Old Dominion University

2014-2015 List of Student Learning Outcomes/Objectives

Accounting Department

Accounting B.S.

1. Students can recognize and analyze ethical dilemmas and select a resolution for practical accounting situations, such as * Choosing/Changing Accounting Principles (Acct 301, 302) * Earnings Manipulation (Acct 301, 302) * Overproduction Problem/Absorption Costing (Acct 311) * Fraud (Acct 460) * Internal Controls (Acct 460) * PCAOB/SOX (Acct 460) * Trust Service (Acct 460) * Auditing (Acct 460) * Tax Avoidance vs. Tax Evasion (Acct 421) * Tax Preparer Responsibility (Acct 421)
2. Students can communicate an issue in a coherent written presentation. Students will be able to write clearly using proper grammar and spelling.
3. Students will be able to apply accounting theories to solve business problems.
4. Students will be able to identify and solve business issues in a global environment.
5. Students will be able to identify and solve accounting issues in financial and management accounting, tax, accounting information systems, and auditing. Students will be able to apply basic business principles to accounting related problems.

Accounting M.S.

1. Students can recognize and analyze ethical dilemmas and select a resolution for accounting situations.
2. Students can communicate an issue in a coherent verbal or written presentation. Students will be able to write clearly using proper grammar and spelling.
3. Students will be able to apply financial analysis, using accounting and operating information, in making business decisions and solving business problems.
4. Students will be able to identify and solve business issues in a global environment.

Aerospace Engineering Department

Aerospace Engineering Ph.D.

1. Graduates gain highly advanced knowledge in their chosen specialty area to advance their careers and contribute to the profession of aerospace engineering, or a closely related field.
2. Graduates will have the ability to conduct high-level independent research in their chosen field.
3. Graduates will make a doctoral level, "original contribution to knowledge" in their chosen field. This outcome is evaluated on the following criteria as judged by the Dissertation Committee. Inadequate: the original

contribution through the dissertation research is not publishable in a refereed journal. Adequate: the original contribution is publishable in a refereed journal. Excellent: the original contribution is publishable and can produce at least one article in a top-five journal in the field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Aerospace Engineering M.S.

1. Graduates gain sufficient advanced knowledge in their chosen specialty area to advance their careers and contribute to the profession of aerospace engineering, or a closely related field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem relevant to Aerospace Engineering or a closely related field, to collect and analyze the relevant data and to develop and apply a solution.
3. Graduates will have the ability to conduct independent research in their chosen field.
4. Graduates will have the ability to present ideas and advanced technical material in writing, typically in report format, and to effectively comunicate advanced technical material both verbally and visually.
5. Graduates will understand the responsibilities inherent in the engineering profession and the importance of ethical conduct of research.

Aerospace Engineering M.E.

1. Graduates gain sufficient advanced knowledge in their chosen specialty area to advance their careers and contribute to the profession of aerospace engineering, or a closely related field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem relevant to Aerospace Engineering or a closely related field, to collect and analyze the relevant data and to develop and apply a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing, typically in report format, and to effectively communicate advanced technical material both verbally and visually.
4. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Art Department

Art Education B.A.

1. Undergraduate students pursuing the BA in Art Education will prepare for professional licensure to teach art in the public school systems. Students will demonstrate preparation by a passing Score on the Praxis I Exam and subsequent acceptance into the Teacher Education Program.

Art History B.A.

1. Undergraduate students pursuing the BA degree in art history will receive a balanced liberal arts education while preparing for professional employment and/or graduate study in an appropriate field. The B.A.in Art

History provides undergraduates with the basic training that will prepare them for entry into graduate M.A. and Ph.D. programs, or employment in local, regional, and national art centers. Some students use the degree in related fields, benefitting from the knowledge and connoisseurship it provides. A Senior Thesis for those students considering graduate study is available in the catalog as an optional capstone course. Written and verbal critical analysis is incorporated into the program. Undergraduate students pursuing the B.A. degree will demonstrate proficiency in expository writing, critical thinking, and visual analysis in every course in the art history curriculum. Every art history student will take ARTH 351W, Research Methods, which will prepare them to complete papers, essays, and theses in a professional manner.

Fine Arts B.F.A.

1. Undergraduate majors pursuing the B.F.A. degree will succeed academically and professionally in their chosen concentrations. In the B.F.A. program, students pursue a professional program leading to employment in the visual arts or to graduate schools offering the terminal M.F.A. degree. The teaching licensure program allows students to pursue additional coursework leading to certification in elementary and secondary art education.
The students will demonstrate visual and technical skills in the various media.
2. The students will prepare creative work completed in the foundation course and assemble a portfolio. The portfolio is submitted in digital format and reviewed by the faculty for acceptance and continuance into the BFA program.

Studio Art B.A.

1. Undergraduate students pursuing the BA degree in studio art will receive a balanced liberal arts education while preparing for professional employment and/or graduate study in an appropriate field. The B.A. degree in studio art provides students with a broad understadnig of various studio disciplines within a general liberal arts context. Students who pursue this degree often combine it with another related field of study and apply their knowledge to various arts-related fields. Studio arts majors are strongly encouraged to take ARTS 400 as their capstone course. Written and verbal critical analysis is incorporated into the program. Undergraduate students pursuing the B.A. degree will demonstrate proficiency in expository writing, critical thinking, and visual analysis.

Biological Sciences Department

Ecological Sciences Ph.D.

1. Students will be able to develop independence and proficiency in the conduct of scientific research and demonstrate knowledge of major theories, empirical findings, and key scientific techniques and procedures relevant to modern ecological sciences.
2. Students will develop skills in writing for publication and public speaking.
3. Students will complete their program milestones and achieve candidacy

status by the end of year 4 in the program.
4. Students will develop skills in the dissemination of their research through participation at national/international meetings.

Biomedical Sciences Ph.D.

1. Students will speak effectively using computer generated programs like PowerPoint in their oral defense of dissertation.
2. Students will write effectively using a scientific format for their dissertation.
4. A formal process will be developed to track BIMD student progress

Biology M.S.

1. Students will develop proficiency in the conduct of scientific research, and demonstrate knowledge of major theories, and key scientific techniques, procedures and technologies as well as quantitative analysis of results relevant to modern biological sciences.
2. Students will be able to communicate scientific information, obtained through lab/field experiences, effectively by oral presentation.
3. Students will demonstrate proficieny in critical thinking and problem solving as it relates to their field of interest.
4. Students will have a lab and/or field experience, synthesize scientific information from the primary technical literature, and be able to communicate this scientific information effectively through writing.
5. A formal process will be developed to track Biology Master's student progress
6. The Biology Master's Program will develop a process to document the scientific publications of our students.

Biology B.S.

1. Students will be able to research biological topics, synthesize information from the primary technical literature and present their synthesis orally with a high level of proficiency.
2. Students will be able to research biological topics, synthesize information from the primary technical literature and present their synthesis in writing with a high level of proficiency.
3. Students will be able to use appropriate methods to identify and ask legitimate scientific questions, develop testable hypotheses, and evaluate testable hypotheses.
Students will be able to describe the characteristics of scientific inquiry and scientific explanation that distinguish science from other ways of knowing.
4. Students will acquire a strong foundation in, and working knowledge of, the facts, concepts, hypotheses and theories central to the Biological Sciences.
6. Students accepted in the ODU-approved teacher education program from the Biological Sciences/Secondary Education track will pass the Praxis II content examination #0235.

Business Administration Department

International Business B.S.

2. Students will be able to communicate effectively in at least one foreign

language of the geographic region chosen by the student.(A working knowledge of a language should also help in appreciating the culture of another country.)

Management B.S.

1. Students will understand and be able to apply organizational behavioral theories and concepts to real-world business situations.
2. Students will recognize the importance of equal opportunity laws, how laws are enforced, and how businesses implement EEO systems via recruitment, selection, and performance evaluation.
3. Students will have a global business perspective.

Marketing B.S.

1. Students will able to analyze marketing situations and offer well supported solutions.

Finance B.S.

1. Fin 443 - Develop the knowledge and understanding to be able to make informed decisions about enterprise risk management.
2. Fin 317 - Have the knowledge and understanding to be able to make informed decisions about insurance.
3. Fin 431 - Have the knowledge and understanding to be able to make well informed portfolio management decisions.
4. Fin 439 - Have the knowledge and understanding to be able to make well informed advanced financial management decisions.
5. Fin 434 - Have the knowledge and understanding to be able to make well informed bank management decisions.
6. Fin 319 - Have the knowledge and understanding to be able to perform a simple appraisal and understand appraisal theory, techniques and professional standards.
7. Fin 450 - Have the knowledge and understanding to be able to perform an analysis of a real estate investment.

Business and Public Administration

Business Administration Ph.D.

1. Students will gain a broad understanding of various aspects of internal business—management, marketing, and finance.
2. Students will gain in-depth knowledge of their selected field.
3. Students will gain written and oral communication skills.
4. Students will gain and apply analytical skills and research methods for conducting independent academic research.
5. Improve the quality of students.

Business Administration M.B.A.

1. 1)Students will be able to present their ideas that may deal with uncertain environments through both written and oral communication. 2) Students who score 4.5 or less on the analytical writing component of the GMAT are required to take MBA 621 Effective Business Writing.
2. 1) Students will be able to apply financial analysis, using accounting and operating information, in making business decisions and solving business problems. 2) Students will be able to select the appropriate statistical tool from a group, including tests of hypothesis, regression, and time series

forecasting in order to apply them to solving managerial problems in business. 3) Students will be able to apply economic principles to make business decisions. 4) Students will develop analytical and applied skills within the context of Macroeconomic theory. In particular they will (1) build a foundation for understanding economic behavior and macroeconomic analysis, (2) develop an appreciation of national economies and their interaction within a global context and (3) develop the student's ability to apply macroeconomic theory to the analysis of current national and global economic events. 5) Students will be able to utilize techniques financial analysis for asset valuation. 6) Students will be proficient in major applications of IT systems (ERP, SCM, CRM, E-commerce and Internet, Decision Support Systems, and Executive Support Systems) for organizations. Students will know how IT is a primary resource for organizations and IT's role in effective use of information for decision making. 7) Students will be able to identify basic organizational behavior issues. 8) Students will be able to integrate and analyze the strategic perspectives of commercial entities and industries. 9) Students will be able to apply basic marketing concepts. 10) Students will be able to apply concepts related to the production and distribution of goods and services.

3. 1) Students will be able to identify business issues in a global environment. 2) Students will develop knowledge in international business and economics that will enable them to make better business decisions within the context of the global economy. 3) Students will be able to integrate and analyze the strategic perspectives of commercial entities and industries.

4. Students can recognize and analyze ethical dilemmas and select a resolution for practical business situations.

A BSBA Core

1. Students can make a coherent and effective oral presentations.

2. Students will be able to recognize and analyze ethical dilemmas and select a resolution for practical business situations.

3. 1) Students can communicate an issue in a coherent written presentation. 2) Students will be able to write clearly using proper grammar and spelling.

4. 1) Students will be able to use statistical and management science models to solve business problems. 2) Students will have the ability to use computer information systems concepts and technology (including statistics and management science software packages) for problem solving. 3) Students will be able to apply concepts related to the production and distribution of goods and services. 4) Students will be able to identify basic organizational behavior issues. 5) Students will be able to apply basic marketing concepts. 6) Students will be able to apply economic principles to make business decisions. 7) Students will be able to use financial analysis in making business decisions. 8) Students will understand how information technologies influence the structure and processes of business. 9) Students will be able to integrate a variety of business applications.

5. Students will be able to identify business issues in a global environment.

Chemistry and Biochemistry Department

Chemistry M.S.

1. Students will be able to effectively communicate chemical knowledge in the form of an organized oral presentation.
2. Students will be able to demonstrate their knowledge of the major theories and empirical findings in the field of either chemistry or biochemistry.
3. Students will be able to demonstrate effective written communication of chemical knowledge. Students should be able to explain chemical concepts in an organized fashion.

Chemistry Ph.D.

1. Students will be able to demonstrate effective written communication of chemical knowledge. Students should be able to explain chemical concepts in an organized fashion.
2. Students will be able to effectively communicate chemical knowledge in the form of an organized oral presentation.
3. Students will be able to demonstrate their knowledge of the major theories and empirical findings in the field of either chemistry or biochemistry

Chemistry B.S.

1. The student will acquire a strong foundation in and a working knowledge of the facts and theories central to the core areas chemistry. The foundational chemistry core includes the areas of general, analytical, organic, and physical chemistry.
2. The student will acquire a strong foundation in several advanced or interdisciplinary areas of chemistry. These areas include biochemistry, computational, environmental, inorganic, instrumental analysis, and materials chemistry.
3. The students will be able to apply the fundamental principles of chemistry in the laboratory using standard laboratory instrumentation and techniques while following proper safety rules/procedures.
4. Students will be able to utilize the chemical literature and report effectively in oral and written presentations.
6. *Students accepted into the ODU approved teacher education program from the Chemistry Teacher Preparation Track will pass the praxis II content examination #0245.

Biochemistry B.S.

1. The student will acquire a strong foundation in and a working knowledge of the facts and theories central to the core areas chemistry. The foundational chemistry core includes the areas of general, analytical, organic, biochemistry, and physical chemistry.
2. The biochemistry student will acquire a strong foundation in the interdisciplinary areas of chemistry and biology. These areas include bioinformatics, computational chemistry, genetics, instrumental analysis, and molecular biology.
3. The students will be able to apply the fundamental principles of chemistry and biochemistry in the laboratory using standard laboratory

instrumentation and techniques while following proper safety rules/procedures.
4. Students will be able to utilize the chemical and biochemical literature and report effectively in oral and written presentations.

Civil and Environmental Engineering Department

Civil Engineering M.S.

1. Graduates will have advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to conduct independent research in their chosen field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material both verbally and visually.

Environmental Engineering M.E.

1. Graduates will have sufficient advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing.
4. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Civil Engineering M.E.

1. Graduates will have sufficient advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing.
4. Graduates will have the ability to present ideas and advanced technical material both verbally and visually.

Civil and Environmental Engineering Ph.D.

1. Graduates will have a high level of advanced knowledge in their chosen field.
2. Graduates will have the ability to conduct high-level independent research in their chosen field.
3. Graduates will make a doctoral level, "original contribution to knowledge" in their chosen field. This outcome is evaluated on the following criteria as judged by the Dissertation Committee. Inadequate: the original contribution through the dissertation research is not publishable in a refereed journal. Adequate: the original contribution is publishable in a refereed journal. Excellent: the original contribution is publishable and can produce at least one article in a top-five journal in the field.

4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Civil Engineering B.S.

