

# MOUNT VERNON NAZARENE UNIVERSITY

*Life Changing*

## **Student Learning Policy**

It is the policy of Mount Vernon Nazarene University to direct its institutional energies and resources toward student learning by:

- Complying with applicable governmental regulations and accreditation organizations.
- Designing and delivering curricular experiences to students that are relevant to constituent needs, regional workforce projections, the world of ministry and work, and serving the future needs of the larger society.
- Emphasizing and practicing the highest levels of academic integrity in classroom teaching and learning, in research and scholarship, and in other learning activities.
- Adopting and implementing best practice standards in assessing and validating student learning.
- Maintaining policies, procedures, desktop instructions and rules of how academic decisions and evaluations are executed. When procedures, instructions or rules conflict with policy, the policy shall take precedence to any implementing or executing provision.

The Student Learning Policy is to be implemented in close harmony with the Policies on Compliance and Spiritual Nurturing.

The following outlines the roles and University position assigned to the role.

<b>Role</b>	<b>University Position</b>
Executive sponsor	Provost and Chief Academic Officer
Secondary sponsors	Vice President for Student Development and University Chaplain

The Student Learning Policy applies to the following functional areas or positions.

<b>Functional Areas or Positions</b>	<b>Specific Policy Application</b>
Provost and Chief Academic Officer	To execute the Student Learning Policy.
Vice President for Student Development and University Chaplain	To define and implement the Student Learning Policy in divisional responsibilities.
All University employees	To adhere to the Student Learning Policy and its supporting procedures.

Compliance with the Student Learning Policy is critical and includes the following.

Action	Guideline
Defining minimum educational and experiential requirements, and associated continuing professional growth expectations, and professional behaviors for faculty and support staff.	Academic leaders (e.g., provost and deans, and designed faculty policy committees) will clearly define and communicate expectations for faculty related to their engagement and performance in administrative, instructional and other assigned tasks.
Defining student engagement expectations and minimum performance standards for successful program completion	Academic unit leaders (i.e., deans, department chairs and program coordinators) and faculty will clearly define and communicate expectations related to levels of engagement and performance required for successful program completion.
Monitoring faculty effectiveness performance	Academic leaders will conduct regular evaluations of faculty effectiveness (individual and aggregate), communicate the evaluations to appropriate individuals, and plan programs to strengthen individual and collective faculty performance.
Monitoring student learning performance	Academic unit leaders will conduct regular assessments to ascertain the aggregate level of performance of students enrolled in individual academic programs.
Defining ownership of creative and scholarly works	Academic leaders will clearly define the ownership (e.g., individual faculty member versus University) of instructional and scholarship materials developed by faculty as part of their normal duties, as supplemental contractual assignments, and stipulate protocols for the sale of faculty-developed creative works to students.
Complying with the Student Learning Policy	Policy compliance standards and expectations are defined and described in the <i>Faculty Handbook</i> , <i>Staff Handbook</i> , and <i>Student Handbook</i> .

The following documents provide the critical means of implementation of the Student Learning Policy.

Required Documents	Purpose
<i>Catalog</i>	To record and communicate through multiple media (e.g., print, portal, and webpage) the major academic program admission and graduation requirements, course sequence requirements for plans of study, academic program descriptions, etc.
Course syllabi	To define and communicate student learning outcomes, major course requirements, assignments, examinations, etc. that govern the design and delivery of a course through multiple media (e.g., print, portal, and webpage).

Program assessment plans	To outline the student learning outcomes associated with a specific academic program and link those outcomes to specific methodologies and instruments used to evaluation evidence of academic program effectiveness and impact. Departments or programs must submit plans to and have the plans approved by the Student Assessment and Learning Committee.
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Additional Documents	Purpose
<i>Faculty Handbook</i>	To define faculty responsibilities and procedures related to implementing academic programs and delegated academic decisions.
Academic program description guides	To identify key academic program information for internal and external constituencies.
Regional accreditation agency self-study report	To maintain institutional accreditation from The Higher Learning Commission of the North Central Association of Colleges and Schools.
Programmatic accreditation agency self-study reports	To secure and maintain programmatic accreditation from various disciplinary agencies and scholarly guilds applicable to individual academic programs.
Class attendance and student engagement expectations	To define clearly the expectation for class attendance and minimum level of student engage necessary for successful program completion.

There are no exclusions or exceptions of the Student Learning Policy.

The following individuals can be contacted for questions on the Student Learning Policy as outlined here.

For	Contact
Any question	Unit supervisor
Questions related to specific academic programs	Provost and Chief Academic Officer, school dean or department chair
For misuse of the Student Learning Policy	Unit supervisor, Provost and Chief Academic Officer, or Director of Human Resources

The following outlines the approval, review, and revision history of the Student Learning Policy.

Version	Approval Date of Version	Version Type
1	January 2010	Initial Release