

Graduate Faculty Handbook

2020-2022



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 Faculty Information](#) page of the Graduate Studies Website.

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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's degree 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's degree programs.

Thank you for your service to Martin Luther College.

With gratitude,

A handwritten signature in black ink that reads "Jeffery 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 13,522, is located on US Highway 14, 100 miles southwest of Minneapolis. For more information visit the Martin Luther College website.

ACCREDITATION

Martin Luther College is accredited by the Higher Learning Commission (www.hlcommission.org, 312.263.0456) to grant baccalaureate and master's degrees.

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. 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.

Martin Luther College adheres to the requirements of TitleIX of the 1972 Educational Amendments Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities act of 1990.

ADMISSION REQUIREMENTS FOR NON-NATIVE ENGLISH SPEAKERS

Students must demonstrate proficiency in English writing and reading by taking the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

TOEFL or IELTS scores must be from within two years of application date. The following scores are required for admittance to an MLC online graduate program:

TOEFL: Internet-based: 80 (with subtest scores of 21 on writing and 19 on reading)
 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 for [Online Learning](#).

General informational documents and tutorial videos about working with Moodle are available on the [Moodle for Faculty KnightHelp pages](#).

Personal Assistance

If you need help setting up or managing your course, please contact the director of academic computing at academiccomputing@mlc-wels.edu or 507.354.8224, ext. 349.

Prior to the Beginning of the Semester

1. Creating Scheduled MLC Courses in Moodle

Courses need to be activated before they appear in Moodle. You may activate any course for which you are listed as the instructor.

- a. Visit portal.mlc-wels.edu
- b. Log into your MLC account by clicking the **Login** button in the top right corner. Use the same username and password as you do for Moodle.
- c. From the **Scheduling** tab, choose **Moodle Courses**.
- d. Click the **Activate** button next to the name of the course you'd like to activate.
- e. The **Activate** button will disappear and a message indicating the course has been activated will take its place.
 - i. Activated courses are deployed to Moodle on a schedule and may take up to 24 hours to appear in your Moodle course list.
 - ii. If your course does not appear after 24 hours, please contact director of academic computing.

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 for Faculty](#) course site mentioned earlier under **How Do I**.

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.), find 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 in the **To** box. In your email you should . . .

- a. Welcome your students to the course,
- b. Mention the date when the course will begin,
- c. Include a copy of the course syllabus,
- d. Mention required textbook(s) and any additional information they will need to know, and
- e. Inform them that the course will not be accessible in Moodle until sometime during the week prior to the start date.

Ask them to reply to the email message to confirm receipt. If any students have not responded after several days, please contact them by phone to make sure they have provided a current address and have checked their “spam” file to ensure 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. Student names will not usually appear in your Moodle course until about a week prior to the start of the course.

Please note: Directly messaging students from within Moodle uses the email address 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” is an orientation mini-course, or tutorial, available to students who are new to online learning and Moodle. 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. Log into Moodle and click on the course that you'd like to make viewable.
- b. From the course homepage, click on the gear menu in the upper right corner and choose **Edit settings**.
- c. Under the **General** heading, locate the dropdown menu to the right of **Course visibility**.
- d. Choose **Show**.
- e. Scroll to the bottom of the page and choose **Save and display**.

Generally, you should make your course visible to 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 as they work through the course. As the course instructor, you have the ability to hide materials from the students until you want them to be seen.

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 online instructor, once your course begins you are expected to monitor your students' activity so you can intervene if a particular student begins to fall behind. You can do this from your course home page by going to the **Navigation** block and selecting **Participants**. This will allow you to see when each student 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 any feelings of isolation they may be experiencing. Additional guidance for checking student progress is found in the KnightHelp page [Tracking Student Activity Using Reports](#).

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 must 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** directly, or select the **Portal** link in the upper-right area of the MLC home page or the MLC Moodle page;
- b. Log into the Portal 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 will 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 must fill out a [Change of Grade Form](#) on the MLC webpage and send it to the MLC Records Office. If you have any questions, contact the MLC Records Office at (507) 354-8221. Inform your students that they may view their course grade by logging into the MLC Portal, selecting **Grades**, then either **Grade Cards** to see their grades for the current term, or **Unofficial Transcripts** to see their grades from past terms.

