

Graduate Faculty Handbook

2016-2018



**GRADUATE
STUDIES**

MARTIN LUTHER COLLEGE



Every effort has been made to ensure that the information contained in *The Graduate Faculty Handbook* is complete and accurate at the time of printing. Martin Luther College reserves the right to modify the information in this handbook as needed. The most current information can be found in the electronic version found on the [Graduate Studies Website](http://mlc-wels.edu/go/grad) at mlc-wels.edu/go/grad, under Policies and Information, under Information for...Graduate Faculty.

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MESSAGE FROM THE VICE PRESIDENT FOR ACADEMICS

Dear Colleague,

Martin Luther College appreciates your willingness to share your expertise with graduate students. You are serving not only as instructors of particular course content, but also as role models. You model a Christian approach to your subject matter, an excitement for lifelong learning, an ethical approach to research, and a servant's heart as you serve your Savior and your students.

The vision statement of Martin Luther College states, "Martin Luther College serves its students, staff, supporters, and the people of God's world as the WELS College of Ministry by providing educational leadership with a global outlook." You are an example of educational leadership. As we serve graduate students throughout our country, we realize the diverse settings in which they teach. With this in mind, the Master of Science programs aim to help these educators meet the needs of their students. Your expertise helps them do this.

This handbook is intended to provide graduate faculty members with a resource when questions about policy and procedure arise. All policies and procedures are written in the spirit of our Christian context and for the purpose of offering the Master of Science programs.

Thank you for your service to Martin Luther College.

With gratitude,

A handwritten signature in black ink that reads "Jeffery P. Wiechman".

Jeffery Wiechman, Ed D
Vice President for Academics

CAMPUS AND LOCATION

The beautiful 88-acre campus is situated on top of a wooded range of hills overlooking the city of New Ulm, Minnesota. New Ulm, a Minnesota Star City with a population of 13,327, is located on US Highway 14, 100 miles southwest of Minneapolis. For more information visit the Martin Luther College website at www.mlc-wels.edu.

ACCREDITATION

Martin Luther College is accredited by the Higher Learning Commission (www.hlcommission.org, 312-263-0456) to grant baccalaureate and two master's degrees, the Master of Science in Education and the Master of Science in Educational Administration.

REGISTRATION

Martin Luther College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

MLC MISSION STATEMENT

The mission of Martin Luther College is to train a corps of Christian witnesses who are qualified to meet the ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and who are competent to proclaim the Word of God faithfully and in accord with the Lutheran Confessions in the Book of Concord.

To fulfill this mission, Martin Luther College carries out all instruction and programs of student life according to the gospel as revealed in the inspired Word of God. With the guidance of the Holy Spirit, the college desires

- ◆ to strengthen the student in a consecrated spirit of love for God and his Word;
- ◆ to educate the student for faithful, capable, intelligent citizenship in today's world;
- ◆ to assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning; and
- ◆ to encourage the student in developing and demonstrating a heart for service in the church, community, and world.

To meet the current ministry needs of the WELS, Martin Luther College

- ◆ prepares men for pastoral training at Wisconsin Lutheran Seminary;
- ◆ prepares men and women for service as teachers and staff ministers in the synod's churches, schools, and other institutions;
- ◆ prepares men and women for other church ministries, both full- and part-time, responding to the needs of the WELS;
- ◆ prepares international students for ministry in partnership with WELS mission fields; and
- ◆ provides programs of continuing education that meet the ministerial needs of the WELS.

NON-DISCRIMINATION

Martin Luther College does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or marital status for graduate faculty status. Graduate faculty status for Martin Luther College, as the Wisconsin Evangelical Lutheran Synod's college of ministry, is open to all who meet the biblical and synodical standards for service in the ministry of the WELS.

INTERNATIONAL STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE ADMISSION REQUIREMENTS

Students must provide evidence of English proficiency by submitting a recent (two years or newer) Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

Minimum Scores:

TOEFL *internet-based* = 80 (writing 21, reading 19); *computer-based* = 213; *paper-based* = 550

IELTS = 6.5

MOODLE DIRECTIONS

General Assistance for Faculty/Students

Documents to assist students and faculty with accessing Moodle for the first time are available on the MLC graduate studies webpages at www.mlc-wels.edu/go/grad, under Policies and Information, [Online Learning](#).

General informational documents and tutorial videos about working with Moodle are available to faculty once you log into Moodle in the course site titled **Moodle Tips for Faculty**.

Personal Assistance

If you need help setting your course up or working with your course while teaching, please contact the director of academic computing at academiccomputing@mlc-wels.edu or (507) 354-8224 ext. 349.

Prior to the Beginning of a Semester

1. Creating Scheduled MLC Courses in Moodle

A course will appear in Moodle only if first activated in the MLC Portal by the instructor or the director of academic computing.

- a. Enter the **MLC Portal** <http://portal.mlc-wels.edu> and log in. (Use your regular username and password.)
- b. Click on the **Moodle Courses** link located in the **Scheduling** section in the listing on the left.
- c. Follow the instructions and click on the **Activate** button for the courses you wish to use.
Note: There is a time delay, up to 24 hours, between activating the course and the courses appearing in Moodle. If you do not see an **Activate** button by your course, you have already activated the course and it should be visible to you in Moodle.

2. Moving Course Content

If you have course content from a previous offering of the course, or if you have been given a “temporary” course area to begin putting your course together, please contact the director of academic computing to receive assistance with getting the content into the correct course area in Moodle for the upcoming term.

If you prefer, you can attempt to import content on your own and contact the director of academic computing if you need help. Additional information on how to transfer course materials is available on the **Moodle Tips for Faculty** course site mentioned earlier.

