows demand in Virginia for health educators, community health workers, and social and community service managers. According to the Virginia Employment Commission, average 10-year job growth across Virginia is 6%. All of these occupations project a higher than average growth across the U.S. and in the Commonwealth of Virginia.

Virginia Employment Commission (VEC) Long-Term Employment Projections, 2018-2028

Occupation Title	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Health educators ²⁰	1,287	1,422	10.49%	14	Bachelor's degree
Community health workers ²¹	847	939	10.86%	9	Not available
Social and community service managers ²²	2,920	3,237	10.86%	32	Bachelor's degree

¹⁷ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers, Job Outlook. Retrieved from: <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6>

¹⁸ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, Job Outlook. Retrieved from: <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm#tab-6>

¹⁹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers. Retrieved from: <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

²⁰ Virginia Employment Commission, Labor Market Information. <https://virginiaworks.com/occupational-projections/page79862/1/size79862/12/page80257/1/size80257/12/page81630/1/size81630/12/search79862/211091?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=Health%20Educators>

²¹ Virginia Employment Commission, Labor Market Information. <https://virginiaworks.com/occupational-projections/page79862/1/size79862/12/page80257/1/size80257/12/page81630/1/size81630/12/search79862/211091?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=Community%20Health%20Workers>

²² Virginia Employment Commission, Labor Market Information. <https://virginiaworks.com/occupational-projections/page79862/1/size79862/12/page80257/1/size80257/12/page81630/1/size81630/12/search79862/211091?>

See appendix F for employment announcements.

Duplication

Two (2) public institutions in Virginia offer a baccalaureate degree related or similar to the proposed BA in Family Development and Education at Virginia Commonwealth University. George Mason University (GMU) offers a Bachelor of Art in Human Development and Family Services and Virginia Tech (VT) offers a Bachelor of Science in Human Development.

George Mason University (GMU)

George Mason University (GMU) offers a BA in Human Development and Family Science. GMU's program requires 120 credits hours with a required 6 credit hour internship. The focus of the degree program is to prepare graduates to "effectively engage with families across the lifespan and in a variety of service settings and professions, from early childhood education and care to family law and policy advocacy."²³

Similarities

GMU's program is aligned with the National Council on Family Relations (NCFR)'s Certified Family Life Educator (CFLE) ten content areas, though they are not officially recognized by the NCFR as an approved program. Hence, some of their required degree courses include similar content. This also includes an internship experience.

Differences

GMU's program requires 15 fewer major core requirements than the proposed program. GMU requires more Mason core and BA requirements (e.g., 49-61 credits as compared to VCU's General Education 30 credits) that prohibits an expanded offering within the major. GMU's program includes an emphasis in research methods and analysis. In contrast, VCU's proposed degree program requires additional undergraduate counseling, sociology, and urban planning and services programs in order to provide a foundation of education in regard to couple and family relationships, families in society, and the impact of urban environments in meeting the needs of families. GMU's program requires a 6-credit internship compared to the proposed 3-credit internship at VCU. Finally, GMU's program is in a traditional, face-to-face format, whereas the proposed program is hybrid, combining elements of online and face-to-face learning.

Virginia Tech (VT)

Virginia Tech (VT) offers a BS in Human Development. The program requires 120 credit hours with a required 3 credit hour field study component. The focus of the BS in Human Development

page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=Social%20and%20community%20service%20managers

²³ George Mason University. Human Development and Family Science, BA. Retrieved from:
<https://hdfs.gmu.edu/human-development-family-science/bachelors>

is to study how “humans learn and develop, from birth through old age and in many specific contexts.”²⁴

Similarities

The VT program includes an emphasis on development and includes several similar courses specific to development and family relationships. Both VCU and VT include a 3-credit internship experience.

Differences

VT offers a different structure to their major with 36 credits of core human development courses and more student choice in 12 credits specific to the major. Compared to this structure, the VCU proposed program is more specific with 45-credits of required major courses, 15-credits of student choice restricted electives, and 30-credits of student choice of open electives. VT’s emphasis on human development and family relationships within the major requirements has a singular focus. In contrast, VCU’s proposed degree program requires additional undergraduate counseling, sociology, and urban planning and services programs in order to provide a foundation of education in regard to couple and family relationships, families in society, and the impact of urban environments in meeting the needs of families. In addition, VT requires a 3-credit capstone course for students with senior standing. Unlike VCU, VT’s program is not aligned with the National Council on Family Relations (NCFR)’s Certified Family Life Educator (CFLE) ten content areas. VT’s program is in a traditional, face-to-face format, whereas the proposed program is in a hybrid format requiring online and face-to-face elements.

Enrollment and Degrees Awarded at Comparable Programs in Virginia

Enrollments ²⁵	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
George Mason University	18	34	53	67	70
Virginia Tech	568	568	624	618	588
Degrees Awarded ²⁶	2016	2017	2018	2019	2020
George Mason University	1	5	10	25	13
Virginia Tech	243	173	208	247	227

Student Demand

In January 2021, Virginia Commonwealth University evaluated student demand for the proposed BA in Family Development and Education by conducting a survey of the following populations

²⁴ Virginia Tech. Human Development Major. Retrieved from: <https://liberalarts.vt.edu/departments-and-schools/department-of-human-development-and-family-science/academic-programs/human-development-major.html>

²⁵ State Council for Higher Education of Virginia. E01: Enrollment Summary by Program Level. Retrieved from: https://research.schev.edu/enrollment/E01_Report.asp

²⁶ State Council for Higher Education of Virginia. C01A2: Completions, Program Detail. Retrieved from: https://research.schev.edu/Completions/C1Level2_Report.asp

of students: (1) 500 freshman and sophomore students at Virginia Commonwealth University with undeclared majors and (2) 231 students at John Tyler Community College.

Survey

There were 63 responses from the student participants. The first question asked was the most relevant to the level of student interest in the proposed program. The question stated, *If VCU offered a BA in Family Development and Education program, how likely would you be to enroll?*

- 16 respondents indicated “Very likely” (25%)
- 16 respondents indicated “Somewhat likely” (25%)
- 17 respondents indicated “Neither likely nor unlikely” (26.6%)
- 6 respondents indicated “Somewhat unlikely” (9.4%)
- 9 respondents indicated “Very unlikely” (14.1%)

Of those who responded to the survey, 50.0% were freshman and 40.6% were sophomores. Sixty-six percent (65.6%, 42) of the respondents were freshman and sophomore students with undeclared majors at Virginia Commonwealth University. Thirty-four (34.4%, 22) were first and second year students in the Department of Education at John Tyler Community College.

See Appendix G for a copy of the student demand survey. Results of the survey are included separately and are located after the original survey.

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

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
<u>2022 - 2023</u>		<u>2023 - 2024</u>		<u>2024 - 2025</u>		<u>2025 - 2026</u>			<u>2026 - 2027</u>		
HDCT <u>15</u>	FTES <u>13</u>	HDCT <u>32</u>	FTES <u>27</u>	HDCT <u>48</u>	FTES <u>41</u>	HDCT <u>64</u>	FTES <u>54</u>	GRAD _____	HDCT <u>71</u>	FTES <u>59</u>	GRAD <u>17</u>

Assumptions:

Retention percentage: 80%

Percentage of full-time students: 75%

Percentage of part-time students: 25%

Full-time students credit hours per semester: 15

Part-time students credit hours per semester: 6

Full-time students graduate in 4 years

Part-time students graduate in 6 years

Projected Resource Needs for the Proposed Program

Resource Needs

Virginia Commonwealth University and the Department of Counseling and Special Education have the faculty, classified support, equipment, space, library, and other resources needed to initiate and sustain the proposed BA in Family Development and Education. The following subsections detail the resources required to operate the program from its initiation in the fall 2022 semester through the target year of 2026-2027. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 14 FTE students in upper division courses. This proposed program will require a total of .65 faculty FTE instructional effort in 2022-2023, rising to 4.21 faculty FTE instructional effort in the target enrollment year, 2026-2027.

Full-time Faculty

In the initiation year, one full-time faculty member will be hired in the Department of Counseling and Special Education to initiate the proposed program. The new faculty member will be hired at the rank of Assistant Professor with a salary of \$65,000 and benefits of \$26,065. The new hire will contribute 100% of teaching time (1.0 FTE) to the proposed program in the initiation year remaining constant through the target enrollment year, 2026-2027.

The proposed program will require 1.0 FTE of instructional effort to launch remaining, rising to 1.0 FTE in the target year.

Part-time Faculty

The proposed degree program will require a total of 3.0 FTE part-time faculty effort to teach core and required courses. In the initiation year, 2022-2023, the proposed program will require 1.25 FTE of instructional effort and will rise to 3.0 FTE by the target year.

No faculty in the Department of Counseling and Special Education will provide part-time effort in the initiation year. Beginning in year three, 2024-25, two faculty members will teach core courses in the curriculum, each providing .25 FTE through the target year.

The Department of Foundations of Education will provide .25 FTE part-time faculty instructional effort in the initiation year, remaining constant through to the target year.

The Department of Sociology will provide .5 FTE part-time faculty instructional effort in the initiation year. By the target year, 1.0 FTE will be needed to teach four required courses.

The Department of Psychology will provide .25 FTE part-time faculty instructional effort in the initiation year. By the target year, .75 FTE will be needed to teach three required courses.

The School of World Studies will provide .25 FTE part-time faculty instructional effort in the initiation year, remaining constant through to the target year.

The total cost for part-time faculty by the target enrollment year is approximately \$195,000 with benefits of \$78,195.

Adjunct Faculty

One (1) adjunct faculty member will be needed to assist in teaching the core curriculum by the target enrollment year. No adjunct faculty will be needed in the initiation year. The proposed degree program will require .75 FTE of instructional effort from adjunct faculty by the target enrollment year to teach three courses in the core curriculum. The adjunct salary is \$3,300 for a three-credit hour course. Adjunct faculty are not paid fringe benefits.

Graduate Assistants

No Graduate Assistants are required to initiate or sustain the proposed degree program.

Classified Positions

The Department of Counseling and Special currently has one administrative employee who will support the proposed program. The Educational Specialist currently employed by the Department of Counseling and Special Education will support the proposed degree program. The program will require .03 FTE of classified support to the proposed program and will remain constant through the target year. Salary for the education program specialist will be \$6,750 and benefits \$2,509.

The School of Education's Undergraduate Advisor will be needed at approximately 10% (.10 FTE) of their time to provide advising services to students. The total cost for classified positions is a salary of \$6,540 with benefits of \$2,622.54.

Equipment (including computers)

No new equipment, including computers, is required to initiate or sustain the proposed degree program. For the new hire, existing furniture and equipment (including computers) will be provided.

Library

No additional library resources are required to sustain the proposed degree program. The VCU Libraries has resources to include journals, magazines, electronic materials, and other publications for health and physical education. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

Telecommunications

No new telecommunications resources are needed to initiate and sustain this program. For the new hire, existing telecommunications services and devices will be utilized.

Space

No new space is needed to initiate and sustain the proposed degree program. There is already adequate classroom and faculty office space. For the new hire, existing office space is available and will be utilized.

Targeted Financial Aid

There is no financial aid targeted specifically to initiate and sustain the proposed program.

Special tuition or fee charges

There are no special tuition and/or E&G fees specific to the proposed program or academic unit within which the proposed program is housed.

Other Resources (specify):

No other resources are needed to initiate and sustain the proposed program.

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022 - 2023	Program Full Enrollment Year ¹ 2025 - 2026
1.	Projected Enrollment (Headcount)	15	64
2.	Projected Enrollment (FTE)	13	54
3.	Projected Enrollment Headcount of In-State Students	13	55
4.	Projected Enrollment Headcount of Out-of-State Students	2	9
5.	Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program	\$193,960	\$820,600
6.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$72,516	\$326,322
7.	Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program	\$266,476	\$1,146,922
8.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

¹ For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

Part V: Certification Statements

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

Yes ☐

No ☒

If “Yes” is checked, 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.

