

# Mayville State University

## Academic Student Learning Outcomes (SLOs) and Essential Learning Outcomes (ELOs)

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### Undergraduate SLOs

#### Essential Studies

ELO's 1 to 4 are listed on page 2.

#### Academic Majors

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[Agribusiness, BS](#)

[Applied Psychology, B.A.](#)

[Biology, B.S.](#)

[Biology Education Composite, B.S.Ed.](#)

[Business Administration, B.S.](#)

[Business Administration, B.A.S.](#)

[Chemistry, B.S.](#)

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[Fitness & Wellness, B.S.](#)

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# Essential Studies

## Common to all baccalaureate programs

- ELO 1: Students will demonstrate knowledge of human cultures and the physical and natural world through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts. This is focused by engagement with big questions, both contemporary and enduring.
- ELO 2: Students will demonstrate intellectual and practical skills, practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
- Focus Area for Current Year: Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."*
- ELO 3: Students will demonstrate personal and social responsibility, anchored through active involvement with diverse communities and real-world challenges.
- Focus Area for Current Year: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.*
- ELO 4: Students will demonstrate integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies. This is demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

# Academic Majors

## Accounting, B.S.

- SLO 1: Students will apply accounting and business theories and/or methods to solve problems.
- SLO 2: Students will demonstrate oral and written communication skills appropriate to the contemporary accounting and business environment.
- SLO 3: Students will demonstrate individual contributions to accomplish identified team objectives.
- SLO 4: Students will participate in experiential learning which may include internships, service learning, leadership experience or other opportunities.

## Agribusiness, B.S.

- SLO 1: Students will apply agribusiness and business theories and/or methods to solve problems.
- SLO 2: Students will demonstrate oral and written communication skills appropriate to the contemporary agribusiness and business environment.
- SLO 3: Students will demonstrate individual contributions to accomplish identified team objectives.
- SLO 4: Students will participate in experiential learning which may include internships, service learning, leadership experience or other opportunities.

## Applied Psychology, B.A.

- SLO 1: Students will explain and demonstrate content knowledge in various formats.
- SLO 2: Students will use and apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.
- SLO 4: Students will compare, critique, or evaluate ideas, theories, and/or outcomes in content knowledge.

## Biology, B.S.

- SLO 1: Students will acquire content knowledge commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of biological problems including experiential component.
- SLO 4: Students will construct and critically analyze scientific arguments.

## **Biology Education Composite, B.S.Ed.**

- SLO 1: Students will acquire a content knowledge base in the traditional biology core commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of biological problems including experiential component.
- SLO 4: Students will construct and critically analyze scientific arguments.

## **Business Administration, B.S.**

- SLO 1: Students will use critical thinking skills to apply business theories and/or methods to solve problems.
- SLO 2: Students will demonstrate oral and written communication skills appropriate to the contemporary business environment.
- SLO 3: Students will demonstrate the individual contributions to accomplish identified team objectives.
- SLO 4: Students will participate in experiential learning which may include internships, service learning, leadership experience or other opportunities.

## **Business Administration, B.A.S.**

- SLO 1: Students will use critical thinking skills to apply business theories and/or methods to solve problems.
- SLO 2: Students will demonstrate oral and written communication skills appropriate to the contemporary business environment.
- SLO 3: Students will demonstrate the individual contributions to accomplish identified team objectives.
- SLO 4: Students will participate in experiential learning which may include internships, service learning, leadership experience or other opportunities.

## **Chemistry, B.S.**

- SLO 1: Students will acquire a content knowledge base commensurate with career goals.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of chemical problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.

## Communication, B.A.

- SLO 1: Students will explain and demonstrate content knowledge in various formats.
- SLO 2: Students will use and apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.
- SLO 4: Students will compare, critique, or evaluate ideas, theories, and/or outcomes in content knowledge.