3. Class Rosters and Getting Information to Your Students

Class rosters are available to you via the MLC Portal. After logging into **Portal** (see step 1.a.), in the **Directory** section in the listing on the left, select **By Course**, then the correct **Semester**, and click on your course section. A list of current students enrolled in the course should appear. (If you have difficulty accessing your course roster, please let the Office of Graduate Studies and Continuing Education know at continuinged@mlc-wels.edu.) Please note: When viewing the class roster, you can also click on individual students to view their address, phone number, etc. *Prior to the start of your course, check your class roster in the Portal frequently for late enrollees.*

Getting information to your students: About two weeks prior to the start of your course, contact your students via their preferred email address. To obtain these addresses, once you have accessed the course roster in the Portal as explained in the previous section, click **Email All (Personal)** and your email program should open with the student-preferred email addresses filled into the **To** box. In your email you should

1. welcome your students to the course,
2. mention the date when the course will begin,
3. include a copy of the course syllabus,
4. mention the required textbook information and any other information you think they would like to know, and
5. inform them that they will not have access to the course in Moodle until sometime during the week prior to the start date of the course.

Ask them to reply to the email message so that you know they received it. (Some students might not receive the original email because they didn't provide a correct address or because the email was flagged by their email server as "bulk" or "spam" and therefore was not delivered.) If you have some students who have not responded after several days, please contact them by phone to make sure they are receiving the information. Online students appreciate personal contact from the course instructor. It helps to lessen the feeling of isolation in an online course. Usually student names will not appear in your course in Moodle until about a week prior to the start of the course.

Please note: Emailing (messaging) students directly from within Moodle uses whatever email address is currently listed in each student's Moodle profile, which might not yet be their preferred email address. Students are instructed to update their email address in their Moodle profile during orientation for new students, which is explained in the next section.

4. Orientation Course for New Students

"Introduction to Online Learning," an orientation mini-course/tutorial for students new to online learning and Moodle, is available. The director of academic computing will guide students who have

self-registered for the mini-course through the orientation process. The mini-course is self-paced, free, and will be held the week prior to the start of each new term. If you would like to take a look at the materials covered in the mini-course, simply contact the director of academic computing.

5. Making Your Course Visible to Students

If you go into Moodle to access your course and notice that its title is gray in color instead of red, this means that the course is not set to be visible to your students. To make the course visible, please do the following:

- a. access your course in Moodle;
- b. select **Edit Settings** from the **Administration** block on the left to open the **Edit Course Settings** window;
- c. in the **General** group, find the **Visible** line and set it to **Show**; then
- d. scroll to the bottom and select **Save Changes**.

Generally, your course should be made visible by you to your students at least several days prior to the official course start date. This will allow students to access the course, familiarize themselves with the course layout, and in general become more comfortable in the Moodle online environment. This is especially important for new students.

This implies that the preliminary information in your course will be ready for your students to browse through once you make it available to them. This does not imply that all of your lesson materials within the course need to be available at the start of the course. In fact, it is good practice not to make new lesson materials available to students until shortly before a particular lesson will begin. This helps to keep the students together and prevents some students from racing ahead. As the course instructor, you have the ability to hide materials from the students until you want them to be able to see them.

6. Roster Changes (Adding/Removing Students)

When a student **adds** or **drops** a course via the Office of Graduate Studies, the roster change will automatically take place in Moodle and the student will be added to or deleted from your course without any assistance from you.

The official class roster for your course will always be available through the MLC Portal, as explained in point 3.

During the Course

Helping Students Succeed

As an instructor in an online course, once your course begins, you are expected to monitor that your students are remaining active so you can intervene if a particular student begins to fall behind. You can check which students have been active in your course. This will allow you to see when each student has last visited your course. If a student has been inactive for several days, please contact them via email and/or a phone call to see how things are going. The students will appreciate the personal interest, and this will help to reduce the feeling of isolation they may be experiencing.

As the course instructor, you should be checking in on your course at least once a day. Many online students will do the bulk of their work on weekends and may need a response from you on something prior to the following Monday. If you will be away from your course for several days, please let your students know ahead of time.

After the End of a Semester/Course

1. End-of-Course Survey

A common end-of-course survey is conducted at the conclusion of all online courses in order to gather valuable feedback for course improvement. The survey instructions are sent out to your students by the director of academic computing via the News Forum in your course. The survey is conducted via the MLC Portal, where you will be able to view a compilation of the survey results. Once the survey is completed, the results are shared with the appropriate person(s) in the MLC administration and with the course instructor.

The survey questions were shared with all online instructors at some point in time. If you would like a new copy of the survey, simply contact the director of academic computing.

You are welcome to create your own survey and administer it in addition to the common survey.

2. Entering/Viewing Course Grades

Course grades need to be entered into the MLC Portal prior to a specific date each term. You do not need to enter all grades at the same time. To enter grades:

- a. go to the MLC Portal page <http://portal.mlc-wels.edu> directly or select the Portal link in the upper-right area of the MLC home page <http://www.mlc-wels.edu> or the MLC Moodle page <http://moodle.mlc-wels.edu>,
- b. log into the Portal (left side-bar area) with your regular username and password,
- c. under **Grades** select **Enter Grades**,
- d. click on the appropriate course name and a listing of your students should appear, then
- e. enter and submit your grades by following the instructions on the screen.

Once you enter a grade for a student, you cannot change it yourself. Instead you need to fill out a [Change of Grade Form](#) on the MLC webpage at mlc-wels.edu, under Academics, under Records, under Academic Forms, and send it to the MLC Records Office. If you have any questions, contact the MLC Records Office at (507) 354-8221. You should inform your students that they will be able to view their course grade by logging into the MLC Portal, and then (under Grades) selecting either **Grade Cards** to see their grades for the current term or **Unofficial Transcripts** to see their grades from past terms also.

3. Making Your Course Hidden From Students

Due to copyright concerns, normally a week or two after a course ends you should make the course hidden from your students. To do so follow the instructions listed previously in point 5 for **Making Your Course Visible to Students**, but set the **Visible** setting to **Hide**. Once you hide a course your students will no longer see it, but you will when you go to access courses in Moodle; however, the course name will be in a gray font color instead of red.