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

Yes ☒

No ☐

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes ☒

No ☐

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

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

Name (Printed)

Signature

Date

Appendices

Appendix A – Sample Plan of Study

Full-time Student

Year	Fall Semester	Spring Semester
Freshman	UNIV 111 Focused Inquiry I (3)	UNIV 112 Focused Inquiry II (3)
	MATH 131 (or higher) Quantitative Literacy course (3)	INTL 101 Human Societies and Globalization (3)
	PSYC 101 Introduction to Psychology (4)	EDUS 301 Human Development and Learning (3)
	SOCY 101 Introduction to Sociology (3)	SOCS 340 Human Sexuality (3)
	General Education course (3)	General Education course (3)
Sophomore	UNIV 200 Inquiry and the Craft of Argument (3)	FMDE 301 Values and Ethics in Family Development and Education Practice (3)
	CLED 340 Marriage and Intimate Relationships (3)	PSYC 323 Interpersonal Relations (3)
	FMDE 300 Parent Education and Guidance (3)	SOCS 303 Marriage and Family Relationships (3)
	URSP 116 Introduction to the City (3)	Restricted Elective (3)
	Open Elective (3)	Open Elective (3)
Junior	CLED 440 Family Dynamics (3)	FMDE 303 Family Resource Management (3)
	FMDE 302 Family Law and Public Policy (3)	SOCY 304 Sociology of Families (3)
	PSYC 304 Life Span Developmental Psychology (3)	Restricted Elective (3)
	Restricted Elective (3)	Open Elective (3)
	Open Elective (2)	Open Elective (3)
Senior	FMDE 400 Family Life Education Methodology (3)	FMDE 450 Family Services Internship (3)
	CLED 501 Survey of the Counseling and Human Services Professions (3)	Restricted Elective (3)
	Restricted Elective (3)	Restricted Elective (3)
	Open Elective (3)	Open Elective (3)
	Open Elective (3)	Open Elective (3)

Credit Hours – Freshman – Fall Term (16)

Credit Hours – Freshman – Spring Term (15)

Credit Hours – Sophomore – Fall Term (15)

Credit Hours – Sophomore – Spring Term (15)

Credit Hours – Junior – Fall Term (14)

Credit Hours – Junior – Spring Term (15)

Credit Hours – Senior – Fall Term (15)

Credit Hours – Senior – Spring Term (15)

Total Credit Hours: 120

Appendix B – Course Descriptions

New courses are denoted with an asterisk.

General Education Courses

UNIV 111: Focused Inquiry I (3 credits)

Utilizes contemporary themes to give students opportunities and practice in writing, critical thinking, oral presentation, collaborative learning, information retrieval and evaluation, and social and civic responsibilities. Incorporates common reading materials and course activities across all sections.

UNIV 112: Focused Inquiry II (3 credits)

Builds on skills introduced in UNIV 111 by providing practice in expository essays, argument and contextual analysis. Focuses on practice in writing in a variety of genres, framing writing according to both purpose and audience and identifying academically valid sources. Students must earn a minimum grade of C to receive credit for this course.

UNIV 200: Inquiry and the Craft of the Argument (3 credits)

A research and writing process course that emphasizes critical analysis, elements of argument, inquiry-based research skills, writing conventions of academic argument and the presentation of argument and research into new mediums. Students must earn a minimum grade of C to receive credit for this course.

INTL 101: Human Societies and Globalization (3 credits)

An interdisciplinary inquiry into how societies around the world are organized and how they are interrelated on social, economic, political and cultural dimensions. The course is organized around themes that are important to prominent globalization processes -- topics such as human rights, global inequalities, cultural globalization, global crime, globalization and religion, the global mass media, and environmental issues. Students also explore the implications of rapid social change for international issues and interpersonal interaction.

PSYC 101: Introduction to Psychology (4 credits)

A survey of the basic principles, methods of investigation and fields of study and application. Includes individualized application of principles and methods in computerized learning activities. This course is a prerequisite for upper-level work in the field of psychology.

SOCS 340: Human Sexuality (3 credits)

A study of the variety of the forms, sources and consequences of human sexual behaviors and the attitudes, beliefs and values associated with them. The data and its analysis are directed to the significance of sex in human experience.

SOCY 101: Introduction to Sociology (3 credits)

An introduction to the study of human society. The basic concepts of society and culture and their relationships to each other are studied and then used to analyze the major social institutions.

Core Courses

CLED 340: Marriage and Intimate Relationships (3 credits)

Examination of the dynamics of intimate relationships, dating, courtship, cohabitation and challenges of establishing a stable and satisfying marriage/long-term relationship, impact of separation or divorce, premarital preparation, and marital education.

CLED 440: Family Dynamics (3 credits)

This course provides a study of the family as a system and an introduction to a variety of issues confronting the family, including child abuse, partner interpersonal violence and others that produce more than usual stress in the family. Available community resources for helping families will be examined.

CLED 501: Survey of the Counseling and Human Services Professions (3 credits)

An introductory course for any student interested in pursuing a career as a counselor or human services professional. Students will explore their personal motivation and interest in a counseling or human services profession as well as integrate professional concepts with personal style.

EDUS 301: Human Development and Learning (3 credits)

A study of human development through the life span with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

***FMDE 300: Parent Education and Guidance (3 credits)**

In this course, the structure, function, and process of parenting are explored. An emphasis is placed on understanding characteristics of parents and parenting behavior and their consequences on children and parent-child relationships.

***FMDE 301: Values and Ethics in Family Development and Education Practice (3 credits)**

This course will explore the bases for choices among values in personal and professional relations in human and family development processes and supporting services. These bases include knowledge of ethical issues and how these issues present themselves in working with families. In exploring these issues through professional ethical codes, students will have the opportunity to explore their own values and biases that may impact their work with families.

***FMDE 302: Family Law and Public Policy (3 credits)**

This course will explore the reciprocal linkages between family functioning and public and private policies in this country and across the globe. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

***FMDE 303: Family Resource Management (3 credits)**

Examination of individual and family management of interpersonal, financial, workplace, social, and community resources over the lifespan. Includes an emphasis on decision making within the

family system, particularly for families with issues that affect timing and balancing of resource management.

***FMDE 400: Family Life Education Methodology (3 credits)**

Explores the field of family life education. Includes the history, development, and theory of family life education, as well as discusses the types of family life education programs. Develops the knowledge and practical skills that are required to identify needs, design programs, teach family life education, facilitate groups, and evaluate participants and programs in a wide variety of settings with a broad range of populations. Develops an appreciation for the impact of diversity in family life education which includes an awareness of multicultural factors, family structure, culture, economics, gender, race, religion, disability, ageism, and sexual orientation.

***FMDE 450: Family Services Internship (3 credits)**

The purpose of the internship is to provide students with an opportunity to apply their Family Development and Education coursework in a learning environment. Interns are expected to develop an understanding of the respective mission, policies, and services of their sponsoring agencies. Interns will also develop professional skills and work habits that will allow them to transition into their chosen careers.

PSYC 304: Life Span Developmental Psychology (3 credits)

Reviews the basic concepts and principles of physical, cognitive and social development at each major stage of life-prenatal, infancy, toddlerhood, preschool, middle childhood, adolescence, adulthood and old age. Consideration is given to the study of development at each stage of life and to different theoretical explanations for development.

PSYC 323: Interpersonal Relations (3 credits)

Analyzes human relations from various theoretical perspectives. Typical topics include the effects of attraction, friendship, love and dependency on relationships; the evolution of relationships from initiation through termination. Strategies for increasing effectiveness of communication between individuals also are addressed.

SOCS 303: Marriage and Family Relationships (3 credits)

Marriage and the family in contemporary society. Topics discussed will include the effects of masculine and feminine roles on marital and parent-child relationships, how role problems are resolved, sexual adjustments, financial adjustment, family planning and retirement.

SOCY 304: Sociology of Families (3 credits)

The family in its social and cultural context. Analysis of child rearing, marriage, kinship, family crises and family change in various societies around the world.

URSP 116: Introduction to the City (3 credits)

Introduction to the various theories of urbanism and attempt to offer solutions to the problems of urban life in modern civilization. The course will survey the major works of those who have studied cities or offered solutions and alternatives to existing urban structures. The works of noted social reformers, political analysts, economists, and architects as well as urban planners

will be examined through lectures, readings, films, slides, discussions and field trips (when feasible).

Restricted Electives

EDUS 300: School and Society (3 credits)

The historical, sociological and philosophical backgrounds of educational theories and practices. The aim of the course is to help the student develop a basic understanding of education in the modern world.

EDUS 305: Educational Psychology (3 credits)

The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development.

GRTY 410: Introduction to Gerontology (3 credits)

A survey of the field of aging with attention to physical, psychological, social, economic and cultural ramifications of age.

GRTY 510: Aging (3 credits)

Introduces the student to the biological, psychological, social, ethical, economic and cultural ramifications of aging. Presents an interprofessional approach to the complex issues and realities of aging. Discusses aging concepts and biopsychosocial theoretical frameworks relevant to the field of aging studies.

POLI 321: Urban Politics (3 credits)

An examination of urban political power and influence, governance, and public policy. Topics include: power and influence, governmental structures and the political process, public policy, and service delivery.

SEDP 216: Families and Professional Partnerships (3 credits)

This course is designed to increase the knowledge, skills and dispositions that are important for collaborating and communicating effectively with families of young children with special needs. This course will also emphasize understanding the role and responsibilities of community agencies and providers, and how understanding the role of members of the collaborative team can impact families in the education and transition of their children with disabilities to include education, training, employment, self-determination and other skills. During this course, students will explore the dimensions of family-centered services and person-centered planning, as well as the familial, ecological and cultural factors affecting young children with disabilities and their caregivers. Students will learn about theory, general principles and procedures for fostering collaborative partnerships among families, professionals and other stakeholders that lead to outcomes of individual and mutual empowerment.

SOC 302: Diverse Families and Children in the United States (3 credits)

Focuses on the diversity of family life in the United States. Students are encouraged to analyze and appreciate the differences that emerge from such factors as socioeconomic status, race and ethnicity (language, religion, national origin). Attention is given to the variations and commonalities in how parents teach, guide and influence children and adolescents.

SOCY 305: African American Family in Social Context (3 credits)

A socio-historical examination of the development of the family system of Americans from Africa. Focuses on large-scale (macro level) processes such as changes in the major mode of economic production and in political systems and the corresponding changes in black family structure and functioning. Presents the theoretical material on African-American families and social change that prepares students for further study of the family as a social institution and for the study of family policy. This course is designed to meet the needs of upper-division social science majors.

SOCY 327: Urban Sociology (3 credits)

Origin, character and significance of urban communities. Ecological and social factors are analyzed as well as changes in urban social organization and their consequences.

TEDU 202: Health Education Content (3 credits)

This course focuses on health promotion and the prevention of injury and disease. Students will also examine healthy relationships as well as mental and emotional health.

URSP 304: Urban Social Systems (3 credits)

This course aims to familiarize undergraduate students with health as a concern in urban studies, and facilitate essential skills in reflexive thinking about the topic. Drawing together foundational readings in public and community health, health service delivery and urban health, this course examines canonical concepts such as social determinants of health, health care financing and community health needs assessments. Broadly, the course is broken up into three distinct parts. The first part introduces students to foundational concepts in public and community health, including the social-ecological model, vulnerable populations, community engagement and health policy. The second part introduces students to key aspects of health care service delivery, such as the types and distribution of health care institutions including the health care safety net. The final part invites students to apply acquired learnings to case studies in urban health and to translate their knowledge into a forward-looking view as we enter the next era of urban health.

URSP 315: Evolution of the American City (3 credits)

A general survey of how cities developed in the United States and the factors that contributed to the process of urbanization. Emphasis is placed on the public attitudes and values that have dominated particular periods of history and how these values affected the efforts to urbanize. The American city is examined as a vital force in the economic, social and political development of modern America, as the major location for conflict between people of all persuasions, and as the home of much of what is meant by American "civilization."

URSP 435: Diversity, Equity and Inclusion in the City (3 credits)

This course will be divided into two units. Unit One – “Foundations” will provide a foundation to the course through the introduction of key concepts related to diversity, equity and inclusion and a brief overview of relevant planning history and practice. Additionally, several frameworks will be explored as a lens to discuss the interactions between demographic identity and urban environments. In Unit Two – “Applications”, students will explore through articles, readings and

speakers, present-day urban planning practices that address the needs and empower various identity groups in Richmond and in other cities in the U.S.

WRLD 302: Communicating Across Cultures (3 credits)

Designed to increase understanding of the foundational concepts of communication and intercultural dialogue. Examines (among others) such concepts as individualism, collectivism, ethnocentrism, xenophobia, uncertainty avoidance, nonverbal communication and stereotyping.