1. Be proficient in mathematics through differential equations, probability and statistics, calculus-based physics, general chemistry, and engineering science and have the ability to apply knowledge in these areas to civil engineering problems.
2. Have ability to design and conduct experiments and to critically analyze and interpret data in various civil engineering fields.
3. Be able to develop design criteria to meet desired needs and to design a civil engineering system, component, or a process satisfying these criteria.
4. Have an ability to function on multi-disciplinary teams.
5. Be able to identify and formulate an engineering problem, to collect and analyze relevant data, and to develop a solution.
6. Understand and appreciate professional and ethical responsibilities and professional practice issues such as procurement of work, bidding versus quality based selection processes, and interaction between design and construction professionals.
7. Be able to effectively present ideas and technical material to diverse audiences in writing, visually, and verbally.
8. Have the broad education necessary to understand the impact of engineering solutions in a societal and global context.
9. Understand and appreciate the importance of professional licensure and commitment to life-long learning.
10. Have knowledge of current issues and awareness of emerging technologies.
11. Have an ability to use modern engineering techniques, skills, and tools including computer-based tools for civil engineering analysis and design.

Environmental Engineering M.S.

1. Graduates will have advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to conduct independent research in their chosen field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Communication Disorders and Special Education

Special Education - Licensure Programs

1. Students completing the licensure program in Special Education will demonstrate dispositions that reflect commitment to teaching and learning.

2. Students completing the licensure program in Special Education will have knowledge of current legal aspects, trends, issues and research relevant to special education.
3. Students completing the licensure program in Special Education will demonstrate a knowledge of the nature and needs of students with varying disabilities and assessment, evaluation, and instructional techniques necessary for effective learning opportunities.
4. Students completing the licensure program in Special Education will be capable of designing, implementing, facilitating, and evaluating differentiated learning experiences for students with diverse learning needs.

Special Education - Research M.S.E.

1. Students enrolled in the Master`s of Education with Research Emphasis will demonstrate understanding of the scholarly work from the field of special education. This will serve as the foundation of the program.
2. Students enrolled in the Master`s of Education with Research Emphasis will demonstrate understanding and skill to analyze data to make instructional and classroom decisions.
3. Students enrolled in the Master`s of Education with Research Emphasis will demonstrate skills needed to produce literature to be published in professional journals.

Special Education – Autism Certificate Program

1. Students completing the certificate program in autism will demonstrate dispositions that reflect commitment to teaching and learning.
2. Students completing the certificate program in autism will demonstrate knowledge of current legal aspects, trends, issues and research relevant to ASD.
3. Students completing the certificate program in autism will demonstrate a knowledge of the nature and needs of students with varying disabilities and assessment, evaluation, and instructional techniques necessary for effective learning opportunities.

Applied Behavior Analysis Certificate Program

1. The students will demonstrate knowledge of the principles and procedures of applied behavior analysis.
2. The students will demonstrate knowledge and skills to collect data, monitor student progress, and make data-driven decisions.
3. The students will demonstrate the skills and knowledge of ethical and professional conduct for behavior analysts.
4. The students will design and implement function-based interventions for problem behavior.
5. The students will design and implement interventions addressing verbal behavior.

Speech-Language Pathology M.S.E.

1. Students completing the graduate program in Speech-Language Pathology will have knowledge of causes, assessment and intervention pertaining to language disorders in children.
2. Students completing the graduate program in Speech-Language Pathology will have knowledge of causes, assessment and intervention pertaining to language disorders in adults.

3. Students completing the graduate program in Speech-Language Pathology will have knowledge pertaining to speech disorders in children.
4. Students completing the graduate program in Speech-Language Pathology will have knowledge pertaining to speech disorders in adults.
5. Students in the Speech-Language Pathology masters degree program will obtain a sufficient number of audiology clock hours by the completion of the program.

Speech-Language Pathology and Audiology B.S.

1. Undergraduate students in speech-language pathology and audiology will develop knowledge of milestones and patterns of progress in typical language development.
2. Undergraduate students in speech-language pathology and audiology will demonstrate mastery in recognition of key grammatical categories fundamental to language analysis.
3. Students will demonstrate knowledge of the anatomical structures and functions (neurologic, respiratory, laryngeal, and articulatory) involved in typical speech and language abilities.
4. Students will demonstrate knowledge of the anatomy and functioning of the audiological mechanisms that support hearing.
5. Students will demonstrate skills in performing broad phonetic transcription incorporating the International Phonetic Alphabet.
6. Students completing the undergraduate program will obtain a variety of observation experiences pertaining to speech-language disorders.
7. Undergraduate speech-language pathology majors will demonstrate proficient writing skills.

Special Education Ph.D.

2. Provide a comprehensive doctoral curriculum designed to meet program goals and attain mastery of required professional domains, including research methodology personnel preparation, and policy/advocacy or professional practice resulting in retention of participants, culminating in graduation and placement in higher education positions.

Communication and Theater Arts Department

Lifespan and Digital Communication, M.A.

1. Demonstrate advanced competencies in oral, written, and digital communication modes for a wide assortment of age cohorts and purposes
2. Students will demonstrate their knowledge acquisition and integrate their learning in Lifespan and Digital Communication
3. Students will apply their knowledge and understanding of Lifespan and Digital Communication theories and research methodologies

Theater B.A.

1. Students will graduate with a sophisticated appreciation of the demands of the marketplace and their realistic chances for post graduation employment.
2. Students will develop the ability to articulate the historical, social, and cultural dimension of theatre.
3. Students will develop the ability to critically analyze and evaluate

theatrical performance & production.
4. Students will have a working knowledge of theatre practice pertinent to a variety of performance situations and work demands.

Communication B.A., B.S.

1. Students will demonstrate a synthesis of analytical communication skills that recognize communication contexts.
2. Students will demonstrate critical thinking and problem solving skills related to a specific communication topic.
3. Students will use basic communication functions in a variety of critical and analytical applications.

Dance B.A.

1. Students will demonstrate knowledge of basic systems of motion as they apply to dance technique.
2. Students will demonstrate creative expression and perform in public as dancers.
3. Students will develop the ability to articulate an understanding of the historical, social and cultural dimensions of dance.
4. Students will develop the ability to critically analyze and evaluate choreography and performance.
5. Students will develop an ability to apply the skills acquired in technique and theory courses to the teaching of dance.
6. Students will demonstrate an understanding of the creative process and the ability to make informed choreographic choices.

Computer Science Department

Computer Science Ph.D.

1. Students will be able to analyze and synthesize information that can potentially create new knowledge.
2. Students will demonstrate organized thoughts, technical knowledge, and orally communicate their thoughts and research through publications and presentations at conferences.
3. Students will master the concepts and underpinnings of computer science which is essential for them to survive in industry and academia.

Computer Science M.S.

1. Students will be able to demonstrate scholarly writing and oral communication skills.
3. Students will demonstrate mastery of database systems, networking, algorithms and data structures, and computer architecture. In addition, students will demonstrate advanced skills in one or more of the following areas: network security, data mining, bioinformatics, wireless networks, vehicular networks, and digital libraries.
4. Students will demonstrate skills in systems programming, database systems, networking and other areas such as digital libraries and wireless communications that enable them to be gainfully employed in these areas.

Computer Science B.S.

1. Students will demonstrate and be able to express a broad fundamental knowledge of computer science, including programming fundamentals, computer organization and architecture, theory, and computational

mathematics.
2. All graduates will be able to write a scientifice document such as a proposal, or a research report in a clear and understable manner.
3. Students will be able to give effective oral technical presentations in the field of Computer Science.
4. Students will be aware of contemporary issues and areas of rapid change in computer science and the impact of the field on society.
5. Students will be able to interact with other students on teams (and with students on other teams) in a harmonious and productive manner.
6. Students will be able to apply knowledge of mathematics/computer science to the solution of problems.

Counseling and Human Services

Counseling M.S.E.

1. Students will show that they have attained knowledge the eight key content areas identified by our accrediting body, CACREP. By examining syllabi and reviewing the program, CACREP accreditation assures that the program is addressing these content areas and students are learning them. Secondly, successful scores on the CPCE exam assures student learning of content areas. The CPCE exam is a national comprehensive exam aligned with CACREP content standards. Finally, for those students who take the National Certification Exam, passing rates is another way we can assure student learning in the content areas is taking place. Like the CPCE exam, the NCC exam is aligned with CACREP content areas.
2. Students will show that they have mastered the ability to conceptualize client cases by demonstrating proficiency in a capstone project that takes place during the internship. This project includes the presentation of a case study to the class concerning a client they work with during the internship.
3. Students will demonstrate mastery of basic counseling skills by passing COUN 633: Counseling Skills with a B- or better. COUN 633 focuses solely on the learning of basic counseling skills and mastery of these skills through attainment of a B- or better is mandatory for students to continue in the Counseling Program.
7. Students will be evaluated by their internship supervisor using a Likert-type rating scale. Evaluation examines the following areas: (a) on-site behavior, (b) human relation skills, (c) the counseling relationship, (d) basic counseling skills, (e) management/program skills and competencies, (d) conceptualization skills, (e) use of supervision, and (f) specific skills in the students` specialty areas.
8. Students in the school counseling program will show mastery of a wide range of school counseling concepts and skills by developing a portfolio which will be handed in during the internship. The portfolio should contain approximately 20 items, which are identified in the school counseling internship handbook (see http://education.odu.edu/elc/docs/Internship%20School_Handbook_Updated_August_2008_081908.pdf). Specifics of how to develop the portfolio are also listed there. Student portfolios will be evaluated by the university internship supervisor. A passing score is required for successful completion of the internship.

Counseling Ph.D.

3. Students will be expected to acquire knowledge in the key content areas identified by CACREP. Knowledge will be exhibited through successful passage of course with a grade of B or higher as well as successfully passing the candidacy exam. For the candidacy exam, the student will be given 3 questions from a list of 10 questions developed by faculty. The student will have 4 hours to complete the exam. The exam will be graded by the student`s advising committee which is composed of three faculty. Students must pass their candidacy exam to move forward in the program.
7. Students will undertake their dissertation following succesful completion of their candidacy exam. The dissertation will be approved by the student's dissertation committee and must focus on an important issues in counselor education and supervision. It is hoped that 100% of students who start their dissertation will successfully complete the dissertation.
8. Students are asked to develop a specialty area of which they can demonstrate excellence. Knowledge base attainment in that specialty area is shown through the successful candidacy exam. In addition, expertise in a specialty area is shown through succesfullly defending their dissertation and preparing an article for submission to a counseling journal as part of their dissertation.

Human Services B.S.

1. Students will develop basic helping skills including unconditional positive regard, genuineness, reflectiveness, perseverance, compassion, and empathic understanding with a focus on prevention and remediation of problems through the application of a broad range of strategies and techniques. These basic helping skills will be developed through key courses including: 1. Interpersonal Relationships, 2. Introduction to Human Services, 3. Methods in Human Services, 4. Diversity Issues in Human Services, 5. Career Development and Appraisal, 6. Psychoeducational Groups, 7. Field Observation in Human Services, and 8. Internship. During internship students will demonstrate their basic helping skills. These skills will be evaluated by their Site Supervisors who will complete a Likert-type scale evaluation which measures the degree and criterion in which students demonstrate these skills.
2. Students will address difficulties with mechanics in their writing and develop skills in program development and implementation in an effort to improve service delivery systems. These skills will be learned through the writing-intensive course HMSV 440W: Program Development, Implementation, and Funding. In this course students develop programs and plan the implementation of the programs. This assist them in developing abilities to design and provide interventions and programs which match the unique needs of their clients while seeking to improve service delivery systems. During internship students will demonstrate their writing skills as well as their ability to design and implement programs. Site Supervisors will evaluate these skills by completing a Likert-type scale evaluation which measures the degree and criterion in which students demonstrate these skills.
3. Students will develop knowledge and skill in diversity issues, attributes

essential in providing services which match the unique needs of diverse human service populations. Knowledge and skill in diversity issues will be learned through key courses including: 1. Interpersonal Relationships, 2. Introduction to Human Services, 3. Human Services Methods, 4. Career Development and Appraisal, 5. Diversity Issues in Human Services, 6. Field Observation in Human Services, 7. Addictions: Theory and Interventions or Advocacy with Children, 8. Family Guidance, 9. Psychoeducational Groups, and 10. Internship. During their final semester students will evaluate how well diversity competencies were met in the Human Services' curriculum by completing a Likert-type scale evaluation.
4. Upon completion of both writing intensive courses in the Human Services Major (HMSV 440W and HMSV 343W) students will receive a C or better.
Counseling - EdS
5. Students will be evaluated by their internship supervisor using a Likert-type rating scale. Evaluation examines the following areas: on-site behavior, human relation skills, counseling relationship, basic counseling skills, management/program skills and competencies, conceptualization skills, use of supervision, and specific skills in the students` specialty areas.
6. At completion of their 30 credit hours, students are required to take a written comprehensive exam. The exam will be developed by the Program Director in consultation with faculty. The student will have four hours to complete the four questions given to him or her during the exam.

Economics Department

Economics B.A.

1. 1. Students will be able to use statistical methods and models to analyze economic issues and problems. 2. Students will have the ability to use computer information systems concepts and technology (including statistics and econometric software packages) for economic research, issue analysis, and problem solving.
2. Students will be able to write clearly using proper grammar and spelling.
3. Students will be able to apply economic principles and theoretical tools to analyze issues and make decisions.
4. 1. Students will be able to identify and analyze global economic issues. 2. Students will have a working knowledge of a foreign language.

Economics BSBA

1. Students will be able to apply economic principles and theoretical tools to analyze issues and make decisions.
2. 1) Students can communicate an issue in a coherent written presentation.
2) Students will be able to write clearly using proper grammar and spelling.
3. Students will be able to identify and analyze global economic issues.

Economics M.A.

1. 1)Students can recognize and analyze ethical dilemmas and select a resolution. 2)Students will have an understanding of the ethics and objectivity of scientific research.
2. 1) Students can clearly describe and analyze an issue in a coherent verbal presentation. 2) Students can clearly describe and analyze an issue

in a coherent written presentation. 3) Students will be able to write clearly using proper grammar and spelling.
3. 1) Students will have a basic knowledge of the US economy. 2) Students will be able to apply economic principles and theoretical tools to analyze issues and make decisions. 3) Students will be able to use statistical and management science models to analyze issues and problems. 4) Students will have basic knowledge and skills in the use of research tools and methodology in the discipline of economics. 5) Students will have the ability to use computer information systems concepts and technology (including statistics and econometric software packages) for economic research, issue analysis, and problem solving.
4. 1) Students will have a basic knowledge of the world economy. 2) Students will be able to identify and analyzes economic issues in a global environment.