4. Permanently Deleting Courses From a Previous Semester

Most online instructors do not want to delete their course once they have taught it. Instead they want to keep the course in Moodle so they can refer back to it the next time they teach the course. However, if you would like a course PERMANENTLY deleted from Moodle, please do the following:

- a. access your course in Moodle;
- b. from the **Administration** block on the left, select **Edit Settings** to open the **Edit Course Settings** window;
- c. in the **Course Full Name** box, add the word **Delete** in front of the course number so delete is the first thing in the box, i.e., Delete EDT1001 01: Digital Literacy (201213 1); and
- d. scroll to the bottom and select **Save Changes**.

The director of academic computing will periodically search in Moodle for courses that begin with the word *Delete* and will permanently delete them from Moodle. **Caution:** *Once a course is deleted, it is erased and cannot be retrieved.*

5. Accessing Advisee Information

Many online faculty members have advisees. You and your advisees may access transcript information via the MLC Portal by following these steps:

- a. go to the **MLC Portal** page <http://portal.mlc-wels.edu> directly or select the **Portal** link from the bottom area of the MLC home page <http://www.mlc-wels.edu> or from the upper-right of the MLC Moodle page <http://moodle.mlc-wels.edu>;
- b. log into Portal (on the sidebar) with your regular username and password;
- c. under **Grades** select **Unofficial Transcripts**, and you should see a list of your advisees and;
- d. click on an advisee's name, and a copy of their transcript will appear.

COPYRIGHT POLICY

For current information regarding teaching and copyright laws, please refer to the University of Minnesota website <https://www.lib.umn.edu/copyright/fairpolicy>.

INTELLECTUAL PROPERTY RIGHTS

Specifically Pertaining to MLC Online Courses

- ◆ Unless there are other contractual agreements, online courses and online course materials produced for use at Martin Luther College will be considered as joint-ownership property of the author(s) and of Martin Luther College.
- ◆ Whether that author received release time, an honorarium, or some other form of assistance when creating the course has no bearing on this joint-ownership status, unless specifically stated in a

prior contractual agreement.

- ◆ In the event that a course author leaves MLC,
 - ◇ the author may take a copy of the online course and/or course materials along and make use of them at another institution,
 - ◇ MLC retains the right to continue to use the course and/or course materials at MLC without any additional obligation to the author, and
 - ◇ neither owner has a right to revenue from the other owner's use.

Other Intellectual Property Rights

All other scholarly, literary, technical, or artistic productions are the property of the individual producer except under the following circumstances:

1. there is a contractual statement stating otherwise,
2. the production is included in position descriptions, or
3. the college provides financial payment or designated time (paid sabbatical, FTE) for the production.

In any of these circumstances the products are the property of the college.

Adopted by the Governing Board
February 17, 2006

SOURCES OF ADDITIONAL INFORMATION

Additional information is available in the [Graduate Studies Bulletin](#), on the MLC website, and in the Graduate Faculty Resource in Moodle. This information includes the schedule of courses and various student forms.

DUAL-LEVEL COURSE POLICY

1. Undergraduates take the course for undergraduate credit. Should the undergraduate student later need to take the course for graduate credit, additional work is necessary to receive graduate credit. The graduate instructor and director of graduate studies shall detail these specific requirements prior to an applicant's enrollment in the course.
2. The undergraduate courses and graduate courses that are dual-listed cover similar course content. The titles and descriptions of the two courses reflect the similarity of the subject matter. The courses have the same graduate instructor.
3. If the total enrollment of the dual-level courses meets minimal enrollment expectations for at least one of the courses of the pair, the dual-listed courses shall be considered to have met minimal enrollment requirements.
4. Specific requirements for the graduate course must clearly delineate greater expectations for and the additional requirements of graduate students. These are delineated in the syllabus.
5. Dual-level courses are available to undergraduate students with a minimum of 28 earned credits or with the consent of the instructor.

NEW COURSES

Individual faculty members may propose new courses. The progression of approval is as follows:

1. an individual faculty member,
2. Graduate Faculty Council,
3. director of graduate studies, and
4. vice president for academics.

Proposed new courses should include the syllabus and give the rationale for the new course.

COMMITMENT TO ASSESSMENT

Martin Luther College is committed to an ongoing college-wide program of assessment of student learning. Assessment of the Master of Science programs offers an opportunity for the graduate faculty to work together toward specific goals in a climate of openness, trust, and service.

The graduate faculty is responsible for directing the assessment of the master's programs. This is done by articulating student learning outcomes, designing a plan for gathering information, evaluating the results, reporting the findings, and implementing programmatic improvements.

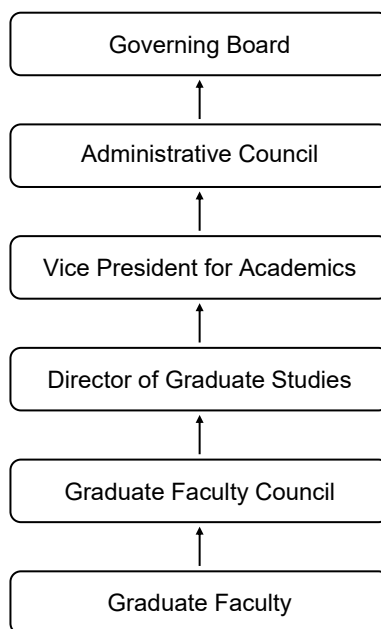
The focus of assessment is the continual development of our graduate program as a high-quality program that documents student learning.

For a chart of the master's program student learning outcomes and assessment plan, see Appendix A. For the assessment calendar and current results, go to <https://mlc-wels.edu/graduate-studies/graduate-faculty-information/>.

GOVERNANCE STRUCTURE

The graduate faculty is defined as the MLC full-time faculty who are designated as graduate faculty plus the adjunct graduate faculty. The Graduate Faculty Council is defined as the MLC full-time faculty who are designated as graduate faculty. The director of graduate studies chairs the graduate faculty meetings and the Graduate Faculty Council meetings. The purview of the graduate faculty and the Graduate Faculty Council is the curriculum and the policies governing completion of the degree. The graduate faculty gives advice, reactions, and recommendations to the Graduate Faculty Council. The Graduate Faculty Council is the curriculum oversight committee for the graduate program. The council is the decision-making body that forwards its decisions and recommendations to the director of graduate studies. Decisions of the Graduate Faculty Council are then recommended to the vice president for academics, who determines whether a particular recommendation needs Administrative Council and Governing Board approval. Appointment of graduate faculty and tuition rates are the responsibility of the Administrative Council and Governing Board.