## Early Childhood, B.A.

- SLO 1: *Learner & Learning:* Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: *Content:* Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: *Instructional Practice:* Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: *Professional Responsibility:* Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

## Early Childhood Education, B.S.Ed.

- SLO 1: *Learner & Learning:* Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: *Content:* Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: *Instructional Practice:* Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: *Professional Responsibility:* Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

## Elementary Education, B.S.Ed.

- SLO 1: *Learner & Learning:* Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: *Content:* Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: *Instructional Practice:* Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: *Professional Responsibility:* Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

## English, B.A.

- SLO 1: Students will explain and demonstrate content knowledge in various formats.
- SLO 2: Students will use and apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.
- SLO 4: Students will compare, critique, or evaluate ideas, theories, and/or outcomes in content knowledge.

## English Education, B.S.Ed.

- SLO 1: Candidates respond critically to texts through written analyses, formatted for a collegiate, academic audience.
- SLO 2: Candidates read critically and showcase their understanding by isolating literary themes within and among readings.
- SLO 3: Candidates demonstrate knowledge of literary genres and effectively summarize, analyze, and synthesize among readings.
- SLO 4: Candidates prepare high school students to meet the English standards for high school graduation previously established by ESPB.

## **Fitness & Wellness, B.S.**

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

## **Health, B.S.**

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

## **Health Education, B.S.Ed.**

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

## Mathematics, B.S.

- SLO 1: Students will acquire content knowledge commensurate with career goals.
- SLO 2: Students will communicate mathematical information both orally and in writing.
- SLO 3: Students will apply mathematics in context including at least one experiential situation to solve problems.
- SLO 4: Students will construct and critically analyze mathematical arguments.

## Mathematics Education, B.S.Ed.

- SLO 1: Students will acquire content knowledge commensurate with career goals.
- SLO 2: Students will communicate mathematical information both orally and in writing.
- SLO 3: Students will apply mathematics in context including at least one experiential situation to solve problems.
- SLO 4: Students will construct and critically analyze mathematical arguments.

## Nursing, B.S.N.

- SLO 1: Provide leadership within the complex health care system that integrates an understanding of organizational systems and the internal and external forces that impact them.
- SLO 2: Engage in evidence-based practice as a means of enhancing the quality of patient care.
- SLO 3: Use information technologies to improve patient care outcomes and the environments in which patient care occurs.
- SLO 4: Engage in culturally appropriate approaches that promote health and prevent disease and injury in diverse populations.
- SLO 5: Develop collaborative relationships both inter- and intra-professionally that enable the nurse to effectively advocate for patients, the nursing profession, and the health care system.
- SLO 6: Model professionalism based on a foundation of personal values, ethical principles, and the nursing profession's values and standards.

## Physical Education, B.S.Ed.

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

## Science Education Composite, B.S.Ed.

- SLO 1: Students will apply a strong content knowledge of science to teaching.
- SLO 2: Students will communicate scientific information both orally and in writing.
- SLO 3: Students will apply quantitative or qualitative theories of science to a broad variety of scientific problems (including experiential component).
- SLO 4: Students will construct and critically analyze scientific arguments.

## Social Science, B.A.

- SLO 1: Students will explain and demonstrate content knowledge in various formats.
- SLO 2: Students will use and apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.
- SLO 4: Students will compare, critique, or evaluate ideas, theories, and/or outcomes in content knowledge.

## Social Science Education Composite, B.S.Ed.

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

## Special Education, B.S.Ed.

- SLO 1: *Learner & Learning:* Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: *Content:* Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: *Instructional Practice:* Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: *Professional Responsibility:* Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

## Sport Management, B.S.

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

## University Studies, B.U.S.

- SLO 1: Students will explain and demonstrate content knowledge in various formats.
- SLO 2: Students will use and apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.
- SLO 4: Students will compare, critique, or evaluate ideas, theories, and/or outcomes in content knowledge.