Education

Counseling M.S.Ed. - NCI

1. Students will show that they have attained knowledge in the eight key content areas identified by our accrediting body, CACREP. By examining syllabi and reviewing the program, CACREP accreditation assures that the program is addressing these content areas and students are learning them. Secondly, successful scores on the CPCE exam assures student learning of content areas. The CPCE exam is a national comprehensive exam aligned with CACREP content standards. Finally, for those students who take the National Certification Exam, passing rates is another way we can assure student learning in the content areas is taking place. The NCC exam is aligned with CACREP content areas.
3. Students need to pass the basic Counseling Skills class with a grade of B- or better. Passing this class involves the use of an outside criteria, such as showing mastery of basic counseling skills on Carkhuff scale (mean of 3.0 or higher), or basic skills passed on Ivey`s or Egan`s criteria.
4. Students will be evaluated by their internship supervisor using a Likert-type rating scale. Evaluation examines the following areas: on-site behavior, human relation skills, counseling relationship, basic counseling skills, management/program skills and competencies, conceptualization skills, use of supervision, and specific skills in the students` specialty areas

Educational Foundations and Research

Educational Leadership - EdS

1. At the completion of their program 95% of students taking the School Leadership Licensure Assessment will be able to receive full Commonwealth of Virginia Licensure in Administration and Supervision PreK-12.
2. Students will be able to demonstrate conceptual and theoretical knowledge required for school district leadership by meeting or exceeding target range on LiveText artifacts in ELS 600, 610, 621, 626, and 853.
3. Students will be able to demonstrate knowledge of practical field experience within a broad context through the production of a portfolio and by meeting or exceeding target range on LiveText artifacts in ELS 668 and 669.

Educational Leadership Ph.D.

1. Every individual who completes this doctoral program, regardless of his/her concentration, will develop competencies for understanding and using qualitative and quantitative research methods and multivariate statistics to make data based decisions and demonstrate research proficiency.
2. Graduates will demonstrate proficiency of leadership concepts and be able to apply their knowledge in current and future educational environments.
3. Graduates will demonstrate proficiency in Social Justice

Educational Leadership M.S.E.

1. At the completion of their program 95% of students taking the School Leadership Licensure Assessment will be able to receive full Commonwealth of Virginia Licensure in Administration and Supervision PreK-12.
2. Students will be able to demonstrate conceptual and theoretical knowledge required for school district leadership by meeting or exceeding target range on LiveText artifacts in ELS 600, 610, 621, 626, and 753.
3. Students will be able to demonstrate knowledge of practical field experience within a broad context through the production of a portfolio and by meeting or exceeding target range on LiveText artifacts in ELS 668 and 669.

Electrical and Computer Engineering Department

Computer Engineering B.S.

1. Students who qualify for graduation must demonstrate an ability to apply knowledge of mathematics, science, and engineering.
2. Students who qualify for graduation must demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data.
3. Students who qualify for graduation must demonstrate an ability to design a digital hardware and/or software system to meet desired needs, considering all realistic constraints such as economic, environmental, safety, and manufacturability
4. Students who qualify for graduation must demonstrate an ability to function on multi-disciplinary teams.
5. Students who qualify for graduation must demonstrate an ability to identify, formulate, and solve computer engineering problems.
6. Students who qualify for graduation must demonstrate an understanding of professional and ethical responsibilities.
7. Students who qualify for graduation must demonstrate an ability to communicate technical ideas effectively in writing and speaking.
8. Students who qualify for graduation must demonstrate the broad education necessary to understand the impact of computer engineering solutions in a global and societal context.
9. Students who qualify for graduation must demonstrate recognition of the need for, and an ability to engage in life-long learning.
10. Students who qualify for graduation must demonstrate a knowledge and understanding of contemporary issues and emerging technologies.
11. Students who qualify for graduation must demonstrate an ability to use

the techniques, skills, and modern engineering tools necessary for computer engineering practice.

Electrical and Computer Engineering M.E.

1. Graduates will have sufficient advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing.
4. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Electrical and Computer Engineering M.S.

1. Graduates will have advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to conduct independent research in their chosen field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Electrical and Computer Engineering Ph.D.

1. Graduates will have a high level of advanced knowledge in their chosen field.
2. Graduates will have the ability to conduct high-level independent research in their chosen field.
3. Graduates will make a doctoral level, "original contribution to knowledge" in their chosen field. This outcome is evaluated on the following criteria as judged by the Dissertation Committee. Inadequate: the original contribution through the dissertation research is not publishable in a refereed journal. Adequate: the original contribution is publishable in a refereed journal. Excellent: the original contribution is publishable and can produce at least one article in a top-five journal in the field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Electrical Engineering B.S.

1. Students who qualify for graduation must demonstrate an ability to apply knowledge of mathematics, science, and engineering.
2. Students who qualify for graduation must demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data.
3. Students who qualify for graduation must demonstrate an ability to design an electrical system, component, or process to meet desired needs, considering all realistic constraints such as economic, environmental, safety, and manufacturability.

4. Students who qualify for graduation must demonstrate an ability to function on multi-disciplinary teams.
5. Students who qualify for graduation must demonstrate an ability to identify, formulate, and solve electrical engineering problems.
6. Students who qualify for graduation must demonstrate an understanding of professional and ethical responsibilities.
7. Students who qualify for graduation must demonstrate an ability to communicate technical ideas effectively in writing and speaking.
8. Students who qualify for graduation must demonstrate the broad education necessary to understand the impact of electrical engineering solutions in a global and societal context.
9. Students who qualify for graduation must demonstrate recognition of the need for, and an ability to engage in life-long learning.
10. Students who qualify for graduation must demonstrate a knowledge and understanding of contemporary issues and emerging technologies.
11. Students who qualify for graduation must demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for electrical engineering practice.

Engineering Management and Systems Engineering Department

Systems Engineering M.E.

1. Graduates will have sufficient advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing.
4. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Master of Engineering Management M.E.M.

1. Graduates will have advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing.
4. Graduates will have the ability to present ideas and advanced technical material verbally and visually

Engineering Management Ph.D.

1. Graduates will have a high level of advanced knowledge in their chosen field.
2. Graduates will have the ability to conduct high-level independent research in their chosen field.
3. Graduates will make a doctoral level, "original contribution to knowledge" in their chosen field. This outcome is evaluated on the following criteria as judged by the Dissertation Committee. Inadequate: the original contribution through the dissertation research is not publishable in a refereed journal.

Adequate: the original contribution is publishable in a refereed journal.
Excellent: the original contribution is publishable and can produce at least one article in a top-five journal in the field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Engineering Management M.S.

1. Graduates will have advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to conduct independent research in their chosen field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Engineering Technology Department

Mechanical Engineering Technology B.S.

1. Students who qualify for graduation will have an ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities
3. Students who qualify for graduation will be able to conduct, analyze and interpret experiments, and apply experimental results to improve processes.
5. Students who qualify for graduation will have an ability to function effectively as a member or leader on a technical team
6. Students who qualify for graduation will have an ability to identify, analyze, and solve broadly-defined engineering technology problems
7. Students who qualify for graduation will have an ability to apply written, oral, and graphical communication in both technical and nontechnical environments; and an ability to identify and use appropriate technical literature
8. Students who qualify for graduation will have an understanding of the need for and an ability to engage in self-directed continuing professional development
10. Students who qualify for graduation will have a knowledge of the impact of engineering technology solutions in a societal and global context.
11. Students who qualify for graduation will have a commitment to quality, timeliness, and continuous improvement
12. Identify, and solve increasingly complex technical problems related to ones professional field and area of specialization
13. The second objective of the Mechanical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to make well educated, responsible and ethical decisions that will have positive impact on organization and

society.
14. The third objective of the Mechanical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to work effectively in teams and precisely communicate ideas.
15. The fourth objective of the Mechanical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to continue their personal and professional growth.

Electrical Engineering Technology B.S.

1. An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities
2. An ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies
3. An ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes
4. An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives
5. An ability to function effectively as a member or leader on a technical team
6. An ability to identify, analyze, and solve broadly-defined engineering technology problems
7. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature
9. An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity
10. A knowledge of the impact of engineering technology solutions in a societal and global context
11. A commitment to quality, timeliness, and continuous improvement
12. The first objective of the Electrical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to address and solve increasingly complex technical problems related to ones professional field and area of specialization.
13. The second objective of the Electrical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to make well educated, responsible and ethical decisions that will have positive impact on organization and society.
14. The third objective of the Electrical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to work effectively in teams and precisely communicate ideas.
15. The fourth objective of the Electrical Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to continue their personal and professional growth.

Civil Engineering Technology B.S.

1. An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.

2. An ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
3. An ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.
4. An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
5. Students who qualify for graduation will be able to function effectively on teams.
6. An ability to identify, analyze, and solve broadly-defined engineering technology problems.
7. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
8. An understanding of the need for and an ability to engage in self-directed continuing professional development.
9. An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.
10. A knowledge of the impact of engineering technology solutions in a societal and global context.
11. A commitment to quality, timeliness, and continuous improvement.
12. The first objective of the Civil Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to address and solve increasingly complex technical problems related to ones professional field and area of specialization.
13. The second objective of the Civil Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to make well educated, responsible and ethical decisions that will have positive impact on organization and society.
15. The fourth objective of the Civil Engineering Technology program is to prepare its graduates to successfully progress through their careers while being able to continue their personal and professional growth.

English Department

English - Applied Linguistics M.A.

1. Improve the English proficiency of all non-native speakers in the program
2. TESOL emphasis students must demonstrate the ability to teach English to speakers of other languages using a variety of methods, including the communicative approach.
3. Students will demonstrate the ability to collect and interpret linguistic data.
5. Students who earn the TESOL Certificate will demonstrate an understanding of cultural differences and of the process of acculturation.
6. Students must demonstrate mastery of the basic vocabulary, methods,

and theoretical foundations of linguistics, particularly in phonology, morpho-syntax, and studies of language use.

English M.A.

1. The student shows a detailed familiarity with course content.
2. The student is able to apply key theoretical concepts to specific examples --organizing course content in terms of those concepts.
3. The student is able to discriminate among and make scholarly judgments with regard to arguments and issues related to the study of course content.

Creative Writing M.F.A.

1. Students in the MFA in Creative Writing Program acquire opportunities to engage with various segments of the academic and non-academic community, in a variety of outreach programs centered around creative writing and showcasing the skills of our MFA graduate student writers.
3. Under the supervision of a primary thesis adviser, the student will write a creative thesis--- a manuscript of publishable quality--- exhibiting professional choices in craft and content. The student will be able to explain, evaluate, and reflect on decisions made with regard to craft and content.

English Ph.D.

1. As a non-traditional program, the Ph.D. in English at Old Dominion seeks to expose students to the field in the broadest possible sense and make them aware of major debates throughout the field. Through an overview course and other core courses, students are prepared to view English from the most leading-edge conceptualization.
2. Students will be required to grasp key theoretical concepts within a field emphases: Rhetoric, Writing & Discourse Studies; Literary and Cultural Studies; Technology and Media Studies; Student Selected (e.g., English Studies Pedagogy, Applied Linguistics).
3. Students will show mastery of one subject via the dissertation, a work of scholarship that will make a distinct contribution to the knowledge and comprehension of the chosen area.

English B.A.

2. Our objective is for at least 80% of assessed essays to show students performing satisfactory textual analysis as measured by our textual-analysis rubric.
3. Our objectives are for at least 80% of English majors to pass ODU's Exit Examination of Writing Proficiency and for at least 80% of senior English majors' essays to reflect a sophisticated writing style as measured by a lexical-diversity analysis.

Foreign Languages and Literatures Department

Foreign Languages B.A.

1. The University of Wisconsin testing program will provide information about the students' level of achievement for the following skills: (1) Grammar and reading comprehension - tests knowledge of the language (French, German or Spanish) up to the level that a native speaker would have. (2) Listening Comprehension - designed to measure a students'

ability to understand spoken French, German or Spanish. It consists of short passages, including monologues and dialogues with 2 or more persons.
2. The ACTFL Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. It is a face-to-face or telephonic interview between a certified ACTFL tester and an examinee that determines how well a person speaks a language by comparing his or her performance of specific communication tasks with the criteria for each of ten proficiency levels described in the ACTFL Proficiency Guidelines-Speaking (Revised 1999) [pdf format]. The ten proficiency levels are: Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, Intermediate Low, Novice High, Novice Mid, Novice Low. The ACTFL OPI takes the form of a carefully structured conversation between a trained and certified interviewer and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested. The topics that are discussed during the interview are based on the interests and experiences of the test candidate. Through a series of personalized questions, the interviewer elicits from the test candidate examples of his or her ability to handle the communication tasks specified for each level of proficiency in order to establish a clear `floor` and `ceiling` of consistent functional ability. Often candidates are asked to take part in a role-play. This task provides the opportunity for linguistic functions not easily elicited through the conversational format. In the Department of Foreign Languages and Literatures, Steve Foster (French), Nancy Minguez (Spanish) and Regula Meier (German) will follow the ACTFL OPI Guidelines for assessment.
3. A writing sample is taken from 312 (Communicative Competence: Reading and Writing) and 405/407 (Advanced Grammar and Syntax). A student must demonstrate consistent accuracy in his/her ability to meet set guidelines. Students will be able to achieve the following proficiency level in writing at the Advanced-Low level for 407: 80 = exceeds, 60 = meets, 40 = fails. Students will be able to show progress in writing skills from 312 to 407 based on the scale above. Teacher Education section is separate (NACATE Standards = Advanced-Low). The ACTFL Guidelines are based in large part on the language skill level descriptions used by the Interagency Language Roundtable (ILR) and adapted for use in academic environments. The ACTFL Proficiency Guielines may be found at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3326
4. Students accepted in the ODU approved teacher education program from the French, German, and Spanish teacher preparation track will pass the praxis II content examination: French: #20173, German: #20181, Spanish: #10191
5. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.

History Department
History B.A.

1. Students demonstrate mastery of the following sub-goals a. Understanding periodization and chronological context b. Ability to interpret continuity and change through i. the use of appropriate concepts ii. the use of basic theoretical frameworks iii. knowledge of the relevant historiography iv. the critical use of source materials c. Special knowledge of a particular period and place, or of a particular historical theme
3. Students demonstrate knowledge of past human experience

History M.A.

1. Students will demonstrate a general knowledge of one historical field (thesis option) or two fields (exam option) from among those offered by the graduate certified faculty.
2. All graduate students will demonstrate a solid grounding in historical methods and historiography.
3. Students will demonstrate an ability to communicate orally the knowledge and skills they have acquired in the program.
4. Students will demonstrate an ability to communicate effectively in writing the knowledge and skills they have acquired in the program.

Human Movement Sciences

M.S.Ed - Exercise Science

1. Students will learn to critically evaluate research articles and to write in a concise, scientific style. This will take place in Exercise Physiology (HMS 630).
2. Students will learn to perform advanced laboratory skills in the field of exercise science. This will take place in Clinical Exercise Testing and Prescription (HMS 642).
3. Students will demonstrate knowledge of the major theories and empirical findings in the field of Exercise Science and Wellness

B.S. - Recreation and Tourism Studies

1. The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.
Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.01.
2. The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct measure (see Table 1 for examples of direct measures).
Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed
3. The program shall demonstrate that results of its assessment program

indicate that graduates of the program are achieving this Learning Outcome.
Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome. Examples of direct and indirect measures are included in Table 1.
4. The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.
Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.02.
5. The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct measure (see Table 1 for examples of direct measures).
Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed
6. The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome.
Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome. Examples of direct and indirect measures are included in Table 1.
7. The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome.
Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.03.
8. The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. At least one of the measures used to assess this learning outcome shall be a direct

measure (see Table 1 for examples of direct measures).Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.