3. Making Your Course Hidden to Students

Due to copyright concerns, you should make your course hidden to students a week or two after a course ends. 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. You will be able to access the course in Moodle; however, the course name will appear gray instead of red.

4. Permanently Deleting Courses From a Previous Semester

Most online instructors do not want to delete completed courses. Instead they will keep them in Moodle to refer back to 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** directly, or select the **Portal** link in the upper-right area of the MLC home page, or the MLC Moodle page;
- b. Log into the Portal with your regular username and password;
- c. Under **Grades**, select **Unofficial Transcripts** to see a list of your advisees; then
- 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 generally take dual-level courses for undergraduate credit. Should the undergraduate student later need to take the course as a graduate student, additional work is necessary to receive graduate credit. The instructor and Director of Graduate Studies shall detail these specific requirements prior to an applicant's enrollment in the course. The following process will be used.
 - a. The graduate student enrolls in the graduate course when it is offered.
 - b. The graduate student completes only the graduate-level course requirements that are beyond the undergraduate requirements.
 - c. The graduate-level grade is based solely upon the specific graduate-level requirements.
 - d. The graduate student pays 50% tuition.
2. The undergraduate courses and graduate courses that are dual-level cover similar course content. The titles and descriptions of the two courses reflect the similarity of the subject matter. The courses may have the same instructor.
3. Specific requirements for the graduate course must clearly delineate greater expectations for and the additional requirements of graduate students in accordance with MLC's credit hour policy and the guidelines described in the *Designing Dual-Level Course Procedures* document (See Appendix C). These differences are delineated in the syllabus.
4. If the total enrollment of the dual-level course meets minimal enrollment expectations for at least one of the courses of the pair, the dual-listed course shall be considered to have met minimal enrollment requirements.
5. An undergraduate student with a GPA of 3.0 or higher may register for up to nine dual-level credits at the graduate-level with the approval of the undergraduate dean of education, advisor, course instructor, and the director of graduate studies. Graduate credits earned for dual-level courses apply toward the baccalaureate degree and may also be transferred into the students' graduate program. Graduate credits that are not dual-level, do not apply toward a baccalaureate degree. Permission to take the graduate courses does not constitute admission to the graduate program, as the baccalaureate degree must be earned first.

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.

New course proposals 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 assessment of student learning. Assessment of our master's degree programs offers opportunities 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 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.)

Access the assessment calendar and current results via the Martin Luther College website following these steps:

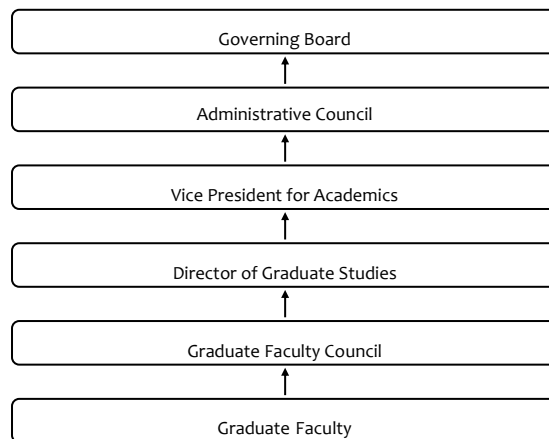
1. Go to the [Martin Luther College website](#),
2. Under **Academics**, select **Graduate Studies Home** and scroll to the bottom,
3. Click on **Policies and Information**,
4. Expand the tab labeled **Information For...** and you will see an option for **Graduate Faculty**, which will take you to the [Assessment 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.

MLC Governing Board
Revised 9-19-2008

GRADUATE PROGRAM GOVERNANCE STRUCTURE



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 vitae.

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:

- ◆ Be members in good standing of a congregation of the Wisconsin Evangelical Lutheran Synod or a member of the Confessional Evangelical Lutheran Conference;
- ◆ Possess a relevant academic degree one level above the program in which they teach, or possess equivalent experience; and
- ◆ Demonstrate current scholarship (within five years) in the areas related to instructional duties.