GRADUATE PROGRAM GOVERNANCE STRUCTURE



Revised 9-19-2008
MLC Governing Board

FACULTY RECORDS

The official personnel file for each faculty member is maintained in the Office of the Vice President for Academics. This file contains transcripts and a faculty vita.

QUALIFICATIONS FOR FACULTY APPOINTMENT

The Martin Luther College graduate program provides advanced training primarily for educators in Lutheran schools, specifically schools of the Wisconsin Evangelical Lutheran Synod. Therefore, a qualified graduate faculty candidate must understand the context of Lutheran schools and their missions. In addition to this understanding, qualified graduate faculty will meet the following criteria:

1. should be members in good standing of a congregation of the Wisconsin Evangelical Lutheran Synod or a member of the Confessional Evangelical Lutheran Conference, and
2. should possess a relevant academic degree one level above the program in which they teach or possess equivalent experience.

Equivalent experience is defined as specialized and recognized expertise central to the teaching responsibilities as demonstrated through any of the following:

- a. minimum of ten years of work experience,
- b. credentials, or
- c. record of scholarship.

QUALIFICATIONS FOR ONLINE TEACHING

All faculty must complete six credits of instruction in online teaching or equivalent experience. Determination of online teaching competency will be made by the director of academic computing.

PROCEDURES FOR SECURING ADJUNCT FACULTY

The MLC Governing Board has given the responsibility of securing all adjuncts to the vice president for academics.

1. Division chairs and directors may recommend individuals to serve as adjunct faculty members.
2. Recommendations are made to the vice president for academics using the Proposed Adjunct Instructor Approval form.
3. The vice president for academics will contact the individual's pastor.
4. Upon approval the vice president for academics will secure official transcripts for the individual.

PROFESSIONAL DEVELOPMENT

Academic Conferences

Faculty members are encouraged to attend professional conferences and conventions as their schedule permits. Faculty members may apply for funds to cover expenses. The request for approval to attend a professional conference is made to the vice president for academics. The form is found in the Graduate Faculty Resources folder on Moodle under Documents.

Professional Organizations

Martin Luther College pays for membership in one professional organization and for one subscription to a professional journal. Often the journal is included in the membership fee. Faculty members file their membership request with the vice president for academics.

FACULTY EVALUATION

The director of graduate studies monitors all online courses as they are constructed and taught. The director of academic computing also monitors all courses as they are constructed and posted on the course management system, Moodle. Student evaluations of courses and instructors are conducted for every course and instructor. The *End of Course Survey Questions* are found in the Graduate Faculty Resources folder on Moodle under FAQs for the Online Instructor.

REMUNERATION

Graduate faculty members on the staff of Martin Luther College receive FTE credit for teaching during semester one and semester two. Both adjunct faculty members and Martin Luther College faculty members are paid for summer session courses. Adjunct faculty members are also paid to teach during semester one and semester two. All pay rates are per credit hour.

In semester three, the adjunct payment will correspond to the effective rate when the course ends. Courses ending in June will be paid according to the rate ending June 30. Courses ending in July or August will be paid according to rate beginning July 1, regardless of when the course began.

July 1, 2017-June 30, 2018 Instructor Degree

	Master	Doctorate
# Students		
3-5	678600	917.00
6-10	804.00	1,030.00
11-15	917.00	1,148.00
16-20	1,030.00	1,260.00

1-2 students = \$231/credit/student regardless of faculty degree
Online enrollment capacity is 15 students.

*If a student withdraws at 50% or greater of course completion,
the student will be counted in the student total used to determine instructor pay at the end of the course.*

Online Course Development \$563 per graduate credit with half paid when the course is taught the first time and half paid when the course is revised and taught the second time.

Team-Taught Courses Each instructor receives 50% of the compensation.

Comprehensive Examination Committee Member \$57.00

Advisor for 3 credit capstone project \$405.00

Advisor for 6 credit capstone project \$810.00

Review Committee for 3 credit capstone project \$135.00

Review Committee for 6 credit capstone project \$270.00

ADVISING

Martin Luther College faculty members and adjunct faculty members serve as graduate advisors. Advising responsibilities include the following:

- ◆ Upon assignment of an advisee, contact the advisee to get acquainted and to clarify the advisee's goals.

- ◆ Contact the advisee a minimum of once a year to check in with the advisee. This might include any of the following:
 - ◇ advise course selection;
 - ◇ monitor student's progress;
 - ◇ encourage student;
 - ◇ give advice regarding the student's decision to complete a comprehensive examination or capstone project decision;
 - ◇ give advice regarding student's committee members;
 - ◇ give advice regarding the capstone project proposal;
 - ◇ guide the student's IRB application;
 - ◇ guide the capstone project, so project meets graduate-level standards;
 - ◇ serve as chair of advisee's capstone project committee; and
 - ◇ if at all possible, attend advisee's graduation.

ADVISING FOR A CAPSTONE PROJECT

For a graduate student, the capstone project is new and unfamiliar territory. Faculty members should expect and even encourage questions, especially from their advisees. Three things are important in your role:

1. procedural guidance,
2. academic advice, and
3. encouragement.

Procedural Guidance

Once a student has completed 27 credits, they may apply for the capstone project. The student should adhere to the following steps:

1. consult with their advisor regarding the type of project and the two other graduate faculty members who may be valuable on the committee,
2. secure the consent of the two other committee members (in addition to the advisor),
3. complete the [Capstone Application](https://mlc-wels.edu/go/grad) at mlc-wels.edu/go/grad, under Completing Your Degree, under Capstone Project Information, and send it to the director of graduate studies (with the fee),
4. complete the capstone proposal following the [guideline in the Graduate Studies Bulletin](#) at mlc-wels.edu/go/grad, under Policies and Information, with input from the committee members, and
5. after each member of the committee has approved the proposal, ask the advisor to submit it to the director of graduate studies for final review and approval ALONG

with an [IRB application](#) at [mlc-wels.edu/go/grad](#), under Completing Your Degree, under Institutional Review Board.