9. The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard.

Ph.D. - Human Movement Science

1. Formulate written, oral, and technological communication skills to express ideas, foster understanding, and effectively interact with others.
2. Identify and explain problems, gather and interpret pertinent information, assess credibility, and apply logical analysis to advance theory in the discipline.
3. Critically examine theoretical and practical knowledge in specific core content areas that are the foundation of the discipline.
4. Develop a commitment to engagement in a scholarly community by being active in professional organizations, attending conferences, and disseminating research findings via presentations and publications.
5. Understand and apply the fundamentals of responsible conduct of research, ensure the ethical treatment of human subjects, and integrate the shared ethical standards of the scientific community.

M.S.Ed - PE&H Curriculum and Instruction

1. Accomplished physical education candidates have a command of the subject matter of physical education that reflects both breadth and depth.
2. Accomplished physical education candidates model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.
3. Accomplished physical education candidates thoroughly comprehend the fundamental goals of physical education. They carefully orchestrate the blending of relevant principles of pedagogical practice with the complex nature of the physical education content. This gives their teaching actions purpose and allows them to implement a flexible yet effective instructional program responsive to students` interests, needs, and developmental levels.

M.S.Ed - Sport Management

1. Demonstrate and apply written, oral, and technological communication skills to express ideas, foster understanding, and effectively interact with others.
2. Identify and explain problems, gather and interpret pertinent information, assess credibility, and apply logical analysis in decision making.
3. Acquire and demonstrate theoretical and practical knowledge in specific core content areas that are the foundation of the sport management discipline.
4. Promote quality of life in a community by planning and implementing activities that are individually enriching and socially beneficial.
5. Explain the importance of working with diverse populations, analyze ethical

obligations of sport managers, and understand the fundamentals of responsible conduct of research.

B.S. - Health and Physical Education, Teacher Preparation

1. Students will communicate effectively in writing.
2. Students will be computer literate by the time of completion of their degree program in health and physical education.
5. Students will demonstrate their ability to plan and implement learning experiences that are sensitive to diverse students.
6. Students will demonstrate the ability to use a variety of instructional strategies to maintain a safe and productive learning environment.
7. Students will demonstrate their ability to construct unit and lesson plans designed around state and national standards with differeniated activities.
9. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.
10. Upon completion of 58 hours or more, undergraduate Education students will demonstrate writing proficiency by passing the University Exit Exam of Writing Proficiency (EEWP).

B.S. - Physical Education: Exercise Science

1. Students will be able to apply appropriate research methods, interpret data collected and draw conclusions relative to their research questions.
2. Students will be able to propose a research problem/question to their peers and develop a research plan to address the problem/question.
3. Students will be able to apply skills needed to assess physical fitness measurements such as heart rate, blood pressure and body composition.
4. Students will be able to demonstrate communication skills relative a client's needs and/or audience.
5. Students will be able to adapt communication skills based on the population's needs.

B.S. - Physical Education: Sport Management

1. Demonstrate written, oral, and technological communication skills to express ideas, foster understanding, and effectively interact with others.
2. Recognize problems, gather information, and draw logical conclusions.
3. Acquire knowledge in specific core content areas that are the foundation of the sport management discipline.
4. Promote quality of life in a community by participating in activities that are individually enriching and socially beneficial.
5. Recognize the importance of working with diverse populations and identify ethical obligations of sport managers.

Information Technology and Decision Sciences Department

Decision Sciences B.S.

2. Students will be able to identify appropriate input distributions, from raw data, for simulation models.
3. Students will learn to function in a team environment through participation in a semester long project team.

Information Systems and Technology B.S.

1. The student will be able to analyze a common business problem and design an IT project for its solution. The student can communicate the solution in written and oral form.
2. The student will be able to select appropriate hardware, software, telecommunications and database technology to support business operations.
3. The student will be able to construct a well-structured and well-documented program for a business application.

Maritime and Supply Chain Management B.S.

1. Students will understand the strategic role of business management in freight shipping organizations and implementation.
2. Students will understand the strategic role of business management in ports and implementation.
3. Students will understand the strategic role of supply chain management and logistics in business strategy formulation and implementation.

Institute for the Study of Race and Ethnicity

African American and African Studies B.A.,B.S.

1. Students will develop the ability to relate ideas, knowledge, and modes of thought across traditional academic disciplinary boundaries in relations to the experiences of people of African descent.
2. Students will develop traditional and non-traditional methodological and analytical skills to examine and interpret a contemporary social issue or problem facing an African country, the Caribbean, or the Black experience in the United States.
3. Students will develop the ability knowledge, skills and ability to analyze and interpret the experiences of people of African descent by examining the work of prominent African American and African thinkers.
4. Students will demonstrate both oral and written communication skills to communicate about social change, social issues and problems, political and social thought, and intellectual thought and economic development of individuals of African descent

Institute of Asian Studies

Asian Studies B.A.

1. 1) Students can provide the contexts (geographical, historical, political, social, literary, religious, cultural, inter-cultural, etc.) relevant and important to the study of any particular topic related to Asian Studies.
2. 1) Students can clearly articulate at least one research method used in an academic discipline.
3. The requirement of the third year Asian Language has bcome optional since Spring 2009. This goal is relevant to those who still choose to have the third year language courses. For speaking & listening skills: Students can understand and initiate a general conversation and conduct simple narration; for reading skill: Students can read and understand simple texts

dealing with basic personal and social needs; and for writing skill: Students can write simple letters and paragraphs in school or socially related contexts.

Institute of Humanities

Humanities M.A.

1. To understand the interdisciplinary nature of humanities scholarship and knowledge. To appreciate how and why disciplinary approaches have come to be defined as different from one another, and how--at the same time--they continue to benefit and complement one another.
2. To understand the contribution of the humanities, social sciences, and the arts to the world of ideas, human enterprise, and social action.
3. To use the Library effectively, including all information resources, e.g., electronic data bases, and information on the Internet; to keep pace with new developments and changes in the production and dissemination of electronic scholarly resources.
4. To become effective scholarly writers and articulate, informed speakers on issues and questions relevant to the humanities, social sciences, and the arts , as well as to the student`s particular interests; to develop originality and flexibility; to encourage an understanding of the humanities as a field of historically and culturally-situated problems that can be approached in numerous ways, rather than a set of discrete disciplines.
5. To think critically and analytically about the key questions and issues in the humanities, social sciences, and the arts.
6. The Institute for the Humanities' MA program prepared students for careers in academia, the art world (as professional artists, art educators, curators, archivists, and critics), the non-profit world (particularly focused on issues related to human rights, civil rights, environmental concerns, and arts enrichment), as well political and legal fields. Many of our students go on to pursue PhDs or law degrees, teach in community colleges and universities, work for galleries and museums, or develop sustainable programs aimed at improving the lives of disadvantaged and marginalized communities
7. The Institute for the Humanities trains students in how to apply aesthetic, historical, philosophical, and social theories toward contemporary local and global issues. Our students learn to both analyze and prescribe innovative solutions to community concerns rooted in humanities-based theories and practices.
8. The Institute for the Humanities trains students in how to engage with, analyze, and theorize changing perceptions regarding identity, community, and citizenship in an era of digital and social media. We prepare students to use new technologies, as well as to understand their social functions with 21st century users. Most importantly, our students are trained to grapple with the evolving place of the humanities in the 21st Century and propose new approaches that demonstrate the fields' continued value.

Interdisciplinary Studies Department

Interdisciplinary Studies - Teacher Prep. B.S.

1. Students will develop competency, knowledge, skills, and abilities related to the major content areas and demonstrate their proficiency in and mastery of the undergraduate interdisciplinary major content curriculum which requires students to take a variety of courses in English; History; Political Science; Geography; Economics; Statistics; Mathematics; Life, Physical, and Ocean/Earth Sciences; Health and Physical Education; and the Fine and Performing Arts.
2. Teacher candidates will develop and demonstrate competency and proficiency in the effective use of language, including written composition skills, critical reading skills, analytical thinking skills, and communication skills. During the undergraduate IDS-TP program, students will complete general education courses emphasizing the development of such skills. They also will complete upper level major content and professional education courses that develop these same skills at a higher level and reinforce the development of writing, reading, and critical thinking skills. They will develop the scholarly habits of the mind and the skills needed to engage in pedagogical studies associated with their teaching disciplines and state and national standards. They will exhibit the professional character traits of an effective educator.
3. Teacher candidates will acquire quantitative skills and reasoning abilities; develop the requisite mathematics disciplinary knowledge required for licensure to teach early childhood, elementary or special education; and demonstrate competency in and knowledge of critical quantitative skills.
4. Teacher candidates are required to participate in early field experiences during the undergraduate IDS-TP program. Primary/Elementary Education teacher candidates observe Pk-3 classrooms and teachers in schools for 30 hours during one semester (TLED 301 course)and participate in a total of 110 undergraduate Practica hours in Pk-6 classrooms (TLED 478 and 479 courses) as a capstone experience in their respective field so that they may begin developing an understanding of school cultures, elements of child growth and development, issues of classroom organization and management, issues of diversity among student populations, instructional technology, application and integration of content across the disciplines, and curriculum design and implementation. Prior to student teaching, Special Education teacher candidates participate in a total of 90 practicum hours (SPED 415 and 403 courses) in elementary and secondary classrooms to gain the same understandings as noted above. Teacher candidates are able to analyze the relative effectiveness and appropriateness of various instructional theories and strategies associated with their teaching disciplines and levels. At the undergraduate level, they begin acquiring the knowledge, teaching skills, and ability to transfer content and skills through a variety of instructional strategies and learning opportunities, laying the foundation for higher level work at the graduate level. Most importantly, teacher candidates that have this early, first hand experience in classrooms are able to evaluate and reflect on their commitment to teaching and learning and decide whether they are prepared

to become life-long scholars, acquiring and developing the knowledge, skills, and dispositions that will enable them as a professional to pursue mastery of their discipline. They are able to make a well- reasoned judgment about their chosen career in early childhood, elementary, or special education teaching.

5. Teacher candidates will be admitted to the university's undergraduate teacher education program (UTEP) pursuant to the Commonwealth of Virginia`s Department of Education (VDOE) regulations as a condition of continuance and graduation from the IDS-TP program. Requirements for admission to UTEP include: student achievement of (1) passing scores on PRAXIS I prior to January 1, 2014 or passing scores on PRAXIS Core beginning January 1, 2014 or meeting the approved VDOE substitutions for PRAXIS I/PRAXIS Core; (2) requisite grade point average of 2.8 overall, in the major, in major content courses, and in professional education courses; and (3) no grade lower than a C.

Interdisciplinary Studies B.A., B.S.

1. The student essay satisfies a global evaluation using the IDW rubric objectives as a guide. Student will write an essay that uses interdisciplinary research from at least 3 different disciplines, explore an interdisciplinary problem, and develop original conclusions for solving the problem.

International Studies Department

International Studies M.A.

1. GPIS MA students will be able to apply the various theories of International Studies to world events and draw conclusions about them based on those theories by the time they have completed their core curriculum.

2. GPIS MA students will be able to develop major concepts and ideas regarding international studies and organize these ideas into coherent arguments by the time they have completed their field core curriculum.

3. GPIS MA students will be able to apply the theories of their field of concentration to international interactions of the past and present and make inferences about them that they can assemble into a coherent evaluation of these interactions by the completion of their degrees.

International Studies B.A.

1. Students will develop effective research and methodological skills.
2. Students will develop analytical and critical thinking skills.
3. Students will develop effective writing communication skills.

International Studies Ph.D.

1. GPIS PhD students will be able to apply the various theories of International Studies to world events and draw conclusions about them based on those theories by the time they have completed their core curriculum.

2. GPIS PhD students will be able to develop major concepts and ideas regarding international studies and organize these ideas into coherent arguments by the time they have completed their field core curriculum and secondary core curriculum.

3. GPIS PhD students will be able to apply the theories of their fields of concentration to international interactions of the past and present and make inferences about them that they can assemble into a coherent evaluation of these interactions by the completion of their coursework.
4. GPIS PhD students will be able to generate original questions by utilizing the relevant theories in the broader fields of international studies and design research methodologies that are appropriate to answering these questions.

Mathematics and Statistics Department

Computational and Applied Mathematics M.S.

1. Students will demonstrate competence in the major analytical skill areas of mathematics, including Computational Mathematics, Theoretical Mathematics and Applied Mathematics. Students will be able to develop independence and proficiency in the conduct of mathematical research and demonstrate knowledge of major mathematical theories and computational techniques.
2. Students will demonstrate computational skill in solving ordinary and partial differential equations.
3. Students will demonstrate their ability to perform modeling.
4. Students will demonstrate competency in analytical skill.

Computational and Applied Mathematics Ph.D.

1. Students will demonstrate competence in the major analytical skill areas of mathematics, including Computational Mathematics, Applied Mathematics and Statistics/Biostatistics.
2. Students will demonstrate computational skill.
3. Students will demonstrate their analytical skill.
4. Students will demonstrate their competency in modeling skill.

Mathematics B.S.

1. Students accepted in the ODU approved teacher education program from the math teacher preparation track will pass the Praxis II content examination #0061
2. Students will demonstrate proficiency in using mathematical software to solve problems on computers
3. Students will communicate effectively in writing.
4. Students will give clear and effective oral presentations.
5. All students, regardless of track, will demonstrate competence in the major analytical skill areas of undergraduate mathematics. These skills are covered by the Core Courses which are 9 courses that cover calculus through multivariable, ordinary differential equations, modern algebra, linear algebra, introductory analysis, probability and statistics.

Mechanical Engineering Department

Mechanical Engineering M.E.

1. Graduates will have sufficient advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to

develop a solution.
3. Graduates will have the ability to present ideas and advanced technical material in writing.
4. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Mechanical Engineering M.S.

1. Graduates will have advanced knowledge in their chosen field.
2. Graduates will have the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will have the ability to conduct independent research in their chosen field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Mechanical Engineering Ph.D.

1. Graduates will have a high level advanced knowledge in their chosen field.
2. Graduates will have the ability to conduct high-level independent research in their chosen field.
3. Graduates will make a doctoral level, "original contribution to knowledge" in their chosen field. This outcome is evaluated on the following criteria as judged by the Dissertation Committee. Inadequate: the original contribution through the dissertation research is not publishable in a refereed journal. Adequate: the original contribution is publishable in a refereed journal. Excellent: the original contribution is publishable and can produce at least one article in a top-five journal in the field.
4. Graduates will have the ability to present ideas and advanced technical material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Modeling, Simulation, and Visualization Department

Modeling and Simulation Ph.D.