Appendix C – Internship Sites

ChildSavers
200 N. 22nd Street
Richmond, VA

Families Forward Virginia
8100 Three Chopt Road,
Richmond, VA

The Family Foundation of Virginia
707 E. Franklin Street
Richmond, VA

Virginia Sexual and Domestic Violence
Action Alliance
1118 W. Main Street
Richmond, VA

Kids in Focus
7400 Beaufort Springs Drive, Suite 430
Richmond, VA 23225

Family Focus, Inc.
2727 Enterprise Parkway, Suite 202
Henrico 23294

Partners in Parenting
1617 Monument Avenue, Suite 202
Richmond, VA 23220

Family Lifeline
2325 West Broad Street
Richmond, VA 23220

VCU School of Education Child
Development Center
1128 Floyd Avenue
Richmond, Virginia 23284

VCU School of Education Center for Urban
Education and Family
1128 Floyd Avenue
Richmond, Virginia 23284

VCU School of Education Partnership for
People with Disabilities
700 East Franklin Street #140
Richmond, VA 23219

**Appendix D - National Council on Family Relations (NCFR)
Certified Family Life Educator (CFLE) Content Area Standards
Course Alignment**

NCFR PDF content areas inserted here as PDF

NCFR Family Life Education Content Areas	Course Alignment
1. Families and Individuals in Societal Contexts	SOCY 101 – Introduction to Sociology SOCY 304 – Sociology of Families URSP 116 – Introduction to the City
2. Internal Dynamics of Families	CLED 440 – Family Dynamics SOCS 303 – Marriage and Family Relationships
3. Human Growth and Development across the Lifespan	EDUS 301 – Human Development and Learning PSYC 304 – Life Span Developmental Psychology
4. Human Sexuality	SOCS 340 – Human Sexuality
5. Interpersonal Relationships	CLED 340 – Marriage and Intimate Relationships PSYC 323 – Interpersonal Relations
6. Family Resource Management	FMDE 303 – Family Resource Management
7. Parent Education and Guidance	FMDE 300 – Parent Education and Guidance
8. Family Law and Public Policy	FMDE 301 – Family Law and Public Policy
9. Professional Ethics and Practice	FMDE 301 – Values and Ethics in Family Development and Education Practice CLED 501 – Survey of the Counseling and Human Services Professions
10. Family Life Education Methodology	FMDE 400 – Family Life Education Methodology

Family Life Education Content Areas: Content and Practice Guidelines

These guidelines represent the content from the National Council on Family Relations (NCFR) *University and College Curriculum Guidelines and Competencies for Family Life Educators*, developed by faculty at Weber State University. It represents the knowledge, skills, and abilities included within the examination for the Certified Family Life Educator (CFLE) designation. These content areas include theory, research, and practice within the field of family life education (FLE). Examples of some of these core theories/frameworks/perspectives include family systems, ecosystems, individual and family development, exchange, symbolic interaction, conflict, feminist, and stress.

The content areas are illustrated in the *Family Life Education Framework* (Bredehoft & Walcheski, 2011), which outlines all ten content areas specific to four age groups: childhood, adolescence, adulthood, and older adulthood. The four age groups demonstrate the principle that FLE is relevant to individuals and families across the lifespan. The fact that FLE is inclusive of all audiences is represented by the words *Value; Diverse Cultures, Communities, and Individuals*; and *Justice*, that are woven throughout the framework. Additionally, FLE has a foundation in systems thinking (both family systems and larger ecosystems) and this systems approach is represented by the words “within the context of the family system” and “reciprocal interactions between family and ecosystem” that also are woven throughout the framework.

In 2007 and again in 2014 NCFR, along with Schroeder Measurement Technologies, conducted a job analysis survey which was distributed to current Certified Family Life Educators who were asked to rate the importance of each knowledge, skill, and ability in the content outline to competent practice. The results of the surveys were used to establish the content outline which represents the foundation of the CFLE Exam.

There are two parts to each of the following 10 content areas. The first is *Content* which gives an overview of the subject matter included within this content area. The second component includes *Practice* which relates to the tasks expected of an entry-level CFLE. The *Practice* segment is the basis of the questions in the CFLE exam.

I. FAMILIES AND INDIVIDUALS IN SOCIETAL CONTEXTS (12% of the exam)

Content: An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, healthcare, and occupational institutions in society.

e.g., Research and theories related to: Structures and Functions; Cultural Variations (family heritage, social class, geography, ethnicity, race & religion); Dating, Courtship, Marital Choice; Kinship; Cross-Cultural & Minority (understanding of lifestyles of minority families & the lifestyles of families in various societies around the world); Changing Gender Roles (role expectations & behaviors of courtship partners, marital partners, parents & children, siblings, & extended kin); Demographic Trends; Historical Issues; Work/leisure & Family Relationships; Societal Relations (reciprocal influence of the major social institutions & families, i.e., governmental, religious, educational, healthcare, & economic).

Practice—A CFLE is prepared to:

- a. Identify the characteristics, diversity, and impact of local, national, and global social systems on individuals and families
- b. Identify factors (e.g., media, marketing, technology, economics, social movements, war, natural disasters, environment, sustainability) influencing individuals and families from both contemporary and historical perspectives
- c. Identify factors that influence the relationship between work, personal, and family life
- d. Identify social and cultural influences affecting dating, courtship, partner/marital choice and relationships, family composition, and family life
- e. Recognize the reciprocal interaction between individuals, families, and various social systems (e.g., workplace, health, legal, educational, religious/spiritual)

- f. Assess the impact of demographics (e.g., class, race, ethnicity, religion, generation, gender, sexual orientation) on contemporary families

II. INTERNAL DYNAMICS OF FAMILIES (12% of the exam)

Content: An understanding of family strengths and weaknesses and how family members relate to each other.

e.g., Research and theories related to: Internal Social Processes (including cooperation & conflict); Communication (patterns & problems in husband-wife relationships & in parent-child relationships, including stress & conflict management); Conflict Management; Decision-making and Goal-setting; Normal Family Stresses (transition periods in the family life cycle, three-generation households, caring for the elderly, & dual careers); Family Stress & Crises (divorce, remarriage, death, economic uncertainty & hardship, violence, substance abuse); Special Needs in Families (including adoptive, foster, migrant, low income, military, & blended families as well as those members with chronic illness and/or disabilities).

Practice—A CFLE is prepared to:

- a. Recognize and define healthy and unhealthy characteristics pertaining to:
 - 1. Family relationships
 - 2. Family development
- b. Analyze family functioning using various theoretical perspectives
- c. Assess family dynamics from a systems perspective
- d. Analyze family dynamics in response to normative and non-normative stressors
- e. Analyze family dynamics in response to stress, crises, and trauma
- f. Facilitate and strengthen communication processes, conflict-management, and problem-solving skills
- g. Develop, recognize, and reinforce strategies that help families function effectively

III. HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN (12% of the exam)

Content: An understanding of the developmental changes (both typical and atypical) of individuals in families across the lifespan. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.

e.g., Research and theories related to: Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging.

Practice—A CFLE is prepared to:

- a. Identify developmental stages, transitions, elements and challenges throughout the lifespan
- b. Recognize reciprocal influences:
 - 1. Individual development on families
 - 2. Family development on individuals
- c. Recognize the impact of individual health and wellness on families
- d. Assist individuals and families in effective developmental transitions
- e. Apply appropriate practices based on theories of human growth and development to individuals and families
- f. Recognize socio-ecological influences on human development across the lifespan (e.g. sexual/gender identity, trauma, etc.)

IV. HUMAN SEXUALITY ACROSS THE LIFESPAN (8% of the exam)

Content: An understanding of the physiological, psychological, and social aspects of sexual development across the lifespan, so as to achieve healthy sexual adjustment.

e.g., Research and theories related to: Reproductive Physiology; Biological Determinants; Emotional and Psychological Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values & Decision-Making; Family Planning; Physiological & Psychological Aspects of Sexual Response; Influence of Sexual Involvement on Interpersonal Relationships.

Practice—A CFLE is prepared to:

- a. Recognize the biological aspects of human sexuality (e.g., sexual functioning, reproductive health, family planning, sexually transmitted infections)

- b. Recognize the psycho-social aspects of human sexuality:
 - 1. Characteristics of healthy and unhealthy sexual relationships
 - 2. Interpersonal dynamics of sexual intimacy
 - 3. Risk factors (e.g., substance abuse, social pressures, media)
- c. Address human sexuality from value-respectful positions

V. INTERPERSONAL RELATIONSHIPS (9% of the exam)

Content: An understanding of the development and maintenance of interpersonal relationships.

e.g., Research and theories related to: Self and Others; Communication Skills (listening, empathy, self-disclosure, decision making, problem-solving, and conflict resolution); Intimacy, Love, Romance; Relating to Others with Respect, Sincerity, & Responsibility.

Practice—A CFLE is prepared to:

- a. Recognize the impact of personality and communication styles
- b. Recognize the developmental stages of relationships
- c. Analyze interpersonal relationships using various theoretical perspectives
- d. Develop and implement relationship enhancement and enrichment strategies
- e. Develop and implement effective communication, problem solving, and anger and conflict management strategies
- f. Recognize the impact of violence and coercion in interpersonal relationships
- g. Recognize the influence of unhealthy coping strategies (e.g., substance use, disordered eating, avoidance) on interpersonal relationships

VI. FAMILY RESOURCE MANAGEMENT (10% of the exam)

Content: An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.

e.g., Research and theories related to: Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions.

Practice—A CFLE is prepared to:

- a. Recognize the multiplicity of resources families need, acquire, and manage (e.g., personal, familial, professional, community, environmental)
- b. Recognize and facilitate the reciprocal relationship between individual/family/community choices and resources
- c. Apply and facilitate effective decision-making processes (e.g., assessment of individual and family needs, identification and evaluation of options and resources, implementation of decision, evaluation of outcomes)
- d. Understand the impact of values and goals in the decision-making process
- e. Apply organizational and time management strategies
- f. Apply basic financial management tools and principles
- g. Inform individuals and families of consumer rights, responsibilities, and choices of action/advocacy

VII. PARENTING EDUCATION AND GUIDANCE (10% of the exam)

Content: An understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent/child relationship across the lifespan.

e.g., Research and theories related to: Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles across the Lifespan.

Practice—A CFLE is prepared to:

- a. Promote healthy parenting from systems and lifespan perspectives
- b. Promote healthy parenting from a child's and parent's developmental perspective
- c. Apply strategies based on the child's age/stage of development to promote effective developmental outcomes
- d. Identify different parenting styles and their associated psychological, social, and behavioral outcomes
- e. Analyze various parenting programs, models, and principles

- f. Evaluate the effectiveness and appropriateness of various parenting strategies
- g. Recognize various parenting roles (e.g., father/mother, grandparents and other caregivers) and their impact on and contribution to individuals and families
- h. Recognize parenting issues within various family structures (e.g., single, blended, same-sex)
- i. Recognize the impact of societal trends on parenting (e.g., technology, substance abuse, media)
- j. Recognize the influence of cultural differences and diversity
- k. Identify strategies to support children in various settings (e.g., schools, legal system, and health care)
- l. Recognize the various pathways to parenting and their associated issues and challenges, (e.g., assisted reproduction, adoption, childbirth, blending)

VIII. FAMILY LAW AND PUBLIC POLICY (8% of the exam)

Content: An understanding of legal issues, policies, and laws influencing the well-being of families.

e.g., Research and theories related to: Family and the Law (relating to marriage, divorce, family support, child custody, child protection and rights, and family planning); Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family (public policy as it affects the family, including tax, civil rights, Social Security, economic support laws, and regulations).

Practice—A CFLE is prepared to:

- a. Understand the following policy processes (e.g., policy formation, policy implementation, policy evaluation)
- b. Identify current laws, public policies, and initiatives that regulate and influence professional conduct and services
- c. Identify current laws, public policies, and initiatives that affect families
- d. Distinguish between lobbying, policy evaluation, analysis, education, and advocacy
- e. Analyze policy resources for evidence of bias (e.g., unintended, inherent, political, self-interest)
- f. Inform families, communities, and policy makers about public policies, initiatives, and legislation that affect families at local, state, and national levels

IX. PROFESSIONAL ETHICS AND PRACTICE (7% of the exam)

Content: An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.

e.g., Research and theories related to: Formation of Social Attitudes and Values; Recognizing and Respecting the Diversity of Values and the Complexity of Value Choice in a Pluralistic Society; Examining Value Systems and Ideologies Systematically and Objectively; Social Consequences of Value Choices; Recognizing the Ethical Implications of Social and Technological Changes, Ethics of Professional Practice.

Practice—A CFLE is prepared to:

- a. Demonstrate professional attitudes, values, behaviors, and responsibilities to clients, colleagues, and the broader community, that are reflective of ethical standards and practice
 - 1. Understand the domains and scope of practice for family life educators and the role of collaboration
 - 2. Establish and maintain appropriate personal and professional boundaries
 - 3. Create a personal ethics plan to support/reflect the standards of the profession
 - 4. Maintain current knowledge and skills in the field
- b. Evaluate, differentiate, and apply diverse approaches to ethical issues and dilemmas
- c. Identify and apply appropriate strategies to deal with conflicting values
- d. Demonstrate respect for diverse cultural values

X. FAMILY LIFE EDUCATION METHODOLOGY (12% of the exam)

Content: An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.

e.g., Research and theories related to: Planning and Implementing; Evaluation (materials, student progress, and program effectiveness); Education Techniques; Sensitivity to Others (to enhance educational effectiveness); Sensitivity to Community Concerns and Values (understanding of the public relations process).