Once the committee approves the proposal, the advisor secures the signatures of all committee members on the [Proposal Committee Approval Form](#) at [mlc-wels.edu/go/grad](#), under Completing Your Degree, under Capstone Project Information and submits it to the director of graduate studies.

The student should be advised not to begin the research until the proposal and IRB application have been approved.

Academic Advice

This process is new to the graduate students. Although some students may thrive with little help, expect to coach your advisee through the process. Guidance during the proposal phase is very important to ensure the student's success. Experienced capstone advisors say that spending time up front will reduce the amount of correction and frustration later. Make sure the problem statement and purpose are clearly and narrowly defined so that the remainder of the work is focused. Your advisee depends on you to direct them, even if they don't seem to want to hear it.

Encouragement

A capstone project is intimidating. As an advisor, keep your students on track by initiating contact when possible, reminding them that they can do it, keeping your comments positive, and urging them to pray because we “can do everything through him (Christ) who gives me strength” (Phil. 4:13).

PROCUREMENT OF WRITING COACH

When a student applies for the capstone project, the advisor may recommend a writing coach for the student. The following procedures apply:

1. Procurement of writing coach
 - a. Advisor initiated—If the graduate student applies for a capstone project, the advisor may require that the student utilize a writing coach.
 - b. Student initiated—If the graduate student wants services of a writing coach, he/she must communicate the request through the advisor.
 - c. Advisor makes request via email to director of graduate studies.
2. Payment for a writing coach
 - a. \$20.00 per hour
 - b. First 10 hours paid by MLC
 - c. Additional hours past 10 at student's expense
 - d. Responsibilities
 - i. Developing thesis argument
 - ii. Building a cohesive case
 - iii. Primary—structural coaching
 - iv. Secondary—grammar, style, APA, academic writing
 - v. Include advisor in all correspondence

- e. Limits
 - i. Avoid evaluation of the research
 - ii. Remain neutral

HELPING THE ADVISEE UNDERSTAND THE IRB

Every student who wishes to complete a capstone project **MUST** submit an IRB application along with his or her capstone proposal to the director of graduate studies. The detail to which the IRB application is completed is determined by whether human subjects are involved in the research.

As appropriate within courses and when advising for the capstone project, the course instructor/advisor should make use of opportunities to instruct students in ethical conduct of research and help them prepare applications for IRB approval. It is helpful to instruct students concerning the following:

- ◆ understanding of the elements of informed consent,
- ◆ developing readable (8th grade level) consent forms,
- ◆ planning appropriate recruitment strategies when needed,
- ◆ establishing and maintaining strict guidelines for protecting anonymity and confidentiality, and
- ◆ allowing sufficient time (six weeks) for IRB review before the research is to begin.

Submission Guidelines

1. Student must receive approval of the capstone project or internship proposal from the capstone committee.
2. Students must complete an application for IRB approval and all informed consent materials.
3. The advisor must review, approve, and sign the proposal and IRB application as complete.
4. A copy of the proposal, the IRB application, and all consent or assent forms are submitted to the director of graduate studies for initial review by the following individuals:
 - a. IRB chairman and
 - b. director of graduate studies.
5. The application will be screened by the IRB chairman with input from the director of graduate studies to determine if the proposed activity
 - a. involves no risk to the subject according to exempt criteria in 45 CFR 46.101, and so is exempt from full IRB review or
 - b. requires full IRB review because it involves greater than no risk or non-exempt research.
6. If required, the full IRB will meet to make a determination regarding the proposed activity.
7. After review, the IRB may
 - a. approve the proposal as submitted,
 - b. approve with minor suggestions for changes,

- c. approve with stipulations to be met before final approval is given, or
 - d. not approve.
8. Complete documentation of IRB action will be sent to the researcher and a copy kept on file.
 9. All non-exempt research is subject to continuing review at least annually, but possibly more frequently as determined by the level of risk to the subjects.

GRADUATE FACULTY MEETINGS

The entire graduate faculty (MLC faculty members plus adjunct faculty members) meets annually. The graduate faculty meeting is usually scheduled in conjunction with May graduation. All faculty members are strongly encouraged to make every effort to attend. The college pays the lodging, meals, and travel expenses of adjunct faculty members when they attend graduation and the graduate faculty meeting.

GRADUATE FACULTY COUNCIL MEETINGS

The Graduate Faculty Council (MLC faculty members) meets once or twice a month. The council reviews recommendations from the graduate faculty meetings, studies issues and policies, and recommends policies relating to course offerings, capstone projects, etc.

GRADUATION

The graduate faculty is strongly encouraged to attend graduation in May if at all possible. Graduate faculty dress in appropriate academic regalia. The faculty is also encouraged to attend a reception for the graduates and their families.

FACULTY GRIEVANCE PROCEDURE

Disagreements and conflict are present in any setting where sinful humans work. Scripture's encouragement to pursue reconciliation in love for one another means that resolving differences with tact, respect, and patience is typical at MLC when conflict arises. At times, however, a faculty member may believe that regular measures have not been productive, or that a particular incident or the application of a policy has been unjust or offensive so as to warrant a formal grievance. Generally, a grievance is defined as an alleged violation or misinterpretation of an MLC policy, a complaint regarding alleged discriminatory practices, or a contested action regarding a decision or implementation of a policy.

Graduate faculty should adhere to the following procedure for grievances:

Step One. Within 30 calendar days after the faculty member knows or should know of the action that prompted the grievance, a faculty member may file a formal written grievance with the director of graduate studies using the Faculty Grievance Form. This form is found in the Graduate Faculty Resources folder on Moodle under Documents. If the director of graduate studies is the subject of the grievance, the form is submitted to the vice president for academics. Normally, the director of graduate studies will respond to the grievance in writing within 10 calendar days from the filing of the grievance. However, if more time is needed to investigate or evaluate the grievance, the director of graduate studies or vice president for academics may notify the faculty member that a longer time frame is needed.