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

1. Work experience

Minimum of ten years work experiences in the field or area that is specific to the graduate teaching assignment(s).

2. Credentials

Credentials refer to specific qualifications achieved over-and-above a relevant master's degree that are related to the area of instruction and represent the highest qualification for that specific field or area.

3. Record of scholarship

A body of scholarship is demonstrated in areas outlined by the Boyer (1997) Model of Scholarship:

- a. *Discovery*—Build new knowledge through traditional research.
Examples: peer-reviewed forums, creative work within an established field, laying the groundwork for future studies.
- b. *Integration*—Interpret the use of knowledge across disciplines.

Examples: comprehensive literature reviews, writing a textbook, publishing books, presenting research at selective professional conferences.

- c. *Application*—Aid society and professions in addressing problems.

Examples: consultant work, leadership in professional organizations.

- d. *Teaching*—Study teaching models and practices to achieve optimal learning.

Examples: advancing learning theory, classroom research, developing and testing new instructional materials, mentoring graduate students, leading program-level assessments, the publication of textbooks and teaching material, professional development workshops.

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass

QUALIFICATIONS FOR ONLINE TEACHING

All faculty must complete six credits of instruction in online teaching or have 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 Graduate Faculty Approval Committee using the Proposed Adjunct Instructor Approval form. If approved, the committee recommends the instructor to the vice president for academics.
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.

EXPECTATIONS FOR CONTINUED GRADUATE FACULTY APPOINTMENT

Scholarship is a reflection of how the MLC Faculty meet the current needs of WELS as they educate, assist, and encourage students—who are made up of pre-service and in-service WELS teachers. To present a relevant and challenging program of graduate study to our constituents, instructors need to continually hone their craft. Therefore, graduate faculty members are expected to maintain a body of scholarship in areas outlined by the Boyer (1997) Model of Scholarship. The graduate faculty appointment committee will review curriculum vitae every five years for qualification according to the following areas:

- a. *Discovery*—Build new knowledge through traditional research.

Examples: peer-reviewed forums, creative work within an established field, laying the groundwork for future studies.

- b. *Integration*—Interpret the use of knowledge across disciplines.

Examples: comprehensive literature reviews, writing a textbook, publishing books, presentations and keynotes at conferences.

- c. *Application*—Aid society and professions in addressing problems.

Examples: consultant work, leadership in professional organizations.

- d. *Teaching*—Study teaching models and practices to achieve optimal learning.

Examples: Advancing learning theory, classroom research, developing and testing new instructional materials, mentoring graduate students, leading program-level assessments, the publication of textbooks and teaching material, professional development workshops.

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 Moodle, the course management system. Student evaluations are conducted for every course and instructor. The End of Course Survey Questions are found in the **Graduate Faculty Resources** folder on Moodle, under **Miscellaneous Documents**.

REMUNERATION

Graduate faculty members on the staff of Martin Luther College receive FTE credit for teaching during semesters one and two. Both adjunct 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.

July 1, 2021 – June 30, 2022

Instructor Degree

	Master	Doctorate
# Students		
3-5	743.00	993.00
6-10	871.00	1,114.00
11-15	993.00	1,242.00
16-20	1,114.00	1,364.00

1-2 students = \$250/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.

This schedule applies to all courses in the 2021-2022 school year, including semesters 1, 2, 3, E, and J.

HONORARIA PAYMENT SCHEDULE

Online course development	\$621 per graduate credit— <i>half paid when the course is taught the first time, and half paid when the course is revised and taught the second time.</i>
Team-taught courses	Each instructor receives 50% of the compensation.
Comprehensive Examination Committee member	\$62.00
Advisor for 3-credit capstone project	\$438.00
Advisor for 6-credit capstone project	\$877.00
Review Committee for 3-credit capstone project	\$146.00
Review Committee for 6-credit capstone project	\$292.00

Adjunct Honoraria Payments

Adjunct honoraria payment requests are submitted for Graduate Studies and Continuing Education instructors once courses are completed, all grades are posted, and syllabi are submitted. Payments are mailed the following week.