Practice—A CFLE is prepared to:

- a. Employ a variety of strategies to identify and meet the needs of different audiences
- b. Employ techniques and technologies to promote application of information in the learner's environment
- c. Create learning environments that are respectful of individual vulnerabilities, needs, and learning styles
- d. Demonstrate group process and facilitation skills
- e. Demonstrate sensitivity to diversity and community needs, concerns, and interests
- f. Develop culturally-competent educational materials and learning experiences
- g. Identify appropriate sources for evidence-based information
- h. Implement evidence-based programs
- i. Design educational experiences:
 - 1. Needs assessment
 - 2. Goals and objectives
 - 3. Content development
 - 4. Implementation
 - 5. Evaluation/outcome measures
- j. Promote and market educational programs
- k. Implement adult education principles into work with individuals, parents, and families

References

- Bredehoft, D.J. & Cassidy, D. (Eds.) (1995). Family life education curriculum guidelines. Minneapolis: National Council on Family Relations.
- Bredehoft, D.J. & Walcheski, M.J. (Eds.). (2011). The family life education framework poster and PowerPoint. Minneapolis, MN: National Council on Family Relations.
- National Council on Family Relations. (1999). Competencies for family life educators. In *Tools for ethical thinking and practice in family life education* (pp.20-25). Minneapolis, MN: National Council on Family Relations.
- National Council on Family Relations. (2014). Family life education content areas. Minneapolis, MN: Author. Retrieved from <https://www.ncfr.org/cfle-certification/what-family-life-education>

Appendix E – Faculty Curriculum Vitae (abbreviated)

Cutchin, Diana, M.S. in Sociology, 1995, Virginia Commonwealth University, Adjunct Faculty. Specialization: introductory sociology; marriage and family; diverse American families and children.

Davis, Jody, L., Ph.D. in Psychology, 2000, University of North Carolina, Chapel Hill, Associate Professor. Specialization: close relationships, conservation psychology, and educational psychology.

Herman, Mary A., Ph.D. in Counselor Education, 2001, University of New Orleans; J.D., 1995, Loyola University School of Law, Associate Professor. Specialization: women's experiences; legal and ethical issues in counseling.

Koenka, Alison, C., Ph.D. in Developmental Psychology, 2015, Duke University, Assistant Professor. Specialization: academic motivation; human development; educational psychology; research methods.

Mahan, Lauren, B., Ph.D. in Counselor Education and Supervision, 2021, Regent University, Adjunct Faculty. Specialization: clinical mental health counseling; counselor education.

Mowery, Christine, Ph.D. in Sociology, 2006, Vanderbilt University, Teaching Faculty and Undergraduate Program Director. Specialization: social theory; gender and sexuality; family.

Smither, James, C., M.U.D. in Urban Design, 2005, University of Melbourne, Australia; M.L.A in Landscape Architecture, 1993, University of Virginia; M.U.R.P. in Urban and regional Planning, 1991, George Washington University, Assistant Professor. Specialization: urban design theory; urban design practice; urban design skills.

Wheeler, Naomi J., Ph.D. in Education, Counselor Education, 2017, University of Central Florida, Assistant Professor. Specialization: relational stress and health; couple and family relationships; childhood adversity and trauma; health disparities and psychneuroimmunology.

Winter, Marcia, A., Ph.D. in Clinical & Social Sciences in Psychology, 2006, University of Rochester, Assistant Professor. Specialization: child physical and emotional health and well-being; parent and family processes; influence of stress on child health.

New Hire, Ph.D. in family studies, human development, human services, or a closely related field, Assistant Professor. Specialization: family studies; human development; human services.

Appendix F – Employment Demand



Teen Outreach Program Specialist

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Position Details

Working Title	Teen Outreach Program Specialist
Position Number	2939
Posting Number	S1991
State Role Title	Education Support Specialist II
Position Type	Classified
Position Status	Full Time
FLSA Status	Non-Exempt: Eligible for Overtime
College/Division	College of Health and Behavioral Studies
Department	526147 - JMU PREP - YEAR 6
Pay Band	3
Pay Rate	Pay Range
Specify Range or Amount	\$35,000 - \$39,000
Is this a JMU Only position?	No
Is this a grant-funded position?	Yes. This is a grant funded position and is contingent upon continued funding.

The Teen Outreach Program (TOP) Specialist position will support JMU's and IIHHS's mission and vision to provide outreach programs to the community and provide quality experiential learning opportunities to JMU students.

General Information

Responsible for the oversight, implementation and facilitation of the Personal Responsibility Education Program (PREP), a program of SexEdVA, funded by the Administration on Children, Youth, and Families in Harrisonburg, Rockingham and Page County. The Program Specialist will assist the Program Coordinator with all aspect of program; coordinating scheduling of programming with school contacts, facilitating evidence-based programs with area students; overseeing data collection and fidelity monitoring and assisting the Program Coordinator with the development of project ideas and collect data as required by the program and the funder.

Duties and Responsibilities

1. Coordination and facilitation of the Teen Outreach Program in High School and community-based settings in Harrisonburg City, and Rockingham County. Coordination includes working with school liaisons to schedule and monitor program progress.
2. Collect student data and performance measure data as required by the program and the funder.
3. Facilitation of Safer Choices in high school settings and Draw the Line in middle school settings in Harrisonburg City, and Rockingham and Page County.

Qualifications

Knowledge of adolescent development and best practices in teen pregnancy prevention. Experience in planning and scheduling effective public health education programs. Experience with establishing and maintaining relationships with public schools. Experience with youth development and outreach. Experience with prevention programming delivery. Ability to relate to teens, parents, and families of varying abilities and backgrounds as well as with agency professional, school staff and community members. Must possess good oratory, organizational, administrative and interpersonal skills. Bachelor Degree in Health and Human Services preferred. Ability to speak Spanish a plus.

Condition(s) of Employment

Employment is contingent upon the successful completion of a criminal background check.

E-Verify Notice: After accepting employment, new hires are required to complete an I-9 form and present documentation of their identity and eligibility to work in the United States. James Madison University uses the E-Verify system to confirm identity and work authorization.

Posting Date 10/27/2020

Beginning Review Date 11/09/2020

Closing Date

Open Until Filled Yes

Proposed Starting Date 11/30/2020

James Madison University is committed to creating and supporting a diverse and inclusive work and educational community that is free of all forms of discrimination. This institution does not tolerate discrimination or harassment on the basis of age, color, disability, gender identity or expression, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation or veteran status.

EEO Statement

We promote access, inclusion and diversity for all students, faculty, staff, constituents and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission. The university is interested in candidates whose experience and qualifications support an ongoing commitment to this core quality.

Anyone having questions concerning discrimination should contact the Office for Equal Opportunity: (540) 568-6991.

Reasonable Accommodation Request

If you are an individual with a disability and need assistance searching or applying for jobs please contact us at (540) 568-3597 or jobs@jmu.edu (<mailto:jobs@jmu.edu>). You may also visit the JMU Human Resource Office, located at 752 Ott Street, Harrisonburg, VA 22807 and we will be happy to assist you.

Notice of Availability – Annual Security and Fire Safety Report

The Annual Security and Fire Safety Report contains information regarding campus security and personal safety including topics such as: crime prevention, the university police law enforcement authority, crime reporting policies, disciplinary procedures, protocols for the immediate notification of students and staff upon confirmation of a significant emergency on campus and other matters of importance related to security and safety. The report includes statistics for the most recent three-year period of reported crimes that have occurred on campus; in certain off-campus buildings or property owned or controlled by JMU or its affiliates; and on public property within or immediately adjacent to and accessible from the campus.

Annual Security and Annual Fire Safety Report

The Annual Security and Fire Safety Report includes campus housing fire statistics for the most recent three-year period, a description of each on-campus student housing facility fire safety system, the number of fire drills held during the previous calendar year, policies or rules on portable electrical appliances, smoking, and open flames in student housing; and procedures for student housing evacuation in the event of fire along with other fire safety information.

The JMU Annual Security and Fire Safety Report includes the Harrisonburg campus and the three overseas branch campuses; Florence, Antwerp, and London. It is available electronically

<http://www.jmu.edu/publicsafety/clerycompliance/2018Annual-Security-and-Fire-Safety-Report.shtml>

You can obtain a copy of any of this report by contacting the Office of Public Safety, MSC 6810, James Madison University, Harrisonburg, VA 22807 or request that a copy be mailed to you by calling (540)568-6769/6913.

Minimum Reference(s) Required

3

Quick Link for Direct Access to Posting

<http://joblink.jmu.edu/postings/8005> (<http://joblink.jmu.edu/postings/8005>)

Additional Posting Information

Documents Needed to Apply

Required Documents

1. Cover Letter
2. Resume

Optional Documents

1. Letter of Reference #1
2. Letter of Reference #2
3. Letter of Reference #3

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. * How did you learn about this position?
 - Charlottesville Daily Progress
 - Chronicle of Higher Education
 - Diverse Issues in Higher Education
 - Employee Referral
 - Harrisonburg Daily News Record
 - HigherEdJobs.com
 - Hispanic Outlook
 - Indeed.com
 - INSIGHT Into Diversity
 - JMU Dual Career and Community Resources Program
 - JMU JobLink
 - Job Fair
 - NCAA
 - Northern Virginia Daily
 - Nuevas Raices
 - Other Referral
 - Phone Inquiry
 - Radio
 - Richmond Times Dispatch
 - Roanoke Times
 - Social Media (Facebook, LinkedIn, Twitter, etc.)
 - US Military Pipeline
 - VA Jobs Website
 - VEC (Virginia Employment Commission)
 - Walk-in
 - Washington Post
 - Winchester Star
 - Other
2. * If you selected a source above please type "N/A" in the following box. If you selected "Other" please indicate where you heard about the position.
(Open Ended Question)

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Family Futures Coordinator

City of Lynchburg, VA - Lynchburg, VA 24504

City of Lynchburg, VA



 35 reviews

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Job details

Salary

\$44,512 - \$74,194 a year

Full Job Description

A rewarding, community focused, and family-oriented position involving administrative coordination of programs and services for youth, families and individuals in the City of Lynchburg. Responsible for building professional relationships, creating family-focused prevention plans, identifying career connections and linking City projects to positive family development. This position works primarily within the Collaborative for Building Human Capital as a partner with the Lynchburg Department of Human Services, Lynchburg Parks and Recreation, Lynchburg Public Library, Lynchburg City Schools, and the Lynchburg Police Department. This position reports to the Assistant City Manager.

The City of Lynchburg is an Equal Opportunity Employer.

For more information about working for the City and the benefits go to

<https://www.lynchburgva.gov/recruitment>

Essential Duties: ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Serve as City liaison to the Youth Services Citizens Advisory Board;
- Provide support, guidance and supervision to workforce-related initiatives associated with TANF Community Wealth Building grants,
- Identify linkages between service objectives of the Collaborative for Building Human Capital and position responsibilities;
- Support City efforts to ensure Diversity, Equity and Inclusion (DEI) throughout the organization, provide leadership on DEI initiatives including an ongoing youth-focused DEI community dialogue;
- Manage social media and associated program web pages;

- Proactively work with the other City Collaboratives in accomplishment of goals supporting City Council's priorities as outlined in The Lynchburg Plan;
- Serve on City and community teams, committees, and task forces as requested;
- Organize the collection of data to evaluate benefits and deficits of ongoing projects;
- Use data to facilitate and coordinate needs assessments, develop community prevention plans, and implement programs, for youth and families;
- Create and maintain connections for participants related to workforce development;
- Prepare and submit clear, concise reports as required;
- Research and submit grants and other funding proposals as requested;

ADDITIONAL DUTIES AND RESPONSIBILITIES include the following:

- Other duties to provide direct or indirect service to the citizens may be assigned;
- When unusual situations occur and/or the City Manager declares a State of Emergency, all City employees may be required to accept special assignments and perform as needed to ensure appropriate service delivery.

SUPERVISORY DUTIES

This position may supervise project interns and volunteers as required.

Minimum Education and Experience Required: **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION

A Bachelor's degree (Master's preferred) from an accredited college or university in the fields of Human Services, Business, Liberal Arts, Urban Planning, Public Administration, Political Science, or similar curriculum. Industry-specific certifications and experience may supplement a bachelor's degree outside of the customary major fields. Candidate is expected to complete relevant training and/or obtain certifications as directed.

EXPERIENCE

Candidate should have experience working in community-based settings, experience with family planning, familiarity with Diversity, Equity and Inclusion initiatives and implementing community interventions, pre and posttest analysis, conflict resolution, and wrap-around service models. Knowledge of regional career development opportunities, continuing education strategies, group facilitation/training, human resource development and personal growth are preferable. Experience as a professional mentor or career coach is beneficial as a complement to required educational achievement.