## Stand-alone Minors

### Accounting – Minor

- SLO 1: Students will be able to provide business theories and/or methods to solve problems
- SLO 2: Students will demonstrate proficiency with technology appropriate for the contemporary business environment

### Coaching – Minor

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

### Developmental Adaptive Physical Education – Minor

- SLO 1: Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.
- SLO 2: HPER students will effectively communicate through a variety of methods with a discipline specific population.
- SLO 3: HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.
- SLO 4: HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

## General Science - Minor

- SLO 1: Students will acquire a content knowledge base in their Minor core commensurate with career goals.
- SLO 2: Students will communicate Minor-appropriate information both orally and in writing.
- SLO 3: Students will apply quantitative and/or qualitative theories of science to a broad variety of problems (including experiential component.)
- SLO 4: Students will construct and critically analyze scientific and/or mathematical arguments.

## Geography- Minor

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

## History - Minor

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

## Library Media and Information Science – Minor

- SLO 1: Students will be able to choose children’s and young adult literature, media, and information resources and establish an acquisition process that ensures resources are cataloged, organized and available when needed.
- SLO 2: Students will assess needs in the use of media, materials and technology to support effective instruction and integrate and promote the use of current and appropriate instructional technology into the curriculum.
- SLO 3: Students will develop and teach lessons that address and model information literacy, library media skills, and the socially responsible use of information technology, while promoting intellectual freedom in a democratic society.

## Music Education – Minor

- SLO 1: Students will perform simple melodies on the piano, accompanying with I, IV, and V chords in three different keys
- SLO 2: Students will successfully conduct an instrumental or vocal ensemble
- SLO 3: Students will arrange an instrumental or choral composition (a maximum of 24 measures in length), depending on emphasis, for two, three or four parts.
- SLO 4: Students will lead a music lesson for elementary students and possess the content knowledge required to work with music education standards using appropriate teaching methods and technologies.
- SLO 5: Students will display proficiency in sight reading ability vocally and/or instrumentally.

## Physical Science/Physical Science Education – Minor

- SLO 1: Students will acquire a content knowledge base in their Minor core commensurate with career goals.
- SLO 2: Students will communicate Minor-appropriate information both orally and in writing.
- SLO 3: Students will apply quantitative and/or qualitative theories of science to a broad variety of problems (including experiential component.)

## Science for the Elementary Teacher – Minor

- SLO 1: Students will acquire a content knowledge base in their Minor core commensurate with career goals.
- SLO 2: Students will apply quantitative and/or qualitative theories of science to a broad variety of problems (including experiential component.)
- SLO 3: Students will integrate technology appropriate to their Minor into their work products.

## Sociology – Minor

- SLO 1: Students will explain and demonstrate content knowledge in various formats.
- SLO 2: Students will use and apply content knowledge in new contexts that illustrate transfer of learning.
- SLO 3: Students will utilize concepts from content knowledge to synthesize and create new ideas and work.
- SLO 4: Students will compare, critique, or evaluate ideas, theories, and/or outcomes in content knowledge.

# Graduate SLOs

## Master of Arts in Teaching and Graduate Certificate in Online Digital Teaching

These SLOs were developed to reflect CAEP standards and the requirements of all ND teacher evaluation systems to be based on the four general categories of InTASC standards.

- SLO 1: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: Professional Responsibility: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

## MSN Program Core

- SLO 1: Integrate current and emerging theory, knowledge, and research from nursing, humanities, and related sciences to guide evidence-based advanced nursing practice for continuous improvement of patient and population health outcomes.
- SLO 2: Incorporate knowledge of organizational and systems leadership, continuous quality improvement and safety, health policy, informatics and health care technologies to ensure culturally responsive, high quality nursing and patient care.
- SLO 3: Promote nursing practice within the context of the interprofessional team utilizing ethical decision-making, advocacy, clinical reasoning, values-orientation, effective communication, and life-long learning to foster improved health outcomes across care continuum.
- SLO 4: Collaborate as a member and leader of interprofessional healthcare teams and partnerships in the design, coordination, and evaluation of patient centered care.
- SLO 5: Integrate evidence-based clinical prevention, health promotion and population-based care strategies to improve health care delivery and decrease health disparities for diverse individuals, families, and populations.