1. Graduates will have a high level of advanced knowledge in their chosen field.
2. Graduates will have the ability to conduct high-level independent research in their chosen field.
3. Graduates will make a doctoral level, "original contribution to knowledge" in their chosen field. This outcome is evaluated on the following criteria as judged by the Dissertation Committee. Inadequate: the original contribution through the dissertation research is not publishable in a refereed journal. Adequate: the original contribution is publishable in a refereed journal. Excellent: the original contribution is publishable and can produce at least one article in a top-five journal in the field.
4. Graduates will have the ability to present ideas and advanced technical

material in writing.
5. Graduates will have the ability to present ideas and advanced technical material verbally and visually.

Modeling and Simulation M.E.

1. Graduates will demonstrate sufficient advanced knowledge in their field.
2. Graduates will demonstrate the ability to identify and formulate an advanced level engineering problem, to collect and analyze the relevant data and to develop a solution.
3. Graduates will demonstrate the ability to present ideas and advanced technical material in writing.
4. Graduates will demonstrate the ability to present ideas and advanced technical material verbally and visually.

Modeling and Simulation B.S.

1. Students who qualify for graduation must demonstrate an ability to apply knowledge of mathematics, science, and engineering.
2. Students who qualify for graduation must demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data.
3. Students who qualify for graduation must demonstrate an ability to develop design criteria to meet desired needs, and to design a modeling and simulation system, component, or a process satisfying these criteria.
4. Students who qualify for graduation must demonstrate an ability to function on multi-disciplinary teams.
5. Students who qualify for graduation must demonstrate an ability to identify and formulate an engineering problem, to collect and analyze relevant data, and to develop a solution.
6. Students who qualify for graduation must demonstrate an ability to design a modeling and/or simulation software system to meet desired needs, considering all realistic constraints such as economic, environmental, safety, and manufacturability.
7. Students who qualify for graduation must demonstrate an ability to effectively present ideas and technical material to diverse audiences in writing, visually, and verbally.
8. Students who qualify for graduation must demonstrate an ability to explain how a broad engineering education is necessary to understand the impact of engineering solutions in a societal and global context.
9. Students who qualify for graduation must demonstrate an ability to understand and appreciate the importance of professional licensure and commitment to life-long learning.
10. Students who qualify for graduation must demonstrate an ability to have knowledge of current issues and awareness of emerging technologies.
11. Students who qualify for graduation must demonstrate an ability to have an ability to use modern engineering techniques, skills, and tools including computer-based tools for modeling and simulation design, implementation and analysis.
12. The M&S content area within the curriculum consists of courses that address the design and implementation of models and simulations including significant treatment of models associated with Monte Carlo simulation, discrete event simulation, continuous simulation; as well as an overview of

other modeling methodologies (MSIM410) such as, fuzzy inferencing, Markov chains, hidden Markov models, Bayesian networks, system dynamics, and bond graphs. Students are routinely presented with and challenged by creating models of these types as they pertain to systems from a variety of different domains.
13. Courses that assess this SO utilize standard diagrammatic means that can be both technical and non-technical to communicate with the customer or end-user as well as with engineering peers. For instance, our students learn and utilize the Unified Modeling Language (UML) which is sophisticated enough to capture non-ambiguous design specifications as well as understandable enough to communicate design considerations to those unfamiliar with the language.
14. This M&SE discipline-specific SO is fundamental to the needs of developing a proper model and avoiding the well-known adage of garbage-in-garbage-out.
15. Students are made aware of the variety and differences of simulation tools and techniques and the issue that utilizing an inappropriate one may result in inefficiency of development time and system performance as well as results that may be less than adequate.
16. Outcome P-5 embraces the posit that engineers are problem-solvers and sometimes need to move beyond the constraints of commercially available tools for simulation. So, P-5 addresses the ability of our students to develop simulations in software. M&SE students learn not only how to build models from scratch but also how to program the engine that will execute the model and create the simulation that will generate results.
17. Results obtained from a simulation that does not address the objective of the model or question being asked about the target system are not useful results. We seek to measure the extent of our students to design and develop their models and simulations so that the appropriate results are obtained within a reasonable timeframe so that output analysis makes sense.
18. An essential part of M&S studies is the visualization of what is often voluminous scientific data and the visualization of the simulation itself to support verification and validation of models.
19. In order to reach conclusions for M&S studies, one needs to be sure models and simulations were developed in a manner that represents the aspects of the system of import to those studies. This Student Outcome determines the extent to which students know that their models are verified and validated to the point where they can proceed with experimentation and drawing conclusions.
20. Upon developing models and generating output results, students must appropriately analyze those results.

Music Department

Music B.A.

1. Each student is expected to take four semesters of Music Theory . At the end of the Theory cycle students are required to demonstrate strong skills in: 1. Three and four-part choral writing 2. Harmonic analysis 3. Figuration

and reduction. A grade of C or better is required to continue.
2. All music education students should demonstrate knowledge of the monuments of literature, seminal composers and performers and major styles and movements represented in the following historical periods: Renaissance, Baroque, Classical, Romantic, Modern. In addition, students should also demonstrate knowledge of major works in the area of Jazz and World Music.

Composition B.M.

1. Composition students are expected to freely and competently apply the concepts learned in Music Theory to their own music compositions. All levels of Theory require extensive written examinations as well as short keyboard tests incorporating the most useful and common harmonic progressions. Each student at the end of the theory sequence must take a written assessment test based on the material taught over the course of four semesters of Music Theory.
2. All music education students should demonstrate knowledge of the monuments of literature, seminal composers and performers and major styles and movements represented in the following historical periods: Renaissance, Baroque, Classical, Romantic, Modern. In addition, students should also demonstrate knowledge of major works in the area of Jazz and World Music.
3. Composition students are required to have their works performed at the end of their senior year. The recital should be about half an hour in length. Although there are no stylistic preferences, the works have to demonstrate a student`s competence in various media such as instrumental, vocal, electronic and mixed. Program notes are required and may be delivered either in writing or verbally (lecture recital). Students are encouraged to participate in the performance of their works.

Music Education B.M.

1. Each student is expected to take four semesters of Music Theory . At the end of the Theory cycle students are required to demonstrate strong skills in: 1. Three and four-part choral writing 2. Harmonic analysis 3. Figuration and reduction. A grade of C or better is required to continue.
2. All music education students should demonstrate knowledge of the monuments of literature, seminal composers and performers and major styles and movements represented in the following historical periods: Renaissance, Baroque, Classical, Romantic, Modern. In addition, students should also demonstrate knowledge of major works in the area of Jazz and World Music.
3. All music education students are required to perform a 30 minute recital after the completion of MUSA 441. Students will demonstrate proper pitch, musical phrasing, technical mastery, and proper interpretation.
4. Students must demonstrate competency in music pedagogy as required in the student teaching experience. Assessment will be based on the Teacher Candidate Professional Portfolio review and the Teacher Candidate Professional Attributes and Instructional Development Scales completed by the clinical faculty and university supervisor at the culmination of the clinical internship (student teaching).
5. Students accepted in the Old Dominion University approved teacher education program from the music education preparation track will pass the Praxis II music content examination #10113.

Performance B.M.

1. Students accepted into the BM in Performance are expected to perform at the highest level. They must pass jury examinations each semester, a half hour sophomore recital, a continuance exam administered by the full faculty after their sophomore year, and an hour long senior recital. In addition they are expected to give public solo performances each semester. Students will demonstrate progress in technique, style, pitch control, and an expansion of standard literature proper for the particular instrument.
2. Each student is expected to take four semesters of Music Theory . At the end of the Theory cycle students are required to demonstrate strong skills in: 1. Three and four-part choral writing 2. Harmonic analysis 3. Figuration and reduction. A grade of C or better is required to continue.
3. All music education students should demonstrate knowledge of the monuments of literature, seminal composers and performers and major styles and movements represented in the following historical periods: Renaissance, Baroque, Classical, Romantic, Modern. In addition, students should also demonstrate knowledge of major works in the area of Jazz and World Music.
4. At the completion of the degree program the performance student will be capable of giving a recital, which could include composers from the Renaissance to the present. The graduate will be capable of performing an honorable audition for graduate school and/or professional ventures.

Music Education M.M.E

1. Graduate students who choose the applied emphasis must complete a minimum of 6 credits of applied study at the graduate level, culminating in a one hour graduate recital. Students will demonstrate technical proficiency, stylistic understanding, and mastery of proper literature. In order to be accepted into the applied track, students can only be admitted after successfully auditioning before the music faculty.
2. Graduate students who select the Research track are required to complete selected classes focusing on research theory and technique. Students will demonstrate the ability to construct a research proposal, and implement and analyze that research. This track requires completion of a research thesis or project.
3. Graduate students who select the Seminar Option follow a curriculum that allows them to focus on specific course work in music education that is pertinent to their area of expertise. Students will demonstrate a greater knowledge of music education techniques and applied pedagogical techniques in their areas. Those students choosing this option must complete 3 additional graduate credits in lieu of writing a thesis or performing a recital.
4. The graduate degree is designed to stress the development of advanced knowledge of broad based principles and practices in music education for application in the public or private school, private studio, or higher education setting. Students will demonstrate a broader understanding of music educational techniques in their area of expertise. Through this greater understanding and accomplishment, the graduate of the degree program

will contribute to a higher caliber of student learning and achievement in these settings.

Ocean, Earth and Atmospheric Sciences Department

Ocean and Earth Science M.S.

1. Students will demonstrate the ability to synthesize information from disparate sources in the field of ocean and earth sciences. They will apply that information to develop new, and refine existing theory, thereby creating new knowledge.
2. Students will effectively communicate scientific knowledge through oral and written communication to their faculty and professional peers in national and international forums.

Ocean and Earth Science B.S.

1. Students will demonstrate the ability to perform basic laboratory techniques.
2. Students will demonstrate the ability to conduct a research project using scientific principles and methods, then interpret their results in terms of current theories and issues in the ocean and earth sciences.
3. Students will demonstrate an understanding of key principles, terms, and theories in the subfields of ocean and earth sciences covered by the OEAS curriculum. Students will demonstrate the quantitative and logic skills necessary to analyze data sets generated by scientific models, experiments, and surveys.

Oceanography Ph.D.

1. Students will demonstrate the ability to synthesize information from disparate sources in the field of oceanography (physical, chemical, biological, and geological oceanography). They will apply that information to develop new and refine existing theory, thereby creating new knowledge.
2. Students will effectively communicate scientific knowledge through oral and written communication to their faculty and professional peers in national and international forums.

Philosophy and Religious Studies Department

Philosophy B.A.

1. [Revised] Basic understanding of texts and thinkers; recognition of philosophical issues.
2. [Revised] Critical Reasoning [CR]: Argumentation, reasoned judgment, ability to deal with differing arguments in an issue. a] in written work. b] in class discussion and oral presentations
3. [Revised] Regular attendance, punctual completion of assignments [including assigned readings], careful attention to instructions.
4. Insights into philosophical or religious texts and thinkers, beyond what is presented in class; independence of thought.
5. Correct and effective mechanics, formatting, grammar, syntax, organization, style.
6. Research methods, citation.

Physics Department

Physics B.S.

1. Graduates will acquire a strong grounding in core concepts, including

analytical and quantum mechanics, electricity and magnetism, modern physics, methods of experimental physics, computational physics, radiation, optics and lasers. Such areas of physics at the undergraduate level will enable them to be nationally competitive in their subsequent search for high -quality professional employment or graduate education.
2. All graduates must be able to communicate effectively in writing.
3. Graduates must be able to orally communicate on topics in physics at a level appropriate for the target audience. Target audience levels can range from the general public to specialists in the field.
4. Students will practice basic laboratory skills, including a working knowledge of data analysis. Students will also demonstrate an ability to work independently and in collaboration with others.
5. Students will be able to demonstrate an ability to synthesize physics concepts learned in the core curriculum to upper-level special topics courses in a sub-field of physics. Special topics areas include, for example, atomic physics, nuclear physics, condensed matter physics, and accelerator physics.
6. Students enrolled in the teacher education track will understand the content, processes and skills of physics, equivalent to an undergraduate degree in physics, with course work in all core areas of physics. In addition, the student will be able to: 1) Apply principles of research design to explain curriculum specific phenomena. 2) Use laboratory safety rules and procedures when conducting experiments. 3) Apply basic chemistry, biology, Earth sciences, and mathematics (including statistics and calculus) to explain processes and organizing concepts common to the natural and physical sciences necessary for student achievement in specific curriculum areas. 4) Explain the contributions and significance of the different science curriculum areas, including: their social and cultural significance, their relationship to each of the sciences and to technology, and the historical developments of scientific concepts and scientific reasoning. 5) Demonstrate proficiency in grammar, usage, and mechanics and their integration in writing.

Physics M.S.

1. The student will demonstrate the ability to present information about a scientific topic in a clear and organized way to scientific peers.
2. The student will demonstrate mastery of core physics knowledge at the graduate level in classical mechanics, quantum mechanics and electricity and magnetism.
3. The student will demonstrate mastery of core physics knowledge at the graduate level in classical mechanics, quantum mechanics and electricity and magnetism.
4. The student will participate in original research and demonstrate knowledge of research methods.
5. The student will demonstrate proficiency in writing about scientific research.
6. The student will demonstrate proficiency in presenting and defending his/her research and results. The student will also demonstrate the ability to present information about a scientific topic in a clear and organized way to

scientific peers.

Physics Ph.D.

1. The student will be able to demonstrate proficiency in the conduct of original research.
2. The student will be able to communicate scientific results clearly in writing at a level appropriate for a refereed journal article.
3. The student will be able to communicate scientific results orally to scientific professionals and to the public.
4. The student will demonstrate mastery of core physics knowledge at the graduate level in classical mechanics, quantum mechanics and electricity and magnetism.
5. The student will demonstrate knowledge of advanced topics, including computational physics, statistical mechanics and selected topical areas.

Political Science and Geography Department

Geography B.A., B.S.

2. Students will gain functional skills in methods of research, including research design, mapping, and analysis.
3. Students will develop analytical and critical thinking skills.
4. Students will develop effective writing communication skills.

Political Science B.A., B.S.

1. Students will develop effective research and methodological skills.
9. Students will develop analytical and critical thinking skills.
10. Students will develop effective writing communication skills.

PrK-6

Initial Licensure - Elementary (PreK-6) M.S.Ed.

1. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
2. Candidates know, understand and use major concepts related to curriculum areas of English, Science, Mathematics, Social Studies, the Arts, Health Education and Physical Education. They also know how to integrate these concepts throughout the curriculum.
3. Candidates use their knowledge and understanding to plan and implement instruction based on knowledge of students, learning theory, effective communication techniques, curriculum goals and curricular connections in order to: 1) create instructional opportunities that are adapted for diverse students; 2) use a variety of teaching strategies that encourage development of critical thinking and problem solving; 3) foster active engagement in learning, self motivation and positive social interaction and to created supportive learning environments and 4) foster active inquiry, collaboration and supportive interaction in the elementary classroom.
4. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote

continuous intellectual, social, emotional, and physical development of each elementary student.
5. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. Candidates also know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
6. Candidate will effectively integrate technology into curriculum and lesson delivery.

Fifth Year Initial Licensure Elementary (PreK-6) M.S.Ed.