Additional Requirements: **CERTIFICATES, LICENSES, REGISTRATIONS**

- Possession of driver's license issued by the Commonwealth of Virginia and acceptable driving record according to City criteria;
- Prior to employment, must have acceptable Criminal Record Check, Child Protective Service Check, Reference Checks, Tuberculin screen and drug screen as part of required physical examination.
- Must successfully complete IS100 and IS700 National Incident Management (NIMS) training within 90 days of employment.
- May also be required to complete higher levels of NIMS training as determined appropriate for the position.
- Must complete annual Freedom of Information Act (FOIA) training, and other City-mandated continuing education.

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Family Life Education Facilitator

[Utah State University](#)

[Logan, UT](#)

Thu, 30 Jul 2020 00:02:34 GMT

Overview:

As part of a 3-year federal grant, approximately 8 facilitators around the state will be responsible for implementing family life education programming targeted to at-risk youth. Depending on geographical service area(s), positions will either be 50%, 75% or 100% (full-time). Facilitators must have a strong desire to work with youth and promote healthy relationships. Curriculum-based courses will be taught in-person and virtually in partnership with alternative high-schools, behavioral health centers, correctional facilities, and other youth-serving organizations throughout the service area.

Excellent University benefits are included with an approximate value of 45% of your annual salary (see <https://hr.usu.edu/benefits/>). Continued employment is contingent upon on-going grant funding. Reliable transportation and heavy lifting are required to teach courses and transport supplies.

Anticipated geographical service:

1. Davis county
2. Salt Lake county
3. Utah county
4. Weber county

Responsibilities:

Facilitators will be responsible for all aspects of programming within one or more geographical areas for grant sponsored projects. A list of major responsibilities includes, but is not limited to:

- Teach teen pregnancy prevention courses, online and in-person as permitted
- Recruit and retain participants
- Coordinate food, incentives, and other programmatic supports

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- Follow Domestic Violence Prevention, Human Subjects, and Performance Measurement protocols
- Establish community partnerships and coordinate with county Extension faculty to support county relationship education initiatives
- Adhere to terms and conditions of the grant proposal and sponsor guidelines

Qualifications:

Minimum Qualifications:

- Bachelor's degree in family studies, social work, sociology, criminology, psychology or related field OR 3 years of experience teaching family-life related programming
- A strong desire to work with youth and promote healthy relationships
- Ability to work well alone and as part of a team
- Experience in planning and delivering family life education
- Experience leading groups and/or teaching youth
- Proficient with Microsoft Office (e.g. Word, Power Point) and email
- Flexible schedule and ability to teach courses during the day, evenings, and Saturdays
- Reliable transportation to travel (mileage will be reimbursed by the grant)
- Social skills to effectively interact and network with community members and agencies

Preferred Qualifications:

- Master's degree in family studies, social work, sociology, criminology, psychology or related field OR 5 years of experience teaching family-life related programming
- Experience collaborating and partnering with community-based, youth-serving organizations
- Experience working professionally with youth
- Proficient in Spanish
- 3 years of professional experience teaching or leading groups
- Have a Certified Family Life Education endorsement

Required Documents:

Along with the online application, please attach:

1. Resume to be uploaded in the Candidate Profile under "Resume/CV"
2. Cover letter addressing each of the minimum and preferred qualifications. Also indicate preferred time commitment (50%, 75%, or 100%) and geographical service area(s) from the list of anticipated service areas. To be typed/pasted at the end of the application
3. Contact information for 3 professional references

****Document size may not exceed 10 MB.****

Advertised Salary: \$47,500.00 for full time, plus excellent benefits (please note: wage is proportional to the percent of time worked) ADA:

Employees typically work in an office environment and are protected from weather conditions or contaminants, but not necessarily occasional temperature changes. However, in certain instances employees may work outdoors and may not be protected from weather conditions. Employees nearly continuously sit and often use repetitive hand motions.

University Highlights:

Utah State University (USU) was founded in 1888 and is honored to be Utah's land-grant and space-grant university. USU is a Carnegie RU/H (Research University/High Research Activity) institution with approximately 27,800 students (24,660 undergraduates and 3,140 graduate students) on the Logan main campus. Utah State's statewide system features eight campuses and 23 education centers and serves all counties in the state with Extension programs. USU offers 165 undergraduate majors, 138 graduate programs, and a variety of innovative stackable associate and certificate credentials. Washington Monthly ranked USU 14th in their national university rankings in 2019 and the 5th best public national university in the nation in 2018. As one of the two premier research institutions in Utah, USU is proud to provide a high-quality education at an affordable price. Additional information about Utah State University can be found [here](#).

A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital. Through the practical

state, nation, and world, preserving the historical land-grant tradition of partnering with communities to address critical societal issues in the interest of the public good.

The USU main campus is located in beautiful Logan, Utah; a city of about 50,000 situated in a picturesque mountain valley about 80 miles north of Salt Lake City. Outstanding recreational opportunities abound in the nearby mountains and proximate region.

Notice of Non-discrimination

In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law.

The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

Executive Director of the Office of Equity Alison Adams-Perlac, alison.adams-perlac@usu.edu, Old Main Rm. 161, 435-797-1266

Title IX Coordinator Hilary Renshaw, titleix@usu.edu, Old Main Rm. 161, 435-797-1266.
For further information regarding non-discrimination, please visit<https://equity.usu.edu/>, or contact:

U.S. Department of Education, Office of Assistant Secretary for Civil Rights, 800-421-3481, OCR@ed.gov

U.S. Department of Education, Denver Regional Office, 303-844-5695, OCR.Denver@ed.gov

USU is sensitive to the needs of dual career couples and provides a Dual Career Assistance program to support careers for partners who are also seeking employment.

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Family Services Specialist FC

[City of Roanoke](#) - Roanoke, VA 24011

City of Roanoke



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Job details

Salary

\$37,376 a year

Full Job Description

Description

Effective 6/30/2013, positions within the City of Roanoke which contained "Social Work" were reclassified to "Family Services". This change was made to comply with The Code of Virginia § 54.1-3709.

Family Services Specialist - Foster Care

This Family Services Specialist position is in foster care. The position carries a caseload of 10 to 14 children and meets with each child at least monthly. Works with families and collateral agencies to assess the needs of children in foster care. Develops, implements and monitors plans to meet needs and establish permanency plans. Attends court hearings, attends Family Assessment and Planning Team (FAPT) meetings for consultation and funding, schedules and participates in Family Partnership Meetings (FPM) and monthly team meetings for the children on their caseload. Maintains case records, prepares written reports of services, findings and actions. Testifies in juvenile and domestic relations and circuit courts. Works with agencies such as the public schools, and various treatment programs. Acts as a team player and is able to work outside the normal range of hours when necessary. Position participate in a rotating after hours beeper team that responds to emergency Child Protective Services (CPS)/Adult Protective Services (APS)/Foster Care situations. Possession of a valid appropriate driver's permit issued by the Commonwealth of Virginia. Bilingual, Spanish/English speakers encouraged to apply.

Family Services Specialist - Adoptions

This Family Services Specialist position is in adoptions. The position carries a caseload of 10 to 14 children and

meets with each child at least monthly. Works with families and collateral agencies to assess the needs of children in foster care with the goal of adoption. Works with potential adoptive families to apply for adoption assistance and assists in the process of adoption finalization through the circuit court. Provides child-specific recruitment to identify potential adoptive homes for children on their caseload. Develops, implements and monitors plans to meet needs and establish permanency plans. Attends court hearings, attends Family Assessment and Planning Team (FAPT) meetings for consultation and funding, schedules and participates in Family Partnership Meetings (FPM) and monthly team meetings for the children on their caseload. Maintains case records, prepares written reports of services, findings and actions. Testifies in juvenile and domestic relations and circuit courts. Works with agencies such as the public schools, and various treatment programs. Acts as a team player and is able to work outside the normal range of hours when necessary. Position participate in a rotating after hours beeper team that responds to emergency Child Protective Services (CPS)/Adult Protective Services (APS)/Foster Care situations. Possession of a valid appropriate driver's permit issued by the Commonwealth of Virginia. Bilingual, Spanish/English speakers encouraged to apply.

Family Services Specialist – Foster Care Prevention

This position supports and assists agency clients with personal, social, health and economic needs. Interviews clients both in their home as well as in the office to assess the nature and extent of needs. Identifies problems, counsels with families by addressing specific needs and/or issues with regard to keeping families and children safe in their own homes. Maintains case records, prepares written reports of services, findings and actions, and testifies in related court hearings as required. Performs work with agencies such the courts, schools, and other community partners. Supplies information about agency and/or resources and facilities to community. Verifies data and assists clients in making arrangements for various services. Able to work independently in and out of the office while maintaining regular communication with supervisor with regards to preparing and developing social studies and formulating service plans. Position will require the ability to sit, stand, bend, climb stairs, balance and lift up to 40 pounds (i.e. lifting children in and out of car safety seats). Possession of a valid appropriate driver's permit issued by the Commonwealth of Virginia. Bilingual, Spanish/English speakers encouraged to apply.

Family Services Specialist - Child Protective Services (CPS)-Ongoing

Assesses and investigates allegations of child abuse and/or neglect while providing needed services to at risk families and children. Works closely with various ancillary agencies to enforce child protective services laws and provide required/requested services to families in need.

Plans and coordinates needed services for individuals and families while making appropriate referrals to other agencies as necessary. Prepares court affidavits/reports and testify as needed.

Maintains CPS caseload while completing routine paperwork in time frames required by Virginia State Code. Ability to multi-task and respond to crisis situations in a timely and professional manner. Acts as a team player willing to assist co-workers and able to work outside the normal range of hours when necessary. Participates in a rotating after hours beeper team that responds to emergency CPS/APS/Foster Care situations.

Family Services Specialist - CPS Investigator

Assesses and investigates allegations of child abuse and/or neglect while providing needed services to at risk families and children. Works closely with various ancillary agencies to enforce child protective services laws and provide required/requested services to families in need. Plans and coordinates needed services for individuals and families while making appropriate referrals to other agencies as necessary. Prepares court affidavits/reports and testify as needed. Maintains CPS caseload while completing routine paperwork in time frames required by Virginia State Code. Ability to multi-task and respond to crisis situations in a timely and professional manner. Acts as a team player willing to assist co-workers and able to work outside the normal range of hours when necessary. Participates in a rotating after hours beeper team that responds to emergency CPS/APS/Foster Care situations.

Family Services Specialist - Domestic Violence Services

24 hour response to Child Protective Services (CPS) complaints including reports of domestic violence (dv) within the state mandated timeline. Visit children and parents/caretakers referred for DV at home, school, and in other settings to assess child's safety and risk of witnessing DV and/or abuse and neglect. Develop safety plans, as needed, with parents/caretakers and provide supportive services to the victim and child(ren). May require the removal of child(ren) at imminent risk of danger. Collaborate with Roanoke City Police, Commonwealth Attorney's Office, Victim Witness Programs, and other community agencies. Able to provide court documents and/or testify in juvenile and/or circuit court intervention. Possession of a valid appropriate driver's permit issued by the Commonwealth of Virginia.

*****NOTE: If you do not hold a State of Virginia Drivers License, you will be required to provide a certified copy of a DMV report from the state of previous residence before you can be considered for this position. Please review the City of Roanoke's Driver's Qualification Policy for additional information *****

Examples of Duties

SUMMARY

Supports and assists agency clients with personal, social, health and economic needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Interviews clients to assess the nature and extent of needs

Identifies problems, counsels with clients and confers with supervisor in preparing social studies in the formulation and delivery of service plans

Maintains records through the course of client's service relationships with agency

Makes referrals for service to agencies, such as clinics, employment services, vocational rehabilitation services, etc

Performs work with agencies such as juvenile and domestic relations courts, circuit courts, etc

Provides protection and care to abandoned, abused and neglected children and adults on a regular and emergency basis in potentially dangerous situations

Works with abusive or neglecting parents and families to help effect changes in family situation, usually in a family home setting

Makes decisions to remove children from dangerous situations and recommendations regarding institutionalization of adults and children

Studies homes for day care, foster care of adoption placement and/or foster care and adoptive placements

Maintains case records, prepares written reports of services, findings and actions

Serves as agency representative on a variety of multi disciplinary teams

Shares a 24-hour on-call rotation

Bilingual applicants are encouraged to apply

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

Typical Qualifications

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Minimum of a Bachelor's degree in a Human Services field or minimum of a Bachelor's degree in any field with a minimum of two years of appropriate and related experience in a Human Services.