MLC Employee Honoraria Payment

As of 8/19/2019, MLC employee honoraria for Graduate Studies and Continuing Education are paid once per semester. Payment requests will be sent to human resources once all grades are posted and syllabi are submitted. Human Resources will distribute employee honoraria payments to individual payrolls at the end of each semester, on the dates listed below. Any courses having final grades posted after the submission date will be paid the following semester. Follow this link to view the most current [Honoraria Schedule](#) located on Vibe.

Semester	Submission date to HR	Pay Period Paid
Semester I (Fall)	January 4, 2021	January 15, 2021
Semester II (Spring)	June 3, 2021	June 15, 2021
Semester III (Summer)	September 18, 2021	September 30, 2021

ADVISING

Martin Luther College faculty members and adjunct faculty members serve as graduate advisors. 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 and review goals.

Advising responsibilities include the following:

- ◆ Advise course selection;
- ◆ Monitor student's progress;
- ◆ Encourage student;
- ◆ Give advice regarding the student's decision to complete a comprehensive examination or a capstone project;
- ◆ Give advice regarding student's committee members;
- ◆ Give advice regarding the capstone project proposal;
- ◆ Guide the student's IRB application;
- ◆ Guide the capstone project to meet 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 to take a lead role in guiding their students through the process. The following are tips for helping the capstone process proceed smoothly.

1. **Get involved early.** Ask students if they have ideas about the type of project they might want to conduct. Ask about issues they may want to address or research interests they might have. Help them think about how they can explore those issues or interests in their courses.
2. **Provide guidance.** Help students narrow their topics and focus their problem so that it is manageable within the scope of the project.

3. **Organize the capstone committee.** When a student is ready to begin his or her proposal, meet with the committee members to discuss the following:
 - a. Possible project direction.
 - b. Pertinent literature.
 - c. Committee member strengths and possible roles.
 - d. A plan and order for reviewing student submissions.
 - e. Possible theoretical approaches or conceptual frameworks.
4. **Take the lead.** As advisor, you will be the primary person to guide your student through drafts and revisions. Set timelines and help the student create a cohesive argument. You will also be the person to share the polished draft with the other committee members when you are satisfied it is ready for their eyes. Direct the committee members in how to review the document and a timeline for submitting comments. Create a Google folder to help facilitate communication and transparency by sharing work between the student and the committee.
5. **Share procedural guidance, academic advice, and encouragement.** See below.

Procedural Guidance

Once a student has completed 27 credits, they may apply for the capstone project.

Student Process

1. Consult with their advisor regarding the type of project and for help choosing 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 Project Application](#) at the Graduate Studies website and send it to the director of graduate studies (with the fee).
4. Complete the capstone proposal following the [guidelines in the Graduate Studies Bulletin](#) with input from the committee members.
5. After each member of the committee has approved the proposal, submit the approved version **along with an [IRB application](#)** to the director of graduate studies for final review.

Advisor Process

1. Suggest committee members.
2. Schedule due dates for parts of the proposal and project.
3. Advise student progress and coordinate committee work.
4. Upon committee approval of the proposal, secure signatures of all committee members on the [Capstone Proposal Approval form](#), and submit the signed form to the director of graduate studies.
5. Upon committee approval of the final project, secure signatures of all committee members on the [Capstone Project Final Approval form](#), and submit the form along with the completed project to the director of graduate studies.

The student should be advised not to begin the research until the proposal and the 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.

PROCUREMENT OF A WRITING COACH

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

Procurement of a writing coach

1. Advisor initiated—If the graduate student applies for a capstone project, the advisor may require that the student utilize a writing coach.
2. Student initiated—If the graduate student wants the services of a writing coach, he/she must communicate the request through the advisor.
3. Advisor makes the request via email to the director of graduate studies.