## Nursing Leadership & Management Track

Building upon the Master of Science in Nursing Program Core Program Student Learning Outcomes, upon completion of the Nursing Leadership & Management track graduates will be able to:

- SLO 1: Engage in effective communication and relationship management with emphasis on influencing behaviors, diversity, shared decision-making, and interprofessional relationship development with practice and academic partners.
- SLO 2: Examine the influence of the health care environment on patient and population health outcomes including delivery models/work design, economics, policy, governance, outcome measures and research, performance improvement and metrics, patient safety, and risk management.
- SLO 3: Develop effective leadership skills with focus on foundational thinking, reflective practice, systems thinking, succession planning, and change management.
- SLO 4: Model professionalism as an advanced practice nurse incorporating personal and professional accountability, career planning, ethical behaviors, and advocacy.
- SLO 5: Engage financial, human resource, information management and technology resources aligned with organizational and strategic outcome achievement in the provision of efficient, cost-effective health care.

## Nurse Educator Track

Building upon the Master of Science in Nursing Program Core Program Student Learning Outcomes, upon completion of the Nurse Educator track graduates will be able to:

- SLO 1: Demonstrate knowledge of program, curricular, and course development, evaluation, and revision strategies based upon sound educational principles, theory, research and contemporary health care trends.
- SLO 2: Facilitate learning and achievement of desired cognitive, affective and psychomotor outcomes based upon experiential knowledge and a variety of theory and evidence-based teaching, assessment, and evaluation strategies in classroom, laboratory, and clinical settings and across all learning domains.
- SLO 3: Recognize the role of the nurse educator in facilitating nurse development and socialization aligned with the values and behaviors expected of a nurse.
- SLO 4: Engage in scholarship, service, continuous quality improvement, and professional development as a nurse educator to enhance the teaching and learning environments.
- SLO 5: Function as a change agent and leader in the educational environment based upon experiential knowledge recognizing the impact of political, institutional, social and economic forces.

SLO 6: Develop in-depth knowledge of advanced clinical practice concepts in the areas of health assessment, pathophysiology, and pharmacology to lead positive patient care outcomes as a nurse educator.

## **Nurse Educator Graduate Certificate**

Upon completion of the Nurse Educator Certificate, graduates will be able to:

- SLO 1: Demonstrate knowledge of curriculum development, assessment and evaluation in nursing education guided by various educational principles, theories, research and contemporary health care trends.
- SLO 2: Understand concepts of teaching and learning to achieve desired cognitive, affective and psychomotor outcomes utilizing a variety of teaching strategies in nursing education.
- SLO 3: Incorporate advanced nursing theories, concepts, and scientific knowledge of the discipline into nursing practice and education.
- SLO 4: Integrate scholarly activities of inquiry and change related to the role of the nurse in practice or education settings to improve patient and population health outcomes.

## **Nursing Leadership & Management Graduate Certificate**

Upon completion of the Nursing Leadership & Management Certificate, graduates will be able to:

- SLO 1: Incorporate advanced nursing theories, concepts, and scientific knowledge of the discipline into nursing practice, administration, and leadership.
- SLO 2: Integrate scholarly activities of inquiry and change related to the role of the nurse in practice, administration and leadership roles.
- SLO 3: Demonstrate effective communication and relationship management skills with emphasis on influencing behaviors, diversity, shared decision-making, and interprofessional relationship development.
- SLO 4: Recognize the impact of the health care environment on patient and population health outcomes including a variety of topics such as delivery models/work design, economics, policy, governance, outcome measures and research, performance improvement and metrics, patient safety, and risk management.