Supplemental Information

LANGUAGE SKILLS

Ability to read and interpret documents such as laws, policies, regulations, safety rules, operating and maintenance instructions, and procedure manuals. Ability to respond effectively to inquiries orally and in writing. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of instructions **and deal with several abstract and concrete variables.**

*****CERTIFICATES, LICENSES, REGISTRATIONS*****

Possession of a valid appropriate driver's permit issued by the Commonwealth of Virginia. If you do not have a Drivers License issued by the Commonwealth of Virginia, you must submit a certified copy of your driving record issued by the DMV from your previous state of residence with your application.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. Requires the ability to exert light physical effort in sedentary to light work. Tasks may involve extended periods of time at keyboard or work station. The employee is occasionally required to stand; walk. Some lifting, carrying, pushing and/or pulling of objects and materials of light weight up to 30 pounds. Specific vision abilities required by this job include ability to adjust focus.

Must be willing to work outside normal work hours and respond to both routine and emergency situations.

SENSORY REQUIREMENTS

Some tasks require the ability to perceive and discriminate sounds and visual cues or signals. Some tasks require the ability to communicate orally.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Performance of essential functions may require exposure to adverse environmental conditions, such as traffic hazards, violent individuals, communicable diseases, or rude/irate customers.

This is a job description and not an individualized position description. A job description defines the general character and scope of duties and responsibilities of all positions in a job classification, but it is not intended to describe and does not necessarily list the essential job functions for a given position in a classification.

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Human Services Caseworker



(<https://agency.governmentjobs.com/pwcgov/default.asp?action=jobbulletin&JobID=2912609>)



APPLY

Salary ⓘ	\$62,613.00 - \$121,973.00 Annually	Location ⓘ	Woodbridge, VA
Job Type	Full-Time (PF)	Department	SOCIAL SERVICES
Job Number	201206069		
Closing	⚠ 12/2/2020 11:59 PM Eastern		
GRADE	C42		

DESCRIPTION

BENEFITS

QUESTIONS

Introduction

Are you seeking a position that is challenging but rewarding? If you have ever wanted to work with people in your community or become an important component of the betterment of other people's lives, you have come to the right place! Come join the Prince William County Department of Social Services, Protective Services Prevention Team, as a Human Services Caseworker and help families who are at heightened risk of child abuse or neglect to enhance their ability to provide safe, stable and nurturing environments for their children through prevention, education, and connection to appropriate services.

ABOUT THIS ROLE

You will assist families facing a multitude of challenges including substance abuse, mental health, or domestic violence issues; major physical illness or disabilities; social isolation; parent-child conflicts; and/or poverty.

In this role you will deliver services to clients by completing comprehensive assessments of families' strengths and needs, conducting home visits, and creating service plans with families to minimize safety and risk concerns, build on strengths, and address needs. The Human Services Caseworker will also be responsible for assisting with collecting and maintaining statistical information about clients in their programs and recording information in case records.

PREFERENCES

The successful candidate will have a Bachelor's degree in a human services field or Bachelor's degree in any field accompanied by a minimum of two years appropriate and related experience in a human services related area. The ideal candidate will have experience working with at-risk children and families in a human services environment; experience assisting families to overcome personal, social, health and economic barriers and experience preparing reports and maintaining case documentation. He/she must have a positive approach and be able to contribute creative solutions to complex problems. In addition, he/she will possess the following:

- Desire to work with families who are experiencing life challenges and have been unable to resolve their circumstances.
- Experience with case management, record documentation and reports.
- Experience conducting home visits and providing information to families about programs and resources.
- Bilingual (English/Spanish) skills, preferred.

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SCHEDULE REQUIREMENTS

Monday - Friday, 37.5 hours per week, no telework

SPECIAL REQUIREMENTS

Must pass local, state and federal background checks and have a valid driver's license.

ENTRY SALARY RANGE

\$62,613 - \$92,293

Click [here \(https://www.governmentjobs.com/careers/pwcgov/classspecs/1318909?keywords=human%20services%20caseworker&pagetype=classSpecifications\)](https://www.governmentjobs.com/careers/pwcgov/classspecs/1318909?keywords=human%20services%20caseworker&pagetype=classSpecifications) to view the full class description

Agency

Prince William County Government

Address

1 County Complex Court
Suite 155
Woodbridge, Virginia, 22192

Website

<http://www.pwcgov.org/jobs> (<http://www.pwcgov.org/jobs>)

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Sexuality Educator - CAPP program

Planned Parenthood of Greater New York - Manhattan, NY

Planned Parenthood of Greater New York



 7 reviews

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Planned Parenthood of Greater New York is seeking a full time **Sexuality Educator** to join our Education and Training team.

This position is responsible for facilitating evidence-based curricula to youth and young adults in schools and community-based organizations throughout New York City or Nassau County. Sexuality Educators conduct community outreach to raise awareness of PPGNY's broad range of services and to connect clients to those services. As a part of our outreach strategy, the sexuality educator will collaborate with other educators to inform, educate and raise awareness in regards to SRH and SRJ related topics through community pop-ups. Educators provide support and technical assistance for special projects within the Education Department, as well as in partnership with other PPGNY departments and PP affiliates. Flexibility in work schedule is essential; some evenings and weekends required.

This is an exciting and important time at Planned Parenthood of Greater New York . We are building on our strength with dynamic new leadership, talented staff members, engaged donors and activists, and amazing community partners. We are determined to thrive and grow in these times of transition and resistance. Planned Parenthood of Greater New York (PPGNY) stands strong as a trusted provider of sexual and reproductive health (SRH) care, an accurate source of sexual health information, and a steadfast partner in the ongoing fight to achieve sexual and reproductive justice, especially health and racial equity. Working at PPGNY is more than a job. It is an opportunity to help ensure that all New Yorkers have access to affordable, high-quality sexual and reproductive health care and evidence-based education programming so they can lead healthy lives and fulfill their dreams. We approach our work through a reproductive justice lens, seeking to break down the barriers that prevent individuals from accessing the health care and information they need and deserve.

What the Sexuality Educator does:

- **Community Outreach and Facilitation**
- Facilitate sexuality education workshops and community outreach to youth. In all activities, ensure adherence to PPGNY's mission, values, guiding principles and maintain curriculum fidelity.

- Conduct community outreach that includes, but is not limited to community events, pop-ups, tabling, fairs, school events, etc.
- Maintain community relationships by representing PPGNY to community partners with professionalism and connect partners to additional programs as applicable.
- Attends or Facilitates trainings for professionals via the PPGNY Training Institute, as needed.
- **Program Administration**
- Collect demographic, monitoring and evaluation data from workshop and training participants; compile data appropriately and prepares submission.
- Support CAPP Manager in ensuring that the data in ORS is accurate
- **Special Projects**
- Assists and collaborates with team to execute any cross program opportunities or overarching youth program initiatives
- Works as a member of the Education and Training Department staff and maintains high standards of professionalism and collaboration. Represents the Department at selected internal and external meetings

Qualifications

- Bachelor's Degree.
- Experience in public health and /or education preferred.
- A demonstrated commitment to PPGNY's mission related to bodily autonomy, health equity, and gender and racial justice
- 1+ years of experience providing educational workshops and presentations.
- Excellent oral and written communication skills.
- Experience working with and engaging youth.
- Experience in working with diverse population and knowledge of sexual and reproductive health.
- You are interested in expanding your analysis and knowledge about the role that racial inequity plays in our society, and are committed to building and/or deepening your commitment to racial equity in your work
- Flexible schedule.

PPGNY's benefits package includes:

Generous PTO and holiday schedule

Medical, dental and vision coverage options for you and eligible dependents

FSA, HSA, Commuter pre-tax reimbursement funds

Short and Long Term Disability, Free Basic Life and AD&D

401(k) Retirement Plan with Safe Harbor contributions after 1 year of employment

All positions at PPGNY require:

Proof of immunization or immunity to certain communicable diseases (including influenza during the flu season) and testing for tuberculosis. These certifications are required by the NYC DOHMH Health Code, NYSDOH and OSHA.

Planned Parenthood of Greater New York (PPGNY) is a leading provider, educator, and advocate of sexual and reproductive health care in New York State. PPGNY is proud to provide a wide-range of family planning services at our 28 health centers and mobile care units. We care for everyone regardless of their immigration status, zip code or ability to pay. PPGNY's education and outreach programs are backed by medically-accurate, evidence-based information that allows people to make informed decisions about their health and future. As a voice for reproductive freedom, PPGNY supports legislation and policies that ensure all New Yorkers have access to the full range of reproductive health care and education.

At PPGNY, we provide the absolute best care to our patients and our communities through innovative health care delivery and education programming. We care for everyone who walks through our doors regardless of insurance, ability to pay or immigration status. As a leading voice for reproductive freedom, PPGNY fiercely advocates for policies to ensure that all New Yorkers will have access to the full range of reproductive health care services and information.

PPGNY is committed to diversity, equity, and inclusion. We believe we are most impactful when people with a wide range of backgrounds, experiences, and identities come together with common purpose. We encourage candidates from all backgrounds to apply.

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Youth Development Administrator

Family Service of Roanoke Valley - Roanoke, VA 24016

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Job details

Job Type

Full-time

Full Job Description

Family Service of Roanoke Valley has an exciting opportunity for you to serve youth in the Roanoke Valley as our Youth Development Administrator! This position will have supervisory responsibility in the Youth Development Department and as part of the organization's All Leadership Team. The Youth Development Administrator is responsible for data tracking, grant writing and reporting, and staff training in addition to working directly with area youth through the Teen Outreach Program. Applicants should possess a bachelor's degree in a human service related field of study and possess, or be willing to develop, a foundational level of knowledge regarding poverty, trauma, attachment and resilience. Preference will be given to applicants with a minimum of three years of direct service experience and at least one year of supervisory experience.

Job Type: Full-time

Benefits:

- Dental insurance
- Disability insurance
- Employee assistance program
- Flexible schedule
- Health insurance
- Life insurance
- Paid time off
- Retirement plan
- Vision insurance

Schedule:

- Monday to Friday

This Company Describes Its Culture as:

- Team-oriented -- cooperative and collaborative

Company's website:

- <https://fsrv.org>

Company's Facebook page:

- @FamilyServiceRV

Benefit Conditions:

- Waiting period may apply
- Only full-time employees eligible

Work Remotely:

- Yes, occasionally

COVID-19 Precaution(s):

- Personal protective equipment provided or required
- Temperature screenings
- Social distancing guidelines in place
- Virtual meetings
- Sanitizing, disinfecting, or cleaning procedures in place

- 1 day ago

If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

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Parent Educator - 3102

Community Health Resources, Inc - Enfield, CT 06082

Community Health Resources, Inc



 101 reviews

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JOB TITLE: Parent Educator

EMPLOYMENT TYPE: Full Time

SCHEDULED HOURS: 35 (Varies based on client need)

PROGRAM: Parenting Support Services

SITE LOCATION: Enfield, CT

PC#: 1350

OBJECTIVE OF POSITION:

The Parent Educator provides services for families with children 0-18 to support and enhance positive family functioning. Families receive one or more of the PSS interventions along with case management services using the Wraparound philosophy and process. Parent Educators provides Level 4 Triple P (Positive Parenting Program) and the Circle of Security Parenting intervention which require specialized training/certification. Triple P helps parents become resourceful problem solvers and be able to create a positive and safe home learning environment for children to develop emotional, behavioral, and cognitive strengths. Circle of Security Parenting is designed to build, support, and strengthen parents' relationship capabilities so they are better equipped to provide a quality of relationship that is more supportive of secure attachment.

POSITION CORE COMPETENCIES:

Interpersonal Communication: Establishes positive rapport and trust with clients and co-workers; demonstrates core TAG value of Trustworthiness.

Collaboration & Teamwork: Effectively participates as a team member to advance common team goals; demonstrates core TAG value of Collaboration.

Cultural Competence, Diversity & inclusion: Effectively and respectfully works with others who have diverse traditions, beliefs, interpersonal styles, attitudes and behaviors.

Systems Oriented Practice: Functions effectively within the organizational and financial structures of CHR and other external systems in which they interact. Maintains the standards set forth by professional ethical guidelines and the code of conduct of CHR.

Quality & Performance Improvement: Works individually and within teams to improve skills and to achieve performance goals and improve outcomes; demonstrates core TAG values of Choice & Empowerment.

Informatics: Uses information technology to support and improve organizational effectiveness.

Safety Environment: Identifies, prevents and reports unsafe situations; uses appropriate procedures to assure safety environment; demonstrates core TAG value of Safety.

Screening & Assessment: Conducts brief, evidence-based and developmentally appropriate screening and conducts or arranges for more detailed assessments when indicated.

Care Planning & Care Coordination: Creates and/or implements integrated care plans, ensures access to linked services; exchanges information among clients, family members, and providers.

Intervention: Provides range of brief, focused prevention, treatment and recovery services for clients.