1. Candidates demonstrate mastery of the core academic areas of English, mathematics, history and social sciences (i.e., history, government, geography and economics), and science, as prescribed by the Virginia Department of Education and outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia and the Virginia Licensure Regulations for School Personnel.
2. Teacher Candidate designs instruction that provides meaningful content through disciplinary and interdisciplinary approaches. Teacher candidate creates performance based instruction to meet student's diverse learning needs and bases instruction on the principles of the cognitive, social, and emotional development of students. Teacher candidates demonstrate appropriate use of educational technology and develop an effective system of assessment to examine student learning outcomes.
3. Teacher Candidates construct learning opportunities that support individual students' development and acquisition of knowledge. Teacher Candidates implement teaching strategies that promote the development of oral, written, and reading skills for children and adolescents of diverse populations. Teacher candidates exhibit the knowledge and skills necessary for effective reading instruction based on the National Reading Panel's five key components of effective reading instruction- phonics, phonemic awareness, vocabulary, comprehension, and fluency.
4. Teacher Candidates demonstrate the professional skills and dispositions necessary to foster an effective and positive learning environment for all students.
5. Teacher Candidates use assessment strategies to facilitate student learning success. Teacher Candidates administer assessments to inform and to make decisions about objectives and materials. Teacher Candidates use assessment data for planning and evaluating teaching strategies. Teacher Candidates know the reasons to implement certain assessments based on type (formal and informal), use, advantage, disadvantage, limitations, and developmental appropriateness as related to students' learning experiences, abilities, and subject matter.
6. Teacher Candidates implement multiple strategies to involve families that encompass a variety of family beliefs, traditions, values, and practices. Teacher Candidates recognize how to establish and maintain a positive, collaborative relationship with families to continuously promote the intellectual, social, emotional, and physical growth of their children. Teacher Candidates respect families' choices and goals for their children and communicate with families about curriculum and children's progress. Teacher Candidates involve families in assessing and

planning for individual children, including children with disabilities, developmental delays, or special abilities.
7. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.
8. Candidate will effectively integrate technology into curriculum and lesson delivery.

Licensed Teachers - Elementary/Middle School - General M.S.Ed.

1. Accomplished teachers are expected to demonstrate an understanding both of cognitive and of affective dimensions of their students` development. They draw on their knowledge and their relationships with students to understand their students` knowledge, skills, abilities, interests, aspirations and values. Accomplished teachers foster students` self-awareness, character, civic responsibility and respect for diverse individuals and groups.
2. Accomplished teachers: 1) draw on their knowledge of current research studies, subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the PREK6 or 6-8 curriculum; 2)create, assess, select and adapt a rich and varied collection of materials and draw on other resources such as staff, community members and students to support learning and 3) establish a caring, inclusive, stimulating and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.
3. Accomplished teachers are expected to demonstrate knowledge of several pedagogical approaches to the content and to the children and/or young adolescents of their teaching field. They also engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them. Finally they provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.
4. Accomplished teachers employ a variety of assessment methods to obtain useful information about student learning and development because they understand the strengths and weaknesses of different assessment methods. They also base their instruction on ongoing assessment to inform instructional strategies. Finally they assist students in monitoring and reflecting on their own progress.
5. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. Candidates also know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social,

emotional, physical growth and well-being of children.

Initial Licensure - Middle School (Grades 6-8)

1. Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, to construct learning opportunities and support student development and acquisition of knowledge and motivation.
2. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. Middle level teacher candidates also understand the major concepts, principles, theories, standards, and research related to both their chosen content areas and the middle level curriculum and they use this knowledge bases in their practice.
3. Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
4. Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective assessment and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
5. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. Candidates also know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.
6. Teacher candidate work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.
7. Although the numbers are small (Fall 2012 - n= 3; Spring 2013 - n= 6), reported evaluation scores definitely indicate the students' success. Approximately 98% of the scores were 3; approximately 2% were 2. No 1's were reported.

Psychology Department

Psychology B.S.

1. Students will be able to identify the components of a research paper and recognize the appropriate use of APA format in the presentation of research

findings.
2. Students will be able to identify and apply basic theories and concepts in psychology.
3. Students will be able to identify, interpret, and apply basic research designs and statistics as they are applied to psychological questions.

Clinical Psychology Ph.D.

1. Students will demonstrate competency in ethical, legal, and quality assurance principles. This will be assessed by attendance at weekly seminars (with a criterion of 90% attendance) and passing the portion of comprehensive examination dealing with ethical issues.
All students attended at least 90% of the weekly seminars and all students passed the portion of the comprehensive exam dealing with ethics.
2. Students will demonstrate competency in individual and cultural diversity. This will be assessed by passing the portion of the comprehensive exam dealing with multicultural issues and in the course "Multicultural and Lifestyle Issues."
3. Students will demonstrate competency in the basic subjects and methods of psychological science. Students will be able to develop a dissertation proposal that will be approved by a committee. Students will conduct an empirical dissertation project and prepare a written document that is acceptable to the committee. Students will pass their oral dissertation defense.
All students who proposed and defended their dissertation passed. There continues to be a problem with students finishing the dissertation in a timely manner.
4. Students will demonstrate proficiency in the delivery and evaluation of psychological services in a variety of settings. This will be measured with supervisors ratings and observations.
All students received positive evaluations from their practicum supervisors.

Psychology M.S.

1. Students in the M.S. program in psychology are expected to master information and concepts that are fundamental to an understanding of human behavior as indicated by demonstrating mastery of at least 80% of the material presented in required core courses.
In the core courses, Sensation and Perception (Psyc 741) and Human Cognition (Psyc 731), 73% of students met this requirement.
2. Students are expected to develop a high level of competence in statistics and research methodology so that they can be effective producers and consumers of research. Students' proficiency will be assessed via grades in the first year statistics and research design courses (Psyc 727 and Psyc 728). A grade of B or above will indicate satisfactory completion of this requirement.
Eighty percent of students met this requirement.
3. Students need to have sufficient oral and writing skills to be able to present scientific and professional material to their peers.

Psychology, Ph.D.

Applied Experimental Psychology Ph.D.

1. Students who graduate from the AE Psychology Program will be able to apply psychological theories and research to contemporary research problems, to assimilate new psychological knowledge, and to apply ethical principles to research.
2. Students will be able to think critically and independently about research, analyze research data, and communicate results and conclusions through the use of statistical methods.
3. Students are expected to obtain professional skills that will allow them to practice and apply applied experimental psychology theory and principles in field settings.

Human Factors Psychology Ph.D.

1. Students who graduate from the HF Psychology Program will be able to apply HF psychological theories and research to contemporary research problems, to assimilate new psychological knowledge, and to apply ethical principles to research.
2. Students will be able to think critically and independently about research, analyze research data, and communicate results and conclusions through the use of statistical methods.
3. Students are expected to obtain professional skills that will allow them to practice and apply human factors psychology theory and principles in field settings.

Industrial/Organizational Psychology Ph.D.

1. Students who graduate from the I/O Psychology Program will be able to apply I/O psychological theories and research to contemporary research problems, to assimilate new psychological knowledge, and to apply ethical principles to research and to applications in work and organizational settings.
2. Students will be able to think critically and independently about research, analyze research data, and communicate results and conclusions through the use of statistical methods.
3. Students are expected to obtain professional skills that will allow them to practice and apply industrial and organizational psychology theory and principles in field settings.

School of Community and Environmental Health

Health Science B.S. -- Cytotechnology Tract

1. To provide quality teaching and professional education in the field of cytotechnology so students will become qualified cytotechnologists. Graduates will be able to demonstrate the following entry-level competencies: 1) distinguish normal and abnormal cell types for every body system; 2) identify abnormal cells in various body fluids; 3) correlate laboratory data, recognize problems and select appropriate diagnoses; 4) prepare specimens for microscopic review; 5) utilize quality control and quality assurance measures to evaluate the validity and reliability of the laboratory testing and services provided.

2. All students will finish the program as qualified entry-level cytotechnologists. Graduates will be able to demonstrate the following entry -level competencies: 1) distinguish normal and abnormal cell types for every body system; 2) identify abnormal cells in various body fluids; 3) correlate laboratory data, recognize problems and select appropriate diagnoses; 4) prepare specimens for microscopic review; 5) utilize quality control and quality assurance measures to evaluate the validity and reliability of the laboratory testing and services provided.
3. All students will complete the Internship Courses or clinical rotations with a minimum accuracy level that increases each semester. Students on clinical rotations will be able to demonstrate the following entry-level competencies: 1) distinguish normal and abnormal cell types for every body system; 2) identify abnormal cells in various body fluids; 3) correlate laboratory data, recognize problems and select appropriate diagnoses; 4) prepare specimens for microscopic review; 5) utilize quality control and quality assurance measures to evaluate the validity and reliability of the laboratory testing and services provided.
4. Students will understand, use, and interpret research methods and designs. Students will review literature on a research subject and write a paper using proper scientific language. Papers will be graded according to grading scale listed in course syllabus. Students will demonstrate ability to interpret research methods and designs.
5. Students will give clear and effective oral presentations. Students will review literature on a research subject and write a paper using proper scientific language. Papers will be graded according to grading scale listed in course syllabus. Students will demonstrate ability to interpret research methods and designs. Papers will be presented orally to the class and will be grading according to the grading scale provided to the students.
6. Students must be able to communicate effectively in writing. Students must be able to communicate effectively in writing.
7. The students will demonstrate an interest in lifelong learning in cytotechnology. The students will demonstrate an interest in lifelong learning in cytotechnology.
8. Students are encouraged to participate in recruitment into the field of Cytotechnology. Students are encouraged to participate in recruitment into the field of cytotechnology.

Environmental Health B.S.

1. Students will be administered the National Environmental Health Association Self Assessment Test (NEHASAT). This 200 item objective test is designed to measure the entry level Environmental Health practitioners technical and behavioral knowledge and skills in the field of environmental health. As an assessment tool it is designed to give the student an understanding of their preparedness to take the voluntary National registration examination (REHS). This test is administered by the faculty at the end of the senior year. The passing grade on this test is 70% and the National pass rate is 54%.

Health Science B.S. -- Ophthalmic Technology Tract

1. Students will be able to take cumulative exams at the end of each

semester of the program. Students must have a working knowledge of subject material from each semester class, including practical exams, and clinical rotations. Students achieving at least a 70% on each cummlative final typically are in a better position to pass national written board exams upon graduation.
2. The ophthalmic technology program will produce students who can pass the written board exam given by the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO). In order to pass this exam, students must have a solid grasp of the following content areas: History Taking; Pupillary Assessment; Equipment Maintenance & Repair; Lensometry; Keratometry; Medical Ethics, Legal, and Regulatory Issues; Microbiology; Pharmacology; Ocular Motility; Assisting Surgical Procedures; Ophthalmic Patient Services & Education; Ophthalmic Imaging; Refractometry; Supplemental Skills; Tonometry; Visual Assessment; Visual Fields.
3. The ophthalmic technology program will produce students who can demonstrate their ability to perform specific skills in the following skill areas: Kertometry, Visual Fields, Ocular Motility, Lensometry, Retinoscopy, Refinement, Tonometry. Advanced skill areas: 1) Measure Patient Ocular Motility Using Prism and Cover Tests at Distance 2) Manual Lensometry: Identify & Measure Prism In (+) plus or (-) minus cylinder 3) Fundus Photography & Identify Fluorescein Phases 4) Evaluate Versions & Ductions and Identify any Abnormality 5) Measure, Compare, and Evaluate Pupil Function at Distance.
4. The ophthalmic technology program produces ophthalmic technologists that are in high demand throughout the country. Students will have jobs, in state or out of state, prior to graduation.

Health Services Research Ph.D.

1. Define the use of health services research in practice and policy. Apply theoretical models to research and policy situations. Apply health economic principles to research and policy situations. Synthesize across skill sets to define problems amenable to health services research solutions. Conduct original health services research.
2. Students will be able to synthesize skills learned in coursework so that they can design research studies, conduct the study, analyze the data and report the results in formats suitable for presentation and publication in peer-review forums.
3. Students will be able to describe current U.S. health policy, demonstrate that they can appraise current policies in their area of interest using the Longest policy model, identify current gaps in policy in their area and recommend policy alternatives to policy-makers.
4. Students will be able to discuss how human subjects protections in research, responsible peer review, professional standards of practice and management of data. Students will be able to successfully formulate and complete an IRB application.
5. Students will be able to demonstrate core health services research skills to others.
6. Students will find professional employment that uses HSR skills within two

years of graduation.

Community Health, Environmental Health, M.S.

1. The environmental health program`s objective is to promote knowledge and understanding of the field of environmental health in the community and region by preparing environmental health professionals to be able to: Identify the chemical, physical, biological and social factors affecting human health and well-being in both the community and industrial setting.
•Articulate, in any setting, the theoretical basis underlying practical application of environmental health principles.
•Solve basic environmental health problems utilizing their understanding of environmental health theory and practice.
•Interpret and apply public and environmental health laws and regulations for the protection and welfare of the public.
•Be able to anticipate, recognize, evaluate and control health hazards under varying conditions by applying learned principles.
•2. The environmental health program`s objective is to conduct research which will benefit the public and profession by preparing environmental health professionals to be able to:
•Demonstrate the ability to collect, analyze and interpret data in the problem-solving process.
•Demonstrate understanding of research methods in order to be discriminating consumers and practitioners of research findings.
3. The environmental health program`s objective is to prepare environmental health professionals to be able to: Manifest the competencies necessary for continued personal and professional growth.
4. The environmental health program`s objective is to prepare environmental health professionals to be able to: Demonstrate communication and leadership skills to participate effectively in the maintenance of the health and environmental quality of the community in the areas of prevention, education and intervention.
5. The environmental health program`s objective is to provide appropriate environmental health services to the community by preparing environmental health professionals to be able to:
•Define and apply the steps in program development and evaluation.
•Be versed in the practice of management techniques, workload documentation, budget, inventory control and personal supervision.

Health Science B.S.H.S.

1. The graduate will be able to perform and communicate effectively as a member of the healthcare management team orally and in writing.
2. The student will be able to develop skills in health care management that will enhance promotion in the workplace from workforce entry to mid-level management or higher levels.
3. The graduate will be able to do the following:
Write point papers, cost benefit analysis papers, and papers regarding organizational planning.
Was well prepared for a managerial position upon completion of this program.

Demonstrate skills and knowledge required by managers within an organizational environment.
Appraise administrative skills used in public and community settings.
4. The graduate will be able to do the following:
Apply knowledge about the issues of ethics and confidentiality as it relates to health care services.
Demonstrate critical thinking skills and problem solving techniques.
Write personal ethical statements and compare it to that of the organization employed.
5. The graduate will be able to do the following:
Use theories and models of management in application to work situations in the health care field.
Apply principles and theories of public/community health on the job.
Apply theories and knowledge of health promotion to a selected community for finding health services resources.

School of Dental Hygiene

Dental Hygiene M.S.