The grievance is presented to a panel consisting of the director of graduate studies and two other graduate faculty council members. If the director of graduate studies is the subject of the grievance, three graduate faculty council members serve on the panel. A faculty member has the right to present information related to his or her grievance in person. The panel makes a formal written decision.

Step Two. If the faculty member is not satisfied with the outcome of step one of the procedure, within 10 calendar days from the date the step one decision is communicated to faculty member, the faculty member may appeal the panel's decision via the Faculty Grievance Form to the vice president for academics. The decision of the vice president for academics is final.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:

1. **The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.**

Students should submit to the Records Office, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent; a person serving on the Governing Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Martin Luther College to comply with the requirement of FERPA.**

Under no circumstances should a faculty member disclose any education record or personally identifiable information regarding a student to a third party, without checking with the Records Office first.

SEXUAL HARASSMENT POLICY

The Sexual Harassment Policy is to inform the students, employees, faculty, and staff of Martin Luther College that sexual harassment, rape, and violence are contrary to the Christian principles subscribed to by MLC. Colossians 3:1ff calls on us to live as “children of light.” Sexual harassment, rape, and violence cannot be tolerated on a Christian campus. These acts are also prohibited under Minnesota state law.

The prohibition against sexual harassment, rape, and violence extends to all relationships on campus, i.e., administration/staff, supervisor/employee, faculty/student, student/student. Administration and faculty members found guilty of these behaviors are subject to suspension or termination of call. Staff and employees are subject to suspension or termination of employment. Students are subject to suspension from school or termination of enrollment. Faculty, students, and staff are subject to the terms and disciplinary actions outlined in this policy whether an incident occurs on or off campus.

1. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, physical contact of a sexual nature (such as brushing against bodies, deliberately touching the body parts of another person) and verbal or physical conduct of a sexual nature, such as the telling of dirty jokes, the making of obscene gestures, etc.
2. Rape is defined as any sexual act committed by force without the consent of the person involved. This also applies in cases when consent to sexual activity cannot be given (such as when a victim is unconscious) and when coercion (such as the use of status or authority) is used. No form of rape will be tolerated on the campus of MLC. Note: Faculty and students of MLC will also be held accountable to the Christian principles of marriage. These principles prohibit any form of sexual intercourse and related activities leading to sexual intercourse outside the marriage bond.
3. Violence is defined as the unjust use of physical force so as to injure or harm an individual. Acts of violence are contrary to our Christian principles and Minnesota state law, both within and outside of the sexual assault context. Such acts will not be tolerated on the campus of MLC. If you are the victim of sexual harassment, rape, or violence, you have the following rights under this policy.

Faculty

Report incidents to the president or a vice president of the college. These individuals sit on the Administrative Council, which will handle all cases of sexual harassment, rape, or violence that involve faculty members. You have the right to be accompanied by any other support person, including an attorney, while making the complaint. If the harassment involves a member of the Administrative Council, you may take your complaint directly to the chairman of the Governing Board. You also have the right to report any violations of Minnesota state law to the appropriate law enforcement officials.

Staff and Employees

Report incidents of the abuse that has occurred to your immediate supervisor. If your immediate supervisor is involved in the abuse, inform the human resources officer or the president of the college. You have the right to be accompanied by any other support person, including an attorney, while making the complaint and in all subsequent proceedings. You also have the right to report any violations of Minnesota state law to the appropriate law enforcement officials.

Students

Report classroom incidents to the president or vice presidents of the college. Report incidents outside of the classroom to the vice president for student life. You have the right to be accompanied by any other support person, including an attorney, while making the complaint and in all subsequent proceedings. You also have the right to report any violations of Minnesota state law to the appropriate law enforcement officials.

Internal Response

When designated administrative personnel become aware of a complaint, an internal investigation will begin in which other witnesses and the alleged harasser or assailant will be interviewed.

If it is determined that sexual harassment, rape, or violence did occur, the harasser or assailant will be subject to disciplinary action which may include suspension or termination of call (faculty), employment (staff/employees) or enrollment (students).

You will be informed of the results of the internal disciplinary process unless data privacy laws prohibit such disclosure.

MLC and its administration pledge to shield a victim of sexual assault from unwanted contact with the alleged harasser or assailant.

Students who are victims of abuse may receive on-campus pastoral counseling from the campus pastor. The campus pastor will also refer you to other appropriate counselors if further counseling is desired.

External Options

MLC and its administration will cooperate in filing of criminal charges with local law enforcement officials in cases involving sexual harassment, rape, or violence. MLC will also assist law enforcement authorities in obtaining, securing, and maintaining evidence in connection with these cases.

Victims of sexual harassment, rape, or violence may receive assistance outside the college through the Crime Victims Reparations Board and the Office of the Crime Victim Ombudsman. Contact with these agencies may be made through Crime Victim Services, Inc. by calling 1-800-630-1425.

MLC will not, and cannot by law, retaliate against you in any way for reporting instances of sexual harassment, rape, or violence. Any faculty, staff, or students of MLC who retaliate against persons making complaints will be subject to disciplinary action by the college, even if the original complaint is not upheld. Such discipline may include suspension or termination.

Policy adopted by the MLC Board of Control, August 1995

ACADEMIC FREEDOM

Not only is freedom of inquiry an essential aspect of our educational program, but as Christian teachers we encourage such freedom from a perspective that is consistent with our worldview.

For the better understanding of ourselves, the human community at large, and the physical environment, we are encouraged, guided, and obligated by our worldview to become knowledgeable about the peoples on earth, present and past, in respect to their thoughts and activities, their arts and sciences. We pursue these goals the better to appreciate the full range of the gifts with which the human race and this good earth have been endowed by the divine Creator. On the one hand, our worldview allows and urges unrestricted freedom of inquiry; on the other hand, it disallows uninhibited freedom of expression of any and all kinds in our education program. As Christians we recognize and know that genuine human freedom comes alone through obedience to the divine Word, which furnishes guidelines helpful for evaluating what is noble and beautiful, praiseworthy and pure, and mentally and emotionally wholesome.