DUTIES & RESPONSIBILITIES:

- Carries an average caseload of 10 families receiving intervention, and average 4 months maximum length of service per family.
- Completes PSS initial Assessment within the first 2 visits and other model specific assessments per model requirements.
- Provide Level 4 Standard Triple P and Level 4 Teen Triple P curriculum interventions per model fidelity lasting 10-16 sessions of 1-2 hours per session.
- Provide Circle of Security Parenting intervention lasting 10-16 sessions of 1-2 hours per session or if provided as a group lasting 8-10 sessions.
- Provide case management services consistent with the Wraparound philosophy by assisting the family with identifying and prioritizing family needs, navigating and using community resources, creating a family budget, selecting and providing substitute caregivers, linking to traditional and non-traditional services and support systems, and identifying and using public and/or alternative transportation methods.
- Provide crisis planning to anticipate potential crisis situations and assistance.
- Collaboration with the DCF worker by maintaining frequent contact for open DCF cases regarding the family's progress.
- Attend Permanency Team meetings held for any in-home or out-of home cases.
- Participate in supervision and peer support meetings as required by the model.
- Works a flexible schedule that meets the needs of the caregivers and includes evening and weekend hours as needed.
- Demonstrates competency in age-related or specialty issues and developmental needs for each population served.

QUALIFICATIONS:

Education: BA in human services or a related field is required.

Experience: Direct experience working with children and families. Preference will be given to individuals who have done home based work with families.

Licensure/Certification/Registration: None

Training: Preference will be given to individuals who are already trained in Triple P and/or Circle of Security

EEO MINORITIES/WOMEN/DISABLED/VETERANS

Experience

Required

- Direct experience working with children and families

Education

Required

- Bachelors or better in Human Services or related field

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Extension Educator - 4-H Youth Development/Health and Human Sciences - Ripley Co

[Purdue University](#) - Osgood, IN

Purdue University



 1,147 reviews

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Job Summary

Updated April 24, 2020: At this time, this position is recruiting and accepting applications.

This position will be filled as an Extension Educator or as an Extension Educator, Senior. The hiring manager will determine the job level based on the skills, experience and qualifications of the selected candidate.

Extension Educators provide the link between Land Grant University research and Indiana residents by creating innovative learning opportunities that address local issues. Dedicated to helping improve the quality of life for current and future residents, Educators collaborate with local, county and state agencies, partner organizations, businesses and schools to analyze needs, develop, implement and oversee vibrant and sustainable research based educational programs, and provide resources and expertise to the local community.

This position has additional programming responsibilities focusing on 4-H Youth Development. By providing results driven educational opportunities, Indiana 4-H strives to be the premier, community-based youth program, while helping to develop and empower young people to reach their full potential. As a 4-H Youth Development Educator, you will help young people see themselves as unique, resilient, life-long learners who actively participate in their own future – setting personal goals and practicing self-determination. 4-H Youth Development Educators work with community partners to create and develop educational opportunities centered on science, citizenship and healthy living. They will provide leadership to the county 4-H program, focusing on 4-H clubs, groups and youth education initiatives. A vital component in developing a successful, sustainable local 4-H program is an engaged, active volunteer base. A significant responsibility of the 4-H

Youth Development Educator is to recruit, train and develop the volunteers who work closely with the youth population.

With the ever-pressing societal issues facing our country, Purdue Extension plays a vital role in our local communities by providing information and educational programming at the point-of-need. The Health & Human Sciences Educator identifies needs within the local community, and partners with University and local resources to plan, implement and evaluate innovative, sustainable programs that influence attitudes, teach skills and encourage behavior change. The Health & Human Sciences Educator strives to improve the quality of life of individuals and families through these research-based programs that educate on topics relevant to our colleagues, partners and stakeholders within the community related to food, family, money and health.

Responsibilities:

- Work with state and local advisory committees in conducting needs assessments to identify critically important issues
- Develop effective and contemporary approaches to plan, deliver and evaluate programming
- Ensure all efforts are made to reach diverse audiences and provide equitable access to programs and facilities
- Identify, recruit and develop the volunteer leadership necessary to help carry out the mission of Purdue Extension
- Develop regular and effective communications and working relationships with colleagues, partners and stakeholders within the community
- Quantify, communicate and promote the value of Extension education to key stakeholders, partners and decision-makers
- Develop and cultivate external funding sources to enhance educational programming
- Participate in and/or lead teams to enhance the scope and reach of Extension programming
- Other responsibilities as required

Extension Educator**Required:**

- Bachelor's degree
- 2 years' experience in educational program development, delivery and evaluation, with related experience in youth development, volunteerism, and organizational systems; community based educational program development, implementation, and evaluation and/or experience related in health, nutrition, human development, and personal finance
- Experiences or leadership with taskforces and community coalitions or equivalents
- Ability to work with minimal supervision, including prioritizing workloads to meet deadlines
- Knowledge and skill with computer technology in preparing and making reports, presentations, data analysis and retrieval, email and internet applications
- Knowledge of basic educational methods and the ability to effectively communicate/teach program specific material
- Strong communication, leadership, mentoring, teamwork and group process skills
- Flexibility and creativity in the workplace
- Ability to work with diverse audiences and stakeholders

Preferred:

- Master's degree

Senior Extension Educator

Required:

- Bachelor's degree
- 4 years' experience in educational program development, delivery and evaluation, with related experience in youth development, volunteerism, and organizational systems; community based educational program development, implementation, and evaluation and/or experience related in health, nutrition, human development, and personal finance
- Experiences or leadership with taskforces and community coalitions or equivalents
- Ability to work with minimal supervision, including prioritizing workloads to meet deadlines
- Knowledge and skill with computer technology in preparing and making reports, presentations, data analysis and retrieval, email and internet applications
- Knowledge of basic educational methods and the ability to effectively communicate/teach program specific material
- Strong communication, leadership, mentoring, teamwork and group process skills
- Flexibility and creativity in the workplace
- Ability to work with diverse audiences and stakeholders

Preferred:

- Master's degree

Additional Information:

- Purdue will not sponsor employment authorization for this position
- A valid driver's license is required for all Extension Educator positions
- A background check and MVR check is required for employment in this position
- Travel using personal vehicle (mileage reimbursement provided) and evening and weekend work is an integral part of this position
- Please attach the names and email addresses of at least three (3) references. As the application review process moves forward, an e-Reference form may be sent to the references for completion
- FLSA: Exempt (Not eligible for overtime)
- Retirement Eligibility: Defined Contribution Waiting Period
- Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply

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Family Services Specialist

City of Winchester, VA - Winchester, VA

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Description

The City of Winchester and the Department of Social Services invites you to come join our team! The City has an outstanding strategic plan that includes goals and objectives, a clear vision, and a culture of collaboration. We are recruiting for Family Services Specialists working in Adult Protective Services, Child Protective Services, Foster Care and Adoption, Child Care, and Employment Services utilizing current trends and developments in the social work field.

Example of Duties

- Ability to develop and implement service plans in order to insure the delivery of appropriate services;
- Interviewing, assessing needs, counseling and referring clients to other resources as needed;
- Ability to make sound judgments within the framework of existing laws, policies, and regulations;
- Responds to client's emotions in order to accomplish service objectives;
- Plan and manage own work activities including service delivery, preparing reports and correspondence, record keeping, and related activities.

Typical Qualifications

Candidates interested in this role must have a Bachelor's Degree in a Human Services field or a Bachelor's Degree in any field with two years of related experience in Social Work. Also required within 90 days of employment, you must have a driving commute within a one-hour time frame of the City of Winchester limits.

Supplemental Information

Please complete this assessment tool before you decide to apply for this position. Candidates selected for an interview will be required to bring their ratings total: <https://forms.office.com/Pages/ResponsePage.aspx?id=Lzs02KVYvkOgLNLSMJz2pGJ4hiMI-r5OpHusJd7ya2hURFhKRTE1SzdMMUZYRE4yRUpIMzVZTzIFRi4u>

The City of Winchester ask that you view the realistic job preview prior to applying at: <https://youtu.be/e-fPuybcOpQ>

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Position Description



Family Services Specialist I

Working Title **Family Services Specialist I**

Department/Division **Human Services - Child Services**

Job Type **Full Time**

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Requisition ID:

32639

Work Location:

Human Services - Virginia Beach Blvd offices

Pay Range:

G.22, \$46,134.40 - \$67,600.00

Starting Salary:

Minimum of the Pay Range

Work Schedule:

Monday-Friday 8:00am-5:00pm

Part Time Hours/Wk:

Application Deadline:

11/16/20

Job Duties:

The City of Virginia Beach Department of Human Services seeks a Child Protective Services (CPS) Family Services Specialist I that can investigate and assess alleged child maltreatment. This position is part of the Child Welfare Division.

Duties:

- Ability to work as part of a multidisciplinary team facilitating a team approach with police, medical, social work, and mental health professionals.
- Utilize family engagement skills to engage with children and families, investigate and assess allegations of child abuse/neglect.
- Apply trauma informed strategies to overcome challenges and build upon family strengths.
- Manage a high-volume workload of CPS referrals.
- Make independent decisions based on knowledge of policies and procedures.
- Conduct and document detailed, and accurate investigative narrative, dispositional assessments, safety assessments, and risk assessments.
- Write court affidavits and petition the Juvenile & Domestic Relations Court for child protective orders and or emergency removal orders.
- Assist with training and professional development of Family Services Specialist I and new team members assigned to Safety Programs.
- Standby on-call duties after normal business hours on a rotating basis.

Official City Job Description:

https://www.vbgov.com/government/departments/human-resources/Employment-VBGOV/Job%20Descriptions/Family_Services_Specialist_I_02307.pdf

Working Conditions:**Minimum Requirements:**

MINIMUMS: Must possess a minimum of a Bachelors degree in a human services field (social work, counseling, gerontology, guidance and counseling, family and child development, psychology or sociology); or possess a Bachelors degree in any field accompanied by a minimum of two (2) years related experience in a human services area. Must have, or obtain, a current and valid Virginia or North Carolina driver's license in accordance with Virginia or North Carolina DMV driver's license eligibility requirements. SPECIAL REQUIREMENTS: All employees may be expected to work hours in excess of their normally scheduled hours in response to short-term department needs and/or City-wide emergencies. For Family Mediation Unit: Virginia Supreme Court Certification in Family Mediation required.

Additional Requirements:

DMV Transcript: Required
CDL: Not Required
DOT History: Not Required
CPS Check: Required
Physical: Not Required
Respirator: Not Required
Polygraph Review: Not Required
Psychological Screening: Not Required

Attachments Required:**Preferences:****Special Instructions:**

- Please complete the application in its entirety. The application is the primary required document used to screen qualifications and years of experience. A resume does not replace a completed application. Fields on the application left blank, including but not limited to job duties, dates of employment, and hours worked, may cause your application to be incomplete.
- You will not be able to access the details of this job ad once the closing date has passed. If you would like to retain this information, please take a screen shot or print using your browser's printing capability.
- Your responses to any "Supplemental Questions", if attached to this requisition, must be supported by the information you give us in the work experience section of this application. Be sure you are thorough in describing your skills and duties as you complete the work experience section. If the information cannot be verified you will not receive credit.
- Please provide a copy of any certifications or related professional licenses.

VRS Contribution: All full-time employees are required to contribute 5% of annual salary toward their retirement account; in accordance with VRS retirement provisions. This will be handled through a pre-tax payroll deduction.

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Family Services Specialist II

Virginia Dept of Social Services - Local - Virginia

Virginia Dept of Social Services - Local



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Job details

Salary

\$40,000 - \$45,000 a year

Full Job Description

This position is responsible for developing and implementing individualized service plans involving the application of casework methods in Employment Services and Child Care, and basic service level caseloads of Adult/Adult Protective Services, Child Protective Services, Foster Care, Adoptions. Employees may provide services in all program areas or specialize in one or several program areas. Typically employees perform all tasks independently and only seek supervisory advice on unusual situations or when policies and procedures require supervisory review or involvement. Interprets laws, policies and regulations as applied to specific area of responsibility; monitors, coordinates and administers specific programs as assigned; coordinates services within specific area of responsibility; interviews and assesses customer needs and other relevant factors such as education/skill levels, abilities, interests, and support systems; informs clients of related service programs rules/regulations, and right to participate; presents cases to determine appropriate services and writes/implements service plans; provides case management services to monitor compliance; manages program waiting lists; tracks expenditures, prepares/submits budget estimates and ensures payment for services; completes necessary federal, state and local planning and reporting requirements; coordinates with other agencies and participates in multi-disciplinary and interagency teams providing services to customers; conducts overall monitoring of programs in specific area of responsibility; serves as resource to clients and the community in area of expertise; and provides after hours on-call coverage and responds to emergencies in child/adult protective services and/or foster care.