1. Expand career opportunities for MSDH students.
2. Outcome 3: Develop graduate students who have the tools to implement leadership skills for the betterment of oral healthcare for the public.
3. Outcome 4: Graduate students who are satisfied with the Master of Science in Dental Hygiene Degree Program.
4. Students will demonstrate research methods and skills in thesis or Non-thesis projects.
5. Expand program to attract a diverse and highly desirable student population

Dental Hygiene B.S.

1. Dental Hygiene Students and recent dental hygiene graduates will make evidence-based decisions within the dental hygiene process of care and legal scope of practice and code of ethics.
2. Dental Hygiene Students and recent dental hygiene graduates will prevent, intercept and treat oral diseases in diverse populations within the process of care, legal scope of practice, and professional code of ethics.
3. Dental Hygiene Students and recent dental hygiene graduates will strive to meet the dental hygiene care needs of diverse clients in collaborative practice and inter-professional, community-based settings.
4. Dental Hygiene Students and recent dental hygiene graduates will assume responsibility for oral health care promotion, education, and referral for diverse populations in a variety of settings.
5. Dental Hygiene Students and recent dental hygiene graduates will advance the knowledge, values and influence of the profession.
6. Dental Hygiene Students and recent dental hygiene graduates become life-long learners, users of technology, and discriminating consumers of information.
7. 85% of Dental Hygiene students and recent graduates will be able to promote the link between oral and general health to the public and

healthcare professionals.
8. Dental Hygiene students and recent graduates will possess a foundation for graduate-level education

Dental Hygiene Degree Completion Program Online BS

1. BSDH Degree Completion students must be capable of discerning and effectively managing ethical issues and problems in a variety of workplace environment and with inter-professional teams.
2. BSDH Degree Completion students will provide through assessment, diagnosis, planning, implementation and evaluation/maintenance, educational, preventive, and therapeutic services in the support of optimal oral health. This applies to principles of biomedical, clinical, and psychosocial sciences to diverse populations that may include the medically compromised, mentally challenged or socially/culturally disadvantaged.
3. BSDH Degree Completion students will employ health promotion strategies to help diverse populations achieve oral wellness.
4. BSDH Degree Completion students will be able to derive the relevance from rapidly changing information, advance the goals of the profession both as an individual and groups, apply scientific methods and make evidenced-based decisions.
5. BSDH Degree Completion students will be able to personally reflect on the impact of their academic goals and determine if the program has met their needs with a University Student Satisfaction Survey.

School of Medical Laboratory and Radiation Sciences

Nuclear Medicine Technology B.S.

1. The Nuclear Medicine Technology Certification Board (NMTCB) certifies individuals whom have developed the requisite body of knowledge to practice nuclear medicine technology, and registers those individuals who meet these criteria.
2. Graduates will demonstrate competence in radiation safety compliance with local, state and federal regulations.
3. Score on NMTCB Subgroup 2 - nuclear instrumentation

Medical Technology B.S.

1. Traditional on-campus and Weekend College graduates will be able to demonstrate the following entry-level competencies: 1)Identify appropriate specimen collection, processing, and evaluation systems, adapting corrective actions where indicated; 2)Identify and evaluate analytical tests and procedures on body fluids, cells, and other substances; 3)Correlate laboratory data, recognize problems, and select appropriate corrective actions; and 4)Utilize quality control and quality assurance measures to evaluate the validity and reliability of laboratory test results and services provided.
2. Traditional on-campus and Weekend College students will be able to attain the cognitive and psychomotor skills necessary for competent entry-level Medical Technologists/Clinical Laboratory Scientists.
3. Traditional on-campus graduates will be able to demonstrate the following affective skills expected of competent and professional entry-level Medical Technologists/Clinical Laboratory Scientists: 1)Comply with lab policies established for students with regard to attendance and punctuality;

2)Recognize the value of reliability and responsibility in the performance of duties under routine and non-routine circumstances; 3)Display appropriate initiative and motivation in all academic and technical performances; 4) Comply with established laboratory policies relevant to safety, policies, standard practice, and dress code; 5)Demonstrate professional integrity and ethical behavior in relation to reporting of patient results and confidentiality; 6)Demonstrate an acceptance of the need for cooperation, open communication, positive attitude, consideration and adaptability in the development of effective interpersonal relations, and; 7)Seek stepwise resolution and adaptation to problem situations.

School of Nursing

Nursing B.S.

12. CCNE Standard IV-B. Program completion rates demonstrate program effectiveness.
Percentage of students admitted to the pre-licensure BSN program that graduate according to the prescribed schedule.
13. CCNE Standard IV-C. Licensure and certification pass rates demonstrate program effectiveness. Percentage of first-time NCLEX-RN pass rates.
14. CCNE Standard IV-D. Employment rates demonstrate program effectiveness. Percentage of graduates employed within six months of graduation.
15. At the end of the programs, BSN graduates will demonstrate the following areas:
•Critical Thinking - to facilitate nursing practice through inquiry, problem solving, and synthesis.
•Nursing Practice - perform dependent, independent and interdependent therapeutic nursing interventions to deliver nursing care in the cognitive, affective, and psychomotor domains.
•Communication - utilize verbal, non-verbal, and written communication techniques appropriate for clients and professionals.
•Teaching - utilize teaching strategies to maximize client health and enhance professional development.
•Research - incorporate primary research findings as a basis for therapeutic nursing interventions.
•Leadership - demonstrate the principles of leadership to maintain group effectiveness, communicate professionally demonstrate accountability and competence adhering to legal and ethical leadership principles.
•Professional Practice - demonstrate self-direction, professional accountability, and advocacy adhering to legal and ethical nursing practice.
•Culture - actualize cultural awareness and sensitivity in nursing practice.
•16. Employers will be satisfied with the knowledge, skills, and attitudes of BSN graduates.

Doctor of Nursing Practice, DNP

1. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization or community against national benchmarks to determine variances in practice outcomes and population trends.
2. Demonstrate leadership in addressing practice as a business.
3. Employ clinical prevention and health promotion to improve population health with an emphasis on vulnerable populations
4. Demonstrate involvement and/or advocacy related to regional of national health policy

Nurse Anesthesia M.S.N

1. Apply advanced problem-solving skills to address clinical management of patients in the peri-anesthesia setting based upon a theoretical foundation, research, and evidence-based practice.
2. Individualize peri-anesthetic care for a variety of patients taking into account health status, age, surgical procedures, medications, and anesthetic techniques and equipment.
3. Communicate with individuals influencing or receiving patient care using effective verbal, non-verbal, written and electronic methods in the delivery of peri-anesthetic care.
4. Participate in teaching/learning activities that enhance and promote quality, safety, and knowledge of peri-anesthetic care.
5. Incorporate research evidence to guide decision-making and problems solving of peri-anesthetic care.

Nursing, M.S. - Women's Health Nurse Practitioner

1. Synthesizes theoretical, scientific and contemporary clinical knowledge grounded in evidence-based practice for the assessment and clinical management of women in primary care.
2. Employs evidence-based clinical practice guidelines to identify health promotion needs, provide anticipatory guidance, and guide health care practice in the care of women.
3. Communicate in a manner that conveys ideas in a variety of contexts related to health promotion and acute and chronic health care.
4. Incorporates psycho-social teaching strategies based on anticipatory guidance needs, care management, and patient understanding and motivation for learning.
5. Integrate research findings for application in the development of policies, procedures, and guidelines for patient care.
6. Integrate research findings for application in the development of policies, procedures, and guidelines for patient care.
7. Use knowledge of professional, legal, political, and ethical issues and trends in health care delivery to guide organizational changes, promote nursing scholarship, and to demonstrate a commitment to the implementation, preservation and evolution of the Women's Health Nurse Practitioner role.
8. Individualize culturally competent health care that involves awareness and sensitivity to cultural practices and beliefs of each woman.
9. Students must earn an average rating of 4 out 5 or better on exam evaluation criteria to pass the comprehensive examination.

Nursing, M.S. - Family Nurse Practitioner

9. Students must earn an average rating of 4 out of 5 on exam evaluation criteria to pass the comprehensive examination.
10. MSN-FNP distance learning graduate students will perform as well as their Hampton Roads area campus counterparts.

Nursing, M.S. - Administrator

1. Maximize human potential through critical thinking and synthesis of knowledge in an administrative role.
2. Promote, maintain, restore and/or support health throughout the lifespan through critical and creative independent and interdependent application of theory, research and standards.
3. Communicate in a scholarly, professional and therapeutic manner.
4. Create a transformative environment for learning.
5. Critically utilize research to enhance and/or create evidence-based practice and care.
6. Inspire and enable others to act to achieve strategic development as a nurse administrator.
7. Promote healthcare quality through professional advocacy.
8. Value cultural diversity and integrate diverse cultural perspectives in leadership.

School of Physical Therapy

Physical Therapy DPT

1. Students and graduates will demonstrates excellence in knowledge and practice of physical therapy.
2. DPT students will demonstrate the ability to review, understand and contribute to scientific literature.
3. DPT Students will maintain strong ties to the community through activities that include clinicians, employers and community organizations.

M.S.Ed - Athletic Training

1. Students will be able to identify and explain athletic training educational issues by conducting research within post-professional and entry level educational environments.
2. The student will be able to obtain positions related to an education program following the completion of the graduate athletic training program
3. Students will be able to demonstrate knowledge, skills and abilities in lower extremity injury management and prevention strategies by conducting research within this area.
4. The students will be able to implement and evaluate lower extremity prescreening assessments within pre-participation physicals.

Secondary Education

Licensed Teacher - Secondary 6-12 M.S.Ed.

1. Students are expected to demonstrate knowledge of several pedagogical approaches to the content of their teaching field.
2. Participants are expected to demonstrate an understanding both of

cognitive and of affective dimensions of their students` development.
3. Participants will be expected to demonstrate an understanding of the unique demands of their teaching discipline both in terms of the management of instruction and the character of instruction.
4. Students will be expected to demonstrate how to find and interpret research on teaching and learning relative to their instruction area.
5. Teachers will demonstrate their ability to integrate technology as a means of carrying out their instruction

Initial Licensure - English M.S.Ed.

1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for pre-service English language arts teachers.
2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.
3. Candidates demonstrate knowledge of and skills in the use of the English Language .Candidates demonstrate knowledge of the practices of oral, visual, written literacy, reading processes, composing processes, an extensive range of literature, the range and influence of print and non-print media and technology in contemporary culture, and research theory and findings in English language arts.
4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.
5. Students accepted in the ODU approved teacher education program from English will pass the praxis II content examination.
6. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.

Initial Licensure - Social Studies M.S.Ed.

4. Pedagogical standards focus on teacher knowledge, competence and dispositions that are beyond the focus of the subject matter standards. The pedagogical standards include: 1. learning and development;
2. differences in learning styles; 3. critical thinking, problem solving and performance skills; 4. active learning and motivation; 5. inquiry, collaboration and supportive classroom interaction; 6. planning instruction; 7. assessment; 8. reflection and professional growth; 9. professional leadership.

Sociology and Criminal Justice Department

Criminology and Criminal Justice Ph.D.

1. Students will be able to relate, integrate, and apply theories of crime and criminal justice to research and public policies.
2. Students will be able to conduct independent, original, and scholarly research using various methodologies (both qualitative and quantitative) to advance knowledge of crime and societal/criminal justice responses to crime.

3. Students will be able to produce a presentation in different formats and present it to various audiences as necessary to achieve a successful career in academia.

Criminal Justice / Sociology, B.A., B.S

1. Students will effectively communicate in writing on issues surrounding crime and criminal justice. Students will be able to write an essay with clearly stated objectives, showing logical consistency and reasonable freedom from mechanical errors.
2. Students will be able to effectively present material orally.
3. Students will demonstrate their ability to use computers to 1) word process, 2) analyze data, 3) develop presentations (e.g., with power point).
4. Student will demonstrate effect skills as researchers by developing a research question, hypotheses, collecting and analyzing data and presenting and critiquing their own work.
5. Students will gain knowledge of the leading sociological theories or theories of crime and criminal justice and use them in developing research question in their capstone course.

STEM Education and Professional Studies

Instr. Design and Technology M.S.Ed

1. MS Students will demonstrate a mastery instructional design and technology knowledge and skills on the comprehensive exam on the first attempt
2. MS Students will demonstrate a mastery instructional design and technology core knowledge and skills
3. The program will initiate a recruitment program to recruit at least 12 applicants to the MS degree each year.
4. 80% of the MS students will complete the program in 5 years

Occupational and Technical Studies B.S. - Technology Education

1. Technology teacher education program candidates develop an understanding of the nature of technology within the context of the Designed World. a. Explain the characteristics and scope of technology. b. Compare the relationship among technologies and the connections between technology and other disciplines. c. Apply the concepts and principles of technology when teaching technology in the classroom and laboratory. d. Comprehend the nature of technology in a way that demonstrates sensitivity to the positive and negative aspects of technology in our world.
2. Technology teacher education program candidates develop an understanding of technology and society within the context of the Designed World. a. Compare the relationships between technology and social, cultural, political, and economic systems. b. Assess the role of society in the development and use of technology. c. Assess the importance of significant technological innovations on the history of human kind. d. Judge the effects of technology on the environment. e. Evaluate the relationship between technology and social institutions such as family, religion, education, government, and workforce. f. Demonstrate sensitivity to appropriate and inappropriate uses of technology and its effects on society and the environment. g. Make decisions based on knowledge of intended and

unintended effects of technology on society and the environment.
3. Technology teacher education program candidates develop an understanding of design within the context of the Designed World. a. Explain the importance of design in the human-made world. b. Describe the attributes of design. c. Analyze the engineering design process and principles. d. Apply the process of troubleshooting, research and development, invention, innovation, and experimentation in developing solutions to a design problem. e. Investigate the relationship between designing a product and the impact of the product on the environment, economy, and society.
4. Technology teacher education program candidates develop abilities for a technological world within the contexts of the Designed World. a. Select design problems and include appropriate criteria and constraints for each problem. b. Evaluate a design, assessing the success of a design solution, and develop proposals for design improvements. c. Analyze a designed product, and identify the key components of how it works and how it was made. d. Operate and maintain technological products and systems. e. Develop and model a design solution. f. Complete an assessment to evaluate merits of design solution. g. Operate a technological device and/or system. h. Diagnose a malfunctioning system, restore the system, and maintain the system. i. Investigate the impacts of products and systems on individuals, the environment, and society. j. Assess the impacts of products and systems. k. Follow safe practices and procedures in the use of tools and equipment. l. Judge the relative strengths and weaknesses of a designed product from a consumer perspective. m. Exhibit respect by properly applying tools and equipment to the processes for which they were designed. n. Design and use instructional activities that emphasized solving real world open-ended problems.
5. Technology teacher education program candidates develop an understanding of the Designed World. a. Analyze the principles of various medical technologies as part of the designed world. b. Analyze the principles of various agricultural and related biotechnologies as part of the designed world. c. Analyze the principles, concepts and applications of energy and power technologies as part of the designed world. d. Analyze the principles, concepts and applications of information and communication technologies as part of the designed world. e. Analyze the principles of various transportation technologies that are part of the designed world. f. Analyze the principles, concepts, and applications of manufacturing technologies as part of the designed world. g. Analyze the principles, concepts, and applications of construction technologies as part of the designed world. h. Select and use appropriate technologies in a variety of contexts including medical, agricultural and related biotechnologies, energy and power applications, information and communications, transportation, manufacturing, and construction. i. Effectively use and improve technology in a variety of contexts including medical, agricultural and related biotechnologies, energy and power applications, information and communications, transportation, manufacturing, and construction.
6. Technology teacher education program candidates design, implement,