In summary, therefore, we equate education with Christian education that views all learning and wisdom from the perspective of God's will and in obedience to the gospel of Jesus Christ as revealed in the Christian Scriptures.

Adopted January 1999

FACULTY RESPONSIBILITIES

Faculty members are responsible for creating online courses assigned to them and for teaching those courses within a semester of the academic calendar. The MLC Bookstore will contact faculty members to get their textbook information for prospective and newly enrolled students. A current syllabus is required for each course that is available for students, and the syllabus is submitted to the Office of Graduate Studies.

Instructors need to make arrangements to be available to students online by creating an "office" online and checking that posting regularly. Grades are submitted online within ten days after the conclusion of a course. In addition, faculty members attend the graduation exercise and attend graduate faculty meetings. The faculty has the privilege and responsibility to serve on committees and to voice opinions on issues at meetings.

GRADING

A	4.00 per semester hour	<u>Other symbols (Non-GPA)</u>	
A-	3.67 per semester hour	I	Incomplete
B+	3.33 per semester hour	W	Withdrawal
B	3.00 per semester hour	P	Pass
B-	2.67 per semester hour	NP	No Pass
C+	2.33 per semester hour	IP	In Progress
C	2.00 per semester hour		
C-	1.67 per semester hour		
D+	1.33 per semester hour		
D	1.00 per semester hour		
D-	0.67 per semester hour		
F	0.00 per semester hour (Failure)		

The comprehensive examination and the capstone projects are graded pass (P) /no pass (NP).

INCOMPLETES

An incomplete grade may be given to students who, because of extenuating circumstances, could not complete the course by the end of the semester. An extenuating circumstance is defined as a medical or family emergency or some other special condition. A first semester incomplete must be converted to a permanent grade by mid-term of the second semester, a second semester incomplete by July 31, and a summer session incomplete by mid-term of the first semester; or the permanent grade is recorded as an F. Faculty members have the responsibility of submitting a grade change when a student completes the necessary work. The [Grade Change Form](#) is online at mlc-wels.edu, under Academics, under Records, under Academic Forms.

Students enrolled in a capstone project that span semesters are exempted from the Incomplete policy. Students have 12 months to complete the capstone project once the proposal is approved by his/her committee. If after 12 months the project is not completed, students must register and pay the tuition for a 1-credit continuing project course. The Incomplete policy does not apply as long as the student is enrolled in the capstone project course.

ORDERING BOOKS AND INSTRUCTIONAL MATERIALS

Academic Expenditures

The director of graduate studies must approve all academic expenditures for which a faculty member wishes to be reimbursed in advance of purchase. If approved, faculty members complete the *Expense Reimbursement* form. The request is then submitted to the director of graduate studies. The form is found in the Graduate Faculty Resources folder on Moodle under Documents.

Professional

Each fall, textbook publishers are sent the teaching assignments of the faculty. Publishers may automatically send sample texts to faculty members. Faculty members may also request sample texts by directly contacting publishers.

Books that professors would like added to the library are submitted by recommending a library book to the librarian. As funds are available, the books are ordered and the library staff notifies the professor when the books are accessioned.

Instructional Material

Faculty members may request instructional material to aid their teaching. The Request for Instructional Materials form is found in the Graduate Faculty Resources folder on Moodle under Documents. The form should be submitted to the director of graduate studies.

GUEST ONLINE PRESENTER

An expert guest presenter may enhance some courses. Before engaging a guest presenter, contact the director of graduate studies for permission since the guest presenter will be remunerated for the presentation. Remuneration ranges from \$25 to \$50.

STUDENTS WITH DISABILITIES

Faculty members need to be aware of the following college policy.

Martin Luther College complies with Section 504 of the Rehabilitation Act of 1973 to serve students who have disabilities as defined by the Americans With Disabilities Act of 1990.

Students accepted for admission are considered capable of meeting academic standards if reasonable accommodations can be made for their disability. It is the responsibility of students to provide written notification of the nature of the disability and the need for accommodations. Students must also provide results of formal testing and/or evaluation of the disability as well as historical documentation of having received accommodations in educational settings. The college may require additional testing or evaluation if the documentation is inadequate or older than three years with this cost borne by the student.

Students file the notification of disability and the request for accommodations with the director of graduate studies. The director of graduate studies, the student, and the instructor(s) confer to develop reasonable accommodations. Responsibilities of the student as well as accommodations are outlined in this plan. Accommodations are designed to meet the individual needs of students, but they do not compromise curricular goals, performance standards, or course content. If students do not agree with the accommodation plan, an appeal may be made to the vice president for academics, whose decisions are final in all cases.

APPENDIX A

MASTER of SCIENCE in EDUCATION

ASSESSMENT PLANS

Master of Science in Education Assessment Plan - Educational Technology, Instruction, Leadership, Special Education

FOCUSED MISSION STATEMENT: The Master of Science in Education Program contributes to the professional growth of teachers and encourages them to be reflective, competent, and dedicated educators.

Division/Department:	Graduate Studies
Academic Year:	

GOALS	OUTCOMES	SUB-PARTS	COURSE ARTIFACTS/MEASURES	CRITERIA FOR SUCCESS	FEEDBACK	ACTIONS
1. To demonstrate and share a specialized body of knowledge in an advanced educational area	1.1 To apply knowledge of educational foundations to issues and problems	1.1a	Educational Technology - EDT5002: <i>Emerging Technologies in Education - Technology Integration Plan</i> Instruction - EDU5105: <i>Improving Instructional Methodology - Self-Assessment of Present and Future Instructional Practice paper</i>	100% of students' technology plans will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 1, outcome 1.1 using aggregate data across all students in the <i>Technology</i> emphasis. 100% of students' Self-Assessment papers will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 1, outcome 1.1 using aggregate data across all students in the <i>Instruction</i> emphasis.		