Minimum Qualifications

Minimum of a Bachelor's degree in a Human Services field or minimum of a Bachelor's degree in any field with a minimum of two years of appropriate and related experience in a Human Services area (Section 22VAC40-670-20 of the Administrative Code of Virginia).

Working knowledge of social work principles and practices; human behavior and motivational theory; laws, policies, and regulations relating to human services program areas; and social, economic, and health problems.

Skill in operating a motor vehicle and personal computer with associated software.

Demonstrated ability to: communicate effectively both orally and in writing; interview, assess needs, counsel and refer clients to other resources as needed; develop and implement service plans in order to ensure the delivery of appropriate services to the client; make sound judgments within the framework of existing laws, policies, and regulations; respond to the client's emotions in order to accomplish services objectives; plan and manage own work activities including service delivery preparing reports, and correspondence, record keeping responsibilities and related activities; establish and maintain effective relationships; and stay abreast of current trends and developments in the social work field.

Experience in assigned program area and completion of required training programs or equivalent combination of training and experience which provides the required knowledge, skills and abilities.

Preferred Qualifications

Special Requirements

All applicants are subject to a DMV/driving record check, pre-employment drug screen, Central Registry (CPS) check and/or criminal history search.

The investigation may include: fingerprint checks (State Police, FBI), local agency checks, employment verification and references, verification of education (relevant to employment), credit checks (relevant to employment) and other checks requested by the hiring authority. Employee must be willing to work in the community emergency shelter in the event of a natural disaster or emergency.

Special Instructions to Applicants

Applications for this position must be submitted electronically through this website. Mailed, e-mailed, faxed or hand delivered applications will not be accepted.

This website will provide a confirmation receipt when the application is submitted for consideration.

Consideration for an interview is based solely on the information within the application.

Please refer to your RMS account for the status of your application and this position.

Name

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Phone

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Fax

Email

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Address

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Foster Care Worker

City of Winchester, VA - Winchester, VA

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Description

The City of Winchester and the Department of Social Services invites you to come join our team! The City has an outstanding strategic plan that includes goals and objectives, a clear vision, and a culture of collaboration. We are recruiting for a Family Services Specialist working specifically in **Foster Care** utilizing current trends and developments in the social work field.

Example of Duties

- Provides assessment of family needs by developing and implementing service plans to address the needs of children;
- Supports and assists foster care children, youth and their families in formulating strength based plans to achieve individual and family goals;
- Organizes, oversees and manages a foster care caseload to ensure compliance with federal, state and local guidelines and rules;
- Maintains records and manages cases by preparing reports, within compliance requirements, in a timely manner;
- Provides case management, crisis intervention, and other activities to stabilize foster care children and youth, to prevent placement disruption, to promote permanency planning and reunification, and to achieve identified goals;
- Attends treatment and family team meetings, IEP meetings and presents cases to the Community Assessment Team as required;
- Coordinates services with other child and family serving agencies and resources in the community;
- Prepares for and appears in court, including submits reports and provides testimony.

Typical Qualifications

Candidates interested in this role must have a Bachelor's Degree in a Human Services field or a Bachelor's Degree in any field with two years of related experience in Social Work. Also required within 90 days of employment, you must have a driving commute within a one-hour time frame of the City of Winchester limits.

Supplemental Information

This classification specification is not intended to be all-inclusive. An employee will also perform other reasonably-related job responsibilities as assigned and required by management. City of Winchester reserves the right to revise or change job duties as the need arises. Moreover, management reserves the right to

change job descriptions, job duties or working schedules based on their duty to accommodate individuals with disabilities.

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WE ARE OPEN & HIRING....



Planned Parenthood South Atlantic

Community Health Educator

CHARLESTON, SC / EDUCATION /

PPSAT prioritizes protecting our candidates, staff and patients and we are still **HIRING**. We are strong, supportive, and always thinking about the safest ways we can contribute to the community by providing jobs when people need them the most. Please know that our clinics are OPEN and our staff are providing patients with excellent care due to the use of Telehealth. We are also adhering to all of the recommendations by the Centers for Disease Control and Prevention in order to provide **Care No Matter What**.

PPSAT is seeking a **Community Health Educator** that will be responsible for the **Hilton Head and Charleston, SC** areas. The Community Health Educator is responsible for planning, coordinating, and implementing community and health center based projects focused on maximizing the benefits of the Affordable Care Act for the uninsured; and engaging young people in sexual health and advocacy programs that provide the tools to help them make lifelong responsible decisions. They will provide additional outreach and training to the community around family planning and reproductive health issues as needed.

This is a **full-time, benefits eligible** position working 40 hours per week.

Essential Functions

- Coordinate peer education programs, location and quantity dependent on community need and funding.
- Initiate and develop relationships with community organizations, schools, and faith communities to recruit Peer Educators. Interview, hire, and train Peer Educators.
- Design, develop, and provide culturally relevant education/training programs related to adolescent health and social issues for Peer Education Training.
- Provide support to Peer Educators. Maintain follow-up relationships with Peer Educators following Peer Education training.
- Plan and conduct weekly trainings.
- Translate and adapt curricula.
- Coordinate collection and submission of evaluation data.
- Serve as liaison between Planned Parenthood South Atlantic (PPSAT) and partner organizations. Promote PPSAT philosophy and services in the community.
- Provide community education and outreach as needed and directed by the Senior Director of Education.
- Attend PPSAT community coalition and council meetings as assigned.
- Manage and maintain the education department database.
- Pull together monthly and quarterly education reports and data as needed and requested.

Qualifications

- B.S./B.A. in related field. Minimum of 3 years' related work experience will be considered in lieu of a degree.
- Two years' proven experience running community-based education programs working with diverse populations.
- At least one year of experience working with youth.
- Excellent oral, written and interpersonal communication skills.
- Demonstrated interest in teenagers and youth development.
- Demonstrated ability to work with diverse communities.

- Written and oral fluency in English. Spanish fluency may be required.
- Interest in reproductive and sexual health issues.
- Experience in coalition building.
- Previous experience engaging and collaborating with coalition partners preferred.

Salary


- Starting salary range is \$16.75 to \$20.75 commensurate with experience.

Planned Parenthood South Atlantic is an equal opportunity employer.

A complete application includes a cover letter and resume.

No phone calls please.

[Planned Parenthood South Atlantic Home Page](#)

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Appendix G – Student Demand



Student Interest Survey_B.A. in Family Developpr



Questions Responses 67

B.A. in Family Development and Education interest

The VCU School of Education is considering the creation of a Bachelor of Arts (B.A.) degree program in Family

Intended learning outcomes

Upon completion of the Bachelor of Arts (B.A.) in Family Development and Education program, students will be able to:

- Promote positive relationship and family dynamics through the use of theory and critical reflection of the issues facing children and families in a diverse society.
- Utilize theory and research to implement developmentally appropriate practices to promote the optimal development of diverse children and families, especially those in urban settings.
- Plan, develop, implement, and evaluate educational programs that demonstrate sensitivity to diversity and community needs, concerns, and interests of children and families being served.
- Assist individuals and families with decision-making related to developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.
- Navigate professional relevant ethics, laws, and policies to inform students to act as advocates for families and children in both public and private arenas.

1. If VCU offered a B.A. in Family Development and Education, how likely or unlikely are you to enroll? *

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Neither likely or unlikely
- ☐ Somewhat unlikely
- ☐ Very unlikely

2. What is your academic standing? *

- ☐ Freshman (First-year student)
- ☐ Sophomore (Second-year student)
- ☐ Other

I am a student at:

- ☐ John Tyler Community College
- ☐ Virginia Commonwealth University (VCU)

3) What year do you expect to graduate from your current program? *

- ☐ Spring 2021
- ☐ Fall 2021
- ☐ Spring 2022
- ☐ Fall 2022

☐ Spring 2023

☐ Fall 2023

☐ Spring 2024





Student Interest Survey_B.A. in Family Developpr



Questions Responses 64

64 responses



Accepting responses



Summary

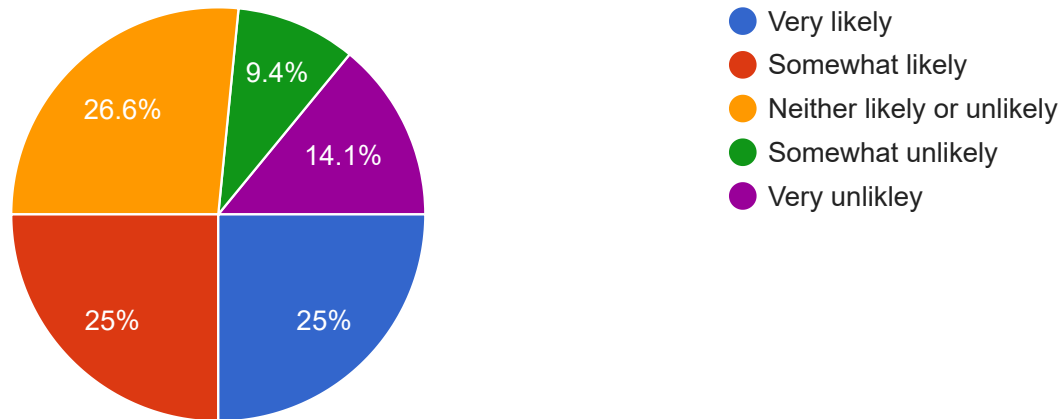
Question

Individual

Intended learning outcomes

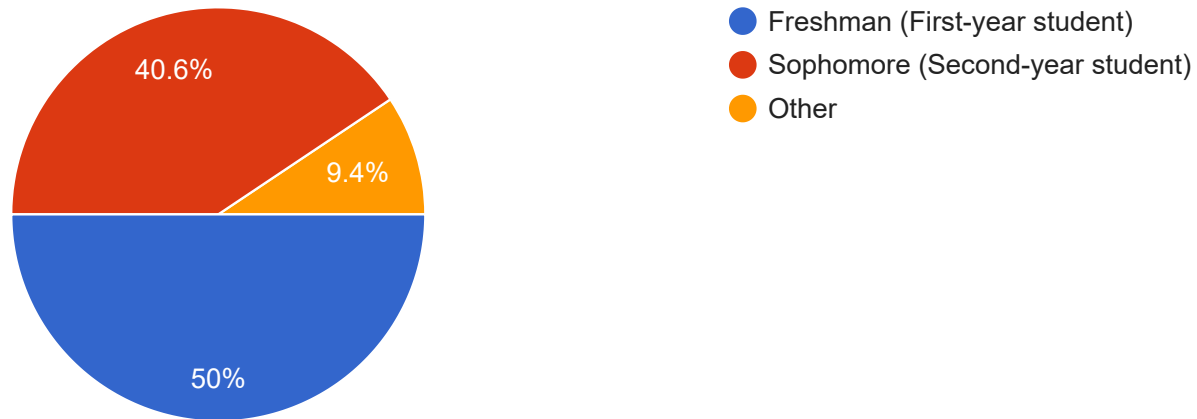
1. If VCU offered a B.A. in Family Development and Education, how likely or unlikely are you to enroll?

64 responses



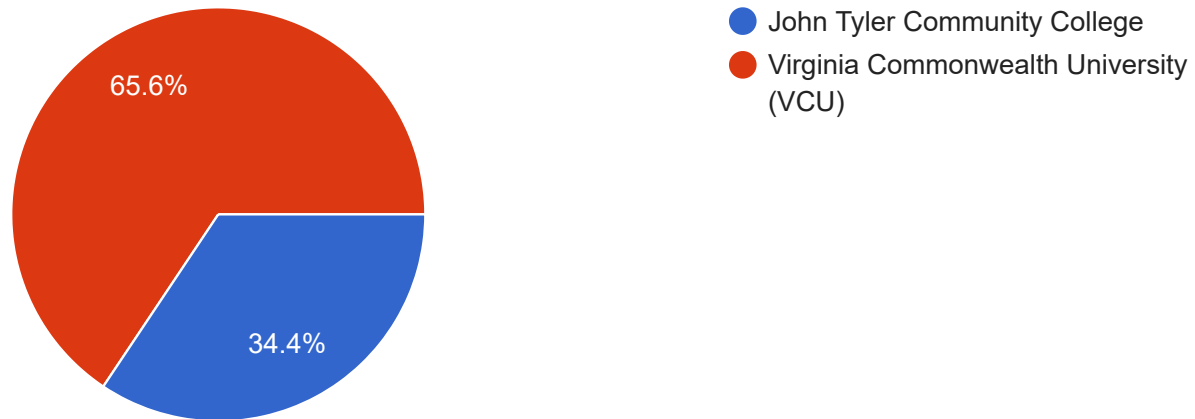
2.What is your academic standing?

64 responses



I am a student at:

64 responses



3) What year do you expect to graduate from your current program?

64 responses