Payment for a writing coach

1. \$20.00 per hour
2. First ten hours paid by MLC
3. Additional hours (past ten) at student's expense

Responsibilities of a writing coach

1. Developing thesis argument
2. Building a cohesive case
3. Primary—structural coaching
4. Secondary—grammar, style, APA or SBL, academic writing
5. Include advisor in all correspondence

Limits of a writing coach

1. Avoid evaluation of the research
2. 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 the ethical conduct of research and help them prepare applications for IRB approval. It is helpful to instruct students concerning the following:

- ◆ Understanding 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. The student must receive approval of the capstone project or internship proposal from the capstone committee.
2. The student 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. Two copies 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 chairperson
 - b. Director of graduate studies
5. The application will be screened by the IRB chairperson with input from the director of graduate studies to determine if the proposed activity
 - a. Involves no risk to the subject according to the 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 attend. MLC pays travel expenses, lodging, and meals for adjunct faculty members attending 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 <https://mlc-wels.edu/graduate-studies/graduate-faculty-information/>. 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 EDUCATIONAL 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, or the director of graduate studies, 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, research, or support staff position (including law enforcement 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 a 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 first checking with the Records Office.

SEXUAL AND OTHER UNLAWFUL HARASSMENT POLICIES

WELS and MLC are committed to providing a Christian work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, disability, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, touching, jokes of a sexual nature, visual, verbal, or physical conduct of a sexual nature, and derogatory comments. This is not an exhaustive list.

The prohibition against sexual harassment, rape, and violence extends to all relationships at MLC (i.e., administration/employee, supervisor/employee, employee/employee, employee/student, student/student). Employees are subject to suspension or termination of employment or termination of call. Students are subject to suspension from school or termination of enrollment. Employees and students are subject to the terms and disciplinary actions outlined in this policy whether an incident occurs at MLC or not.

If an employee experiences or witnesses sexual or other unlawful harassment in the workplace, the employee should report it immediately to the supervisor. If the supervisor is unavailable or if the employee feels it would be inappropriate to contact the supervisor, the employee should immediately contact the director of human resources or a member of management. Employees can feel confident that they can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of harassment will be quickly and discreetly investigated. To the extent possible, an employee's confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, the respective employee will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately inform the DHR and/or a member of management so the incident can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to suspension or disciplinary action, up to and including termination of employment.

Please note the following link to the official [WELS Sexual Misconduct Policy](#) as located in the Lay and Called Worker Handbook through vibe.mlc-wels.edu.

Title IX and Clery Law

To follow compliance with [Title IX and Clery Law](http://mlc-wels.edu/student-life/title-ix-policy/) (mlc-wels.edu/student-life/title-ix-policy/), additional reporting of sexual harassment may be necessary. The vice president for student life and the director of human resources are responsible for Title IX and Clery Law reporting.

The prohibition against sexual harassment, rape, and violence extends to all relationships at MLC (i.e., administration/employee, supervisor/employee, employee/employee, employee/student, student/student). Employees are subject to

suspension or termination of employment or termination of call. Students are subject to suspension from school or termination of enrollment. Employees and students are subject to the terms and disciplinary actions outlined in this policy whether an incident occurs at MLC or not.

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 at MLC. **NOTE:** Called workers 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 at MLC.

Reporting

If an employee is the victim of sexual harassment, rape, or violence, report incidents to the immediate supervisor of the abuse which has occurred. If the immediate supervisor is involved in the abuse, inform the director of human resources or the vice president of student life. The individual has the right to be accompanied by any other support person, including an attorney, while making the complaint and in all subsequent proceedings. The individual also has the right to report any violations of Minnesota state law to the appropriate law enforcement officials.

Employees and students should report incidents to the DHR and/or Vice President for Student Life so that the incident may be investigated in a timely and confidential manner. The individual has the right to be accompanied by any other support person, including an attorney, while making the complaint and in all subsequent proceedings. The individual has 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. Specific privacy and confidential rights apply as stated in the MLC [Title IX and Clery Law](https://mlc-wels.edu/student-life/title-ix-policy/) (<https://mlc-wels.edu/student-life/title-ix-policy/>). 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 (called workers), employment (lay worker), or enrollment (students).

The individual 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.

MLC will not, and cannot by law, retaliate against the individual in any way for reporting instances of sexual harassment, rape, or violence. Any employee 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 disciplinary action, up to and including termination of employment.

Stalking

MLC is committed to providing an environment free of violence for all employees. Stalking of other employees, visitors or students is not permitted. Employees engaging in stalking, regardless of whether acts of violence are involved, will be subject to disciplinary action, up to and including termination of employment.