		<p>100% of students' Major Course Projects will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 1, outcome 1.1 using aggregate data across all students in the <i>Educational Leadership</i> emphasis.</p>	
		<p>100% of students' Research Papers will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 1, outcome 1.1 using aggregate data across all students in the <i>Instruction</i> emphasis.</p>	
		<p>100% of graduates' capstone projects will meet or exceed the criteria for goal 1, outcome 1 as described on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>	
		<p>80% of graduates' comprehensive exams will meet or exceed the criteria for goal 1 on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>	
<p>Leadership - EDU5301: <i>Educational Leadership</i> - <u>Major Course Project</u></p>	<p>Special Education - EDU5201: <i>Teaching Children with Learning Disabilities</i> - <u>Research Paper</u></p>	<p><u>Capstone Project</u></p>	<p><u>Comprehensive Exam</u></p>
	<p>1.1b</p>		<p>1.1c</p>

<p>2. To integrate educational theory with practical application necessary for effective and responsible decision making</p>	<p>1.2 Advance the field of education through publications, presentations, and consultations</p>	<p>1.2a</p>	<p><u>Survey of graduates</u> every three years</p>	<p>60% of the graduates will report that they have published, presented, or have been a consultant using the specialized body of knowledge they have gained.</p>		
	<p>1.2b</p>	<p>80% of the graduates will report that MLC has met goal number 1.</p>				
<p>2.1 To demonstrate the use of educational theories to make appropriate decisions</p>	<p>2.1a</p>	<p>EDU5001: <i>Issues in Education</i> - <u>Paper</u></p>	<p>100% of students' Issues Papers will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 2, outcome 2.1 using aggregate data across a random sample of all students in the program.</p>			
	<p>2.1b</p>	<p>EDU5005: <i>Foundations of Educational Research</i> - <u>Formal Research Proposal</u></p>	<p>100% of students' Formal Research Proposals will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 2, outcome 2.1 using aggregate data across a random sample of all students in the program.</p>			

<p>3. To apply research to promote effective teaching and to foster student learning</p>	<p>3.1 To critique educational research</p>	<p>3.1a</p>	<p><u>Capstone Project</u></p>	<p>100% of graduates' capstone projects will meet or exceed the criteria for goal 3, outcome 3.1 as described on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>		
		<p>2.2</p>	<p><u>Survey of graduates</u> every three years</p>	<p>80% of graduates will report that MLC has met goal number 2.</p>		
<p>2.1c</p>	<p>EDU5106: Assessment of Learning and Instruction - <u>Assessment Final Project</u></p>	<p>100% of students' Assessment Final Projects will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 2, outcome 2.1 using aggregate data across a random sample of all students in the program.</p>				
<p>2.1d</p>	<p><u>Capstone Project</u></p>	<p>100% of graduates' capstone projects will meet or exceed the criteria for goal 2, outcome 2 as described on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>				
<p>2.1e</p>	<p><u>Comprehensive Exam</u></p>	<p>80% of graduates' comprehensive exams will meet or exceed the criteria for goal 2 on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>				

	3.1b	<p><u>Comprehensive Exam</u></p>	<p>80% of graduates' comprehensive exams will meet or exceed the criteria for goal 3 on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>		
		<p>Educational Technology - EDT5002: <i>Emerging Technologies</i> - <u>CRP Skeleton Project</u></p>	<p>100% of students' CRP Skeleton Projects will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 3, outcome 3.1 using aggregate data across all students in the <i>Technology</i> emphasis.</p>		
	3.1c	<p>Instruction - EDU5105: <i>Improving Structural Methodology</i> - <u>Research Review</u></p>	<p>100% of students' Research Review papers will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 3, outcome 3.1 using aggregate data across all students in the <i>Instruction</i> emphasis.</p>		
		<p>Leadership - EDU5302: <i>Supervision of Instruction</i> - <u>Unit 2 Project</u></p>	<p>100% of students' Unit 2 Projects will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 3, outcome 3.1 using aggregate data across all</p>		

			<p>Special Education - EDU5201: <u>Teaching Children with Learning Disabilities - Research Paper</u></p>	<p><i>students in the Educational Leadership emphasis.</i> 100% of students' Research Papers will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 3, outcome 3.1 using aggregate data across all students in the <i>Instruction</i> emphasis.</p>		
		<p>3.2a</p>	<p>EDU5005: <u>Foundations of Educational Research - Formal Research Proposal</u></p>	<p>100% of students' Formal Research Proposals will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 3, outcome 3.2 using aggregate data across a random sample of all students in the program.</p>		
	<p>3.2 To explore a significant educational question/topic that has usefulness and applicability</p>	<p>3.2b</p>	<p><u>Capstone Project</u></p>	<p>100% of graduates' capstone projects will meet or exceed the criteria for goal 3, outcome 3.2 as described on a prepared rubric and reviewed by the entire Graduate Faculty Council.</p>		
		<p>3.3</p>	<p><u>Survey of graduates</u> every three years</p>	<p>80% of graduates will report that MLC has met goal number 3.</p>		

4. To become reflective educators who understand and use assessment to inform and improve their teaching and student learning	4.1 To compare and contrast the relationship between assessment and evaluation	4.1 & 4.2a	EDU5106: Assessment of Learning and Instruction - Assessment Final Project	100% of students' Assessment Final Projects will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 4, outcomes 4.1 and 4.2 using aggregate data across a random sample of all students in the program.	
	4.2 To develop a variety of well defined assessments and use the results to inform and improve both teaching and learning	4.2b	Survey of graduates every three years	80% of graduates will report that MLC has met goal number 4.	
5. To be cognizant of the differing needs of learners	5.1 To determine the differing needs of learners	5.1	EDU5001: <i>Issues in Education</i> - Paper	100% of students' Issues Papers will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 5, outcome 5.1 using aggregate data across a random sample of all students in the program.	
	5.2 To provide appropriate curriculum instruction and assessment that is responsive to the learner differences	5.2a	EDU5106: Assessment of Learning and Instruction - Assessment Design - Assessment Final Project	100% of students' Assessment Final Projects will meet or exceed the criteria as measured on a rubric prepared for use by the entire Graduate Faculty Council to assess the achievement of program goal 5, outcomes 5.2 using aggregate data across a random sample of all students in the program.	
		5.2b	Survey of graduates every three years	80% of graduates will report that MLC has met goal number 5.	