and evaluate curricula based upon Standards for Technological Literacy. a. Identify appropriate content for the study of technology at different grade levels. b. Integrate technological curriculum content from other fields of study. c. Identify curriculum and instructional materials and resources that enable effective delivery when teaching about technology. d. Engage in long -term planning that results in an articulated curriculum based on Standards for Technological Literacy for grades K-12 or equivalent. e. Design technology curricula and programs that integrate content from other fields of study. f. Improve the technology curriculum by making informed decisions using multiple sources of information. g. Incorporate up-to-date technological developments into the technology curriculum. h. Implement a technology curriculum that systemically expands the technological capabilities of the student. i. Demonstrate sensitivity to cultural, ethnic diversity, special needs, interest, abilities, and gender issues when selecting, designing, or evaluating curriculum and instructional materials
7. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology. a. Base instruction on contemporary teaching strategies that are consistent with Standards for Technological Literacy. b. Apply principles of learning and consideration of student diversity to the delivery of instruction. c. Compare a variety of instructional strategies to maximize student learning about technology. d. Describe a variety of student assessments appropriate for different instructional materials. e. Apply appropriate instructional technology materials, tools, equipment, and processes to enhance student learning about technology instruction. f. Assess instructional strategies to improve teaching and learning in the technology classroom by using self-reflection, student learning outcomes, and other assessment techniques. g. Exhibit an enthusiasm for teaching technology by creating meaningful and challenging technology learning experiences that lead to positive student attitudes toward the study of technology.
8. Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy. a. Recognize rich learning environments that provide for varied educational experiences in the technology classroom and laboratory. b. Identify learning environments that encourage, motivate, and support student learning, innovation, design, and risk taking. c. Design learning environments that establish student behavioral expectations that support an effective teaching and learning environment. d. Create flexible learning environments that are adaptable for the future. e. Exhibit safe technology laboratory practice by designing, managing, and maintaining physically safe technology learning environments.
9. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning. a. Design technology experiences for students of different ethnic, socioeconomic backgrounds, gender, age, interest, and exceptionalities. b. Identify how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology. c. Create technology experiences for students with different abilities, interests,

and ages about the content of technology. d. Develop productive relationships with students so that they become active learners about technology and enhance their human growth and development.
10. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology. a. Demonstrate a continuously updated and informed knowledge base about the processes of technology. b. Continuously build upon effective instructional practices that promote technological literacy. c. Apply various marketing principles and concepts to promote technology education and the study of technology. d. Collaborate with other candidates and professional colleagues to promote professional growth and professional development activities. e. Become actively involved in professional organizations and attend professional development activities to become better prepared to teach technology education. f. Develop a professional development plan for self-improvement in curriculum and instruction in technology education. g. Value continuous professional growth through involvement in a variety of professional development activities. h. Demonstrate the importance of professionalism by promoting technology organizations for students in the technology classroom. i. Reflect upon their teaching to improve and enhance student learning.
11. Upon completion of 58 hours or more, undergraduate Education students will demonstrate writing proficiency by passing the University Exit Exam of Writing Proficiency (EEWP).
12. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.

Occupational and Technical Studies Ph.D.

1. a. Identify organizational problems using research methods. b. Solve organizational problems using research methods and appropriate statistics. OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
2. a. Plan for effective instruction. b. Develop curriculum that meets the needs of learners. c. Use educational strategies for effective teaching. d. Use technology to enhance learning. e. Use resources to stay current in one's discipline. f. Identify improvement goals for educational organizations. g. Apply concepts of team management. h. Use administrative strategies to efficient operate organizations.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
3. a. Service professional organizations. b. Publish results of research in professional journals. c. Present knowledge and research at professional and organizational meetings.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.

Occupational and Technical Studies B.S. - Fashion

1. Understand and apply knowledge about the roles and functions of various industry sectors in which products are developed, produced, marketed, sold, and consumed, including construction, sourcing, manufacturing, marketing, and merchandising processes. Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines. Evaluate product quality, serviceability, and regulatory compliance standards. Use industry terminology in appropriate ways. Understand social, economic, and political boundaries as they relate to the diffusion of products, services, and ideas.
2. Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems. Understand and apply knowledge about the role of dress as it reflects and shapes intra- and intercultural interactions. Understand and apply knowledge about the interrelationships among historic, socio-cultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture.
3. Understand and apply knowledge about aesthetics and the design process in relation to dress and appearance management. Use the design process to create products that meet marketplace needs. Understand how aesthetics and the design process can support quality of life, social responsibility, and sustainability. Relate the elements and principles of design to product development, use, and evaluation. Understand the role of historical, socio- cultural, and psychological factors in aesthetic expression.
4. Understand how dynamic and diverse political, cultural, and economic systems impact domestic and golbal fashion industry processes. Understand how theoretical perspectives on markets, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products.
5. Identify and evaluate issues of social responsibility, professional behavior, and ethics related to the impact of individual, organizational, and corporate decision making. Analyze and evaluate issues related to environmental sustainability and environmental impact as they relate to industry activities and processes.

Occupational and Technical Studies M.S.

1. a. Develop curriculum that meets the needs of learners. b. Assess curriculum materials for relevancy. c. Plan for effective instruction.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
2. a. Use instruction that enhances learning. b. Use technology to enhance learning.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
3. a. Identify organizational problems using research methods. b. Solve organizational problems using research methods. c. Assess student learning.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
4. a. Use resources to stay current in ones discipline. b. Use educational strategies for effective teaching.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
5. a. Write effectively to communicate ideas. b. Present instruction clearly.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.
6. a. Identify improvement goals for educational organizations. b. Apply concepts of team management. c. Use administrative strategies to efficiently operate organizations.

OTS MS and PhD Graduate Programs are conducting a comprehensive Self-Study 2014-15. Outcomes/objectives may change in the future as a result of the comprehensive Self-Study.

Initial Licensure - Science M.S.Ed.

1. Students will demonstrate knowledge of content area by successfully completing Praxis II.
2. Students will demonstrate an appropriate understanding of the nature of science (NOS) and demonstrate they can effectively teach NOS by: 1) successfully completing the Unit Planning Assignment by receiving an 80% or better; 2) successfully complete the Student Learning Assignment by receiving an 80% or better; and 3) successfully complete the Science and Faith Assignment by receiving an 80% or better.
3. Students will demonstrate that they can successfully engage in authentic scientific inquiry by successfully completing an authentic scientific inquiry in their discipline by receiving an 80% or better and can teach students how to engage in authentic scientific inquiry by receiving an 80% or better on their Unit Planning Assignment and the Student Learning Assessment.
4. Students will demonstrate that they understand socially important issues related to science and can teach students how to successfully analyze socio-scientific issues by successfully completing the Unit Planning Assignment, the Student Learning Assessment and the Science and Faith Assignment by making an 80% or better on all assignments.
5. Students will demonstrate that they can use various strategies,

differentiate instruction, use collaborative learning strategies, build on current student understanding, and create a safe and supportive learning environment by successfully completing the Unit Planning Assignment, Student Teaching Evaluation Form, Student Learning Assessment, and the Safety Module by making an 80% or better.
6. Students will demonstrate that they understand the National Science Education Standards (NSES) and that they can develop units based on them by successfully completing the Unit Planning Assignment by receiving an 80% or better.
7. Students will demonstrate that they know examples of ways that science is relates to the community and how to incorporate the community in their instruction by successfully completing the Unit Planning Assignment by receiving an 80% or better.
8. Students will demonstrate that they can use traditional and alternative forms of assessment to guide their own instruction and assist students in reflective self-analysis of their own work by successfully completing the Unit Planning Assignment.
9. Students will demonstrate that they know about the legal and ethical issues of science teaching, know how to safely maintain a laboratory and science classroom, know and follow emergency procedures, and treat living organisms appropriately by successfully completing the Student Teaching Evaluation Form and the Safety Module by receiving an 80% or better.
10. Students will demonstrate that they can continue to grow professionally by successfully completing the Unit Planning Assignment, Student Teaching Evaluation Form, and the Student Learning Assessment by receiving an 80% or better.
11. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.

Occupational and Technical Studies B.S. - Industrial Technology

5. Promote collaboration between students and industry through internships and professional experiences.

Occupational and Technical Studies B.S. - Training Specialist

1. Demonstrate mastery of ASTD competencies that help trainers plan, deliver, and assess training and training programs.
2. Apply supervisory and management skills and knowledge.
3. Plan a training program using a systematic approach that includes both classroom and on-the-job training interventions that will prepare employees improve their job skills.
5. Use computer programs to identify, plan, and conduct training.

Occupational and Technical Studies B.S. - Marketing Education

1. Demonstrate mastery of competencies in the marketing education curriculum and explain important marketing principles and concepts delineated in MarkEd, Virginia, and ODU standards.
2. Apply instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, Virginia, and institutional standards to help all students learn.
3. Apply professional and pedagogical knowledge and skills delineated in

professional, Virginia, and institutional standards to facilitate learning.
4. Exhibit dispositions expected of professionals.
5. Demonstrate the ability to focus on individual and group student learning as shown in their assessment of student teaching evaluation.
6. Upon completion of 58 hours or more, undergraduate Education students will demonstrate writing proficiency by passing the University Exit Exam of Writing Proficiency (EEWP).
7. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.

Initial Licensure - Mathematics M.S.Ed.

1. Candidates know, understand and use major concepts related to curriculum areas of Mathematics. This includes linking and building on different mathematical ideas, focusing on important mathematics, and interconnecting the different content strands (e.g. algebra, geometry, numbers and operations, data analysis and probability, and measurement).
2. Candidates demonstrate specific elements and dispositions necessary to be a high-quality mathematics educator.
3. Candidates possess a deep understanding of the content knowledge articulated in the NCATE/NCTM standards. In addition, candidates possess an understanding of the NCTM process standards (problem solving, reasoning and proof, connections, representation, and communication).
4. Candidates demonstrate the knowledge and understanding of mathematics, students as learners, and pedagogical strategies needed to enable all populations of students to be successful in mathematics.
5. Teacher candidates work effectively with school administrators, parents, and colleagues in the school setting. In addition, teacher candidates are tactful in handling political issues in the school setting.
Education w/concentration in Instructional Design and Tech. Ph.D.

Teacher Education Services & Advising

TES - Student Teaching Preparation

1. Teacher candidates will evaluate their satisfaction with managing educational constituents.
2. Teacher candidates will evaluate their satisfaction with their student teaching orientation training.

Teaching and Learning

Reading

1. To prepare reading specialists for prek-12 to effectively serve and practice a variety of roles as literacy professionals including but not limited to classroom teacher, literacy coach, literacy supervisor, and literacy specialist.
2. Candidates have knowledge of the foundations of reading and writing processes and instruction.
3. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing

instruction.
4. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Candidates view professional development as a career-long effort and responsibility.
7. As stated in the 2010 IRA Standard 6, "Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning., the abilility to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership." This complements the dispositions expected of teacher candidates in initial licensure programs. ODU College of Education has adopted a policy that includes measures of disposition toward and commitment to each of the following:
1. Attends functions when required (punctual)
2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Demonstrates sensitivity to others' feelings and opinions (E. G., diplomatic)
8. Participates with others in a collaborative manner
9. Treats others with respect
10. Provides information to all constituents in a professional and timely manner
11. Demonstrates a commitment to remain current in knowledge of subject area content
12. Demonstrates knowledge about my teaching subject area
13. Participates in professional development activities that represent subject area currently or in the near future
14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
15. Demonstrates effective decision-making and problem-solving skills
16. Displays excitement about teaching subject area

Ed. w/concen. in Curr. and Instr. Ph.D.

5. All students will maintain a GPA of 3.0 or higher in their doctoral level courses
8. 80% of full-time doctoral students will pass their candidacy exam within 4 years of entering program
10. 80% of full time doctoral students will be awarded their PhD within 5

years of doctoral study

Library Science Program

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.
4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.
5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management and administration.

Military Career Transition Program

1. Candidates will develop and demonstrate proficiency in the effective use of language, including written composition skills, critical reading skills, analytical thinking skills, and communication skills in Praxis I Writing and Reading; VCLA Writing and Reading; and READ 680
2. Students will develop knowledge, skills, and abilities related to the content areas and demonstrate their proficiency by achieving the passing score in the Praxis II required for the program specific endorsement area.

Early Childhood Ph.D.

1. Students will be able to apply research methodology and statistical analysis related to early childhood education.
2. Students completing the graduate program in Early Childhood Education will be able to apply the theories of cognitive, physical, psychosocial, linguistic, and ethical aspects of child development and varied methods of instruction and assessment of learning in early childhood education.

3. Students will be able to apply appropriate theory to practice in a variety of early childhood related settings.

Ed. w/conc. in Lit. Leadership Ph.D.

2. Students will co-author a paper presentation of journal article with faculty
4. 80% of doctoral students will pass their candidacy exam within 3 years of admission
5. All students will maintain a GPA or 3.0 or higher 75% of students will author or coauthor a peer-reviewed paper or journal article

Urban Studies and Public Administration Department

Public Administration M.S.

1. Participate, analyze, and solve problems in a team environment.
2. Think critically about policy & administration issues to make decisions.
3. Apply ethical criteria for making decisions and analyzing ethical dilemmas within public administration.
4. Understand critical human resources concepts and issues.
5. Appreciate the complexity of operating in a multi-sectoral environment.
6. Describe and analyze the policy process (from problem definition, agenda setting, policy formulation, policy implementation, and policy evaluation)
7. Communicate effectively in speech (presents oral information accurately, clearly concisely and persuasively tailored to audiences level of expertise and needs)
8. Understand and apply theories of decision making & models
9. Appreciate diversity issues as they impact communities

Public Administration and Urban Policy Ph.D.

1. Students will develop a focus in a cognate area.
2. Students will be able to discuss and analyze public management and governance issues.
3. Students will be able to analyze public administration and policy topics and issues.
4. Students will demonstrate advance knowledge of the process of urbanization, changing demographics, spatial structure, community power, urban economics, governance and law.

Women's Studies Department

Women's Studies B.A., B.S.

1. Students will demonstrate knowledge of (a) the factors affecting women`s diverse lives, perspectives, and accomplishments in a U.S. context, (b) the structural explanations for global gender inequality, (c) the major explanatory theories in the field of women`s studies and (d) research methods central to applied investigations within the field of women's studies.
2. Students will communicate complex ideas effectively in writing in all courses within the curriculum.