Stalking is a crime in the state of Minnesota and is subject to criminal prosecution ([Minnesota Statute 609.749](https://www.revisor.mn.gov/statutes/cite/609.749)), www.revisor.mn.gov/statutes/cite/609.749. Stalking is conduct which the individual knows or has reason to know would cause the victim under the circumstances to feel frightened, threatened, oppressed, persecuted, or intimidated, and causes this reaction on the part of the victim regardless of the relationship between the individual and the victim.

Such behaviors and activities may include, but are not limited to, the following:

- ◆ Non-consensual communication, including in-person, telephone calls, voice messages, e-mails, written letters, gifts, or any other communications that are undesired and place another person in fear. This may include but not be limited to use of online, electronic, or digital technologies, including:
 - ◇ Posting of pictures or information in chat rooms or on web sites;
 - ◇ Sending unwanted/unsolicited email or chat/talk requests;
 - ◇ Posting private or public messages on internet sites, social networking sites, and/or company intranet site(s);
 - ◇ Installing spyware on a victim's computer; or
 - ◇ Using Global Positioning Systems (GPS) to monitor a victim's whereabouts.
- ◆ Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, or other places frequented by the victim;
- ◆ Trespassing and/or surveillance or other types of observation, including staring or "peeping";
- ◆ Vandalism of a victim's property or that is directed at a victim;
- ◆ Non-consensual touching as well as direct verbal or physical threats;
- ◆ Gathering information about an individual from friends, family, and/or co-workers;
- ◆ Threats to harm self or others; or
- ◆ Defamation (lying to others about the victim, or derogatory graffiti).

MLC is committed to supporting employee victims of stalking by providing the necessary safety and support services. Employee victims of stalking are asked to report that behavior to the DHR. For assistance obtaining safety accommodations, employees should contact the DHR. If safety is an immediate concern, employees should contact law enforcement for assistance.

MLC encourages reporting of all incidents of stalking to law enforcement authorities. While MLC respects that whether or not to report such incidents to the police is the victim's decision, crisis intervention and victim safety concerns will take precedence. In certain instances, MLC may need to report an incident to law enforcement authorities. Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the employee/victim and in situations where there is clear and imminent danger. It is crucial in these circumstances for employee stalking victims to consult with the DHR, since the reporting to law enforcement by MLC could compromise the safety of the victim.

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.

Consult the calendar at the end of this handbook for grade due dates (Appendix B). 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 midterm 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 on the Martin Luther College website.

Students enrolled in a capstone project that spans semesters are exempted from the Incomplete policy. Students have 12 months to complete the capstone project once the proposal is approved by their 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.

WITHDRAWALS

Graduate students who wish to withdraw from a course must notify the Office of Graduate Studies and Continuing Education and the instructor. The withdrawal notification date marks the last day of attendance for financial aid purposes.

Withdrawals affect grades and refunds. The following chart relates the length of the course, the time of withdrawal, and the impact on grades and refunds.

Withdrawal and Grades

Length of the course	Time period within which an approved withdrawal may be made (<i>Grade is recorded as a W</i>).	Time period after which a student may no longer withdraw (<i>Grade is recorded as an F</i>).
Regular semester	Beginning of course through two weeks after midterm	Beyond the second week after midterm
8 weeks	Beginning of course through the fifth week.	The sixth week and beyond
3 weeks	Beginning of course through the second week.	The third week

Withdrawal and Refunds

Length of the course	Time period within which a withdrawal may be made with a full refund.
Regular semester	First two weeks
8 weeks	First week
3 weeks	First three days

READMISSION POLICY

After the application and fee have been submitted, the graduate studies director, together with the student's previous or new advisor, will review credit validation, the outlined new program of study, and the graduation completion window.

Applicability of previously taken MLC credits and the completion window will be determined on a case-by-case basis before the student is readmitted to the program. Applicants will typically receive the remainder of the seven-year completion window with the option for a one-year extension.

ACADEMIC DISHONESTY

If a faculty member suspects plagiarism or cheating, the faculty member must obtain as much factual information as possible. The college provides each instructor with a subscription to Grammarly Premium to assist in checking for plagiarism.

The faculty member should speak with the student whose work is in question. If dishonesty is confirmed, the student will receive a minimum of an "F" for the assignment. The instructor should also inform the director of graduate studies, and a written letter from both the director of graduate studies and the student's advisor will be sent to the student and remain in the student's academic file.

Additional disciplinary actions, including failure in the course and dismissal from the program, are at the discretion of the director of graduate studies in consultation with the Graduate Faculty Council. If the violation warrants, a written record of the infraction will be submitted by the director to Advocate, the college's incident reporting system. The incident reporting form is available by logging into the MLC Portal and selecting the **Incident Report** form found under the **Tools** heading.

ORDERING BOOKS AND INSTRUCTIONAL MATERIALS

Academic Expenditures

The director of graduate studies must approve, in advance of purchase, all academic expenditures for which a faculty member wishes to be reimbursed. 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 Books

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 Materials

Faculty members may request instructional materials 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, as the guest presenter will be remunerated for the presentation. Remuneration ranges from \$25 to \$50.

STUDENTS WITH DISABILITIES

Faculty members must 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 to be 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– Assessment Plans

**Master of Science
in Education**

**Master of Science
in Educational Administration**

**Master of Arts
in Theological Studies**

ASSESSMENT PLAN Master of Science in Education Master of Science in Educational Administration Master of Arts in Theological Studies						
			Division/ Department:	Graduate Studies		
			Academic Year:			
Graduate Program Goals						
GOALS	ARTIFACT	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. To instill an advanced and contemporary body of knowledge in a specialized area.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 1 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.		Spring 2024		
	Graduate Survey	90% of program graduates will self-report achieving program goal 1 in a survey of all graduates.	99% (2019)	Spring 2022		
	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 1 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	1.1 = 94% 1.2 = 100% 1.3 = 100%	Spring 2020		Goal met. No action taken.

				Spring 2024				
2. To develop highly-qualified servant leaders.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 2 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.		Spring 2019 Spring 2022	99% (2019)	Though fully met, only 21% report making teachers' conference presentations.	Improve avenues for master's program graduates to present at conferences. a. Analyze speaker's bureau effect. b. Discover what conference leaders want. c. Report to GFC	
	Graduate Survey	90% of program graduates will self-report achieving program goal 2 in a survey of all graduates.		Spring 2020	2.1 = 94% 2.2 = 82%	Some project applications do not apply to ministry settings.	Specific advisor guidance about increasing application was added to the Graduate Faculty Handbook and shared in an Advisor training.	
	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 2 as measured by the graduate faculty prepared program assessment rubric for capstone projects.		Spring 2024				
3. To promote research- and theory-informed practice in education.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 3 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.		Spring 2019 Spring 2022	100% (2019)	Fully Met. No recommendation at this time.		
	Graduate Survey	90% of program graduates will self-report achieving program goal 3 in a survey of all graduates.		Spring 2020	3.1 = 82% 3.2 = 71% 3.3 = 76%	Some literature reviews were weak, especially in areas of using theory and building a conceptual framework.	EDU5005 Foundations of Ed Research will be revised to place more focus on the literature review and will be required earlier (between 15 and 24 credits) in the program. EDU5001 will adjust its major paper to a literature review format.	
	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 3 as measured by the graduate faculty prepared program assessment rubric for capstone projects.						

4. To develop critical thinkers and problem-solvers.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 4 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.		Spring 2024			
	Graduate Survey	90% of program graduates will self-report achieving program goal 4 in a survey of all graduates.	98% (2019)	Spring 2019 Spring 2022	Fully met, but only 1/3 report using peer-reviewed journals.	Make sure all graduate courses require students to identify, read, and synthesize peer-reviewed literature. a. Review and improve level of use in existing courses. b. Make sure graduates maintain access to MLC library. c. Create conditions to foster more capstone projects than comprehensive examinations	
5. To create reflective professionals who use assessment to inform and improve their practice	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 4 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	94%	Spring 2020		Fully met. No action taken.	
	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 5 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.		Spring 2024			
	Graduate Survey	90% of program graduates will self-report achieving program goal 5 in a survey of all graduates.	94% (2019)	Spring 2019 Spring 2022			

	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 5 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	88%	Spring 2020	Assessments are not always included as part of the projects.	Advisors will receive greater guidance in the Graduate Faculty Handbook and an inservice prior to the 2021-22 academic year.
Learner Outcomes						
Master of Science in Education						
OUTCOMES	ARTIFACT	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. Implement formative and summative assessments for improved teaching and learning.	EDU5106	90% of students will demonstrate mastery of formative and summative assessment use for measuring learning outcomes, planning remediation, and providing feedback.		Spring 2025		
	SPE5202 Diagnosis & Assessment Project	90% of students will demonstrate mastery of formative and summative assessment use for measuring learning outcomes, planning remediation, and providing feedback.		Spring 2021	Not assessed because the selected artifact did not apply.	

<p>2. Evaluate and synthesize high-quality research to solve educational issues.</p>	<p>EDU5005 Capstone Proposal</p>	<p>90% of students demonstrate mastery in evaluating and synthesizing high quality research.</p>	<p>85%</p>	<p>Spring 2018 Spring 2025</p>	<p>Course participants who did not meet the criteria tended to struggle with the thoroughness of the literature review section of the capstone proposal.</p>	<ul style="list-style-type: none"> • Make sure the library has sufficient electronic journals, especially in areas of special education. • Set a pre-requisite number of credits to be earned before student may take EDU5005. • Further discuss the additional questions more in-depth when the graduate faculty council regular fall meetings resume.
	<p>SPE5202 Diagnosis & Assessment Project</p>	<p>90% of students demonstrate mastery in evaluating and synthesizing high quality research.</p>		<p>Spring 2021</p>	<p>Not met. 64.6% of the criteria for the student artifacts from the last two course offerings were met on the specially developed assessment day rubric.</p>	<ul style="list-style-type: none"> • Consider moving EDU5005 even earlier in the program to help students become stronger at reading and synthesizing literature. • Adjust the assessment rubric. • Continued support of an APA writing course.
<p>3. Integrate theory into practice to become an effective educator.</p>	<p>EDU5005 Capstone Proposal</p>	<p>90% of students demonstrate mastery of theory into practice integration.</p>	<p>95%</p>	<p>Spring 2018 Spring 2025</p>	<p>None</p>	<p>None</p>
	<p>SPE5202 Diagnosis & Assessment Project</p>	<p>90% of students demonstrate mastery of theory into practice integration.</p>		<p>Spring 2021</p>		<ul style="list-style-type: none"> • Consider moving EDU5005 even earlier in the program to help students become stronger at reading and synthesizing literature. • Adjust the assessment rubric. • Continued support of an APA writing course.

4. Apply a specialized body of knowledge in an area of emphasis		EDT5001	90% of students demonstrate mastery of a body of knowledge in educational technology.	100%	Spring 2018 Spring 2025	None	None
		SPE5202 Diagnosis & Assessment Project	90% of students demonstrate mastery of a body of knowledge in special education.		Spring 2021		<ul style="list-style-type: none"> Consider moving EDU5005 even earlier in the program to help students become stronger at reading and synthesizing literature. Adjust the assessment rubric. Continued support of an APA writing course.
Master of Science in Educational Administration							
OUTCOMES	ARTIFACT	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS	
1. Cultivate a shared mission, vision, and core-values that promote an inclusive, caring, and supportive school community for spiritual and academic success.	EDU5302 Supervision Plan	90% of students will demonstrate mastery of cultivating a shared mission, vision, and core values.	100%	Spring 2018 Spring 2025	None	None	
	EDU5309	90% of students will demonstrate mastery of cultivating a shared mission, vision, and core values.		Spring 2025			

<p>2. Manage school operations and resources to fulfill and advance the school's mission and ensure teacher and student success</p>	<p>EDU5310 Marketing & Enrollment Plan</p>	<p>90% of students will demonstrate mastery of managing school operations and resources to advance the school's mission.</p>		<p>Spring 2021</p>	<p>Not met. 83% of the criteria were met in the 8 of 28 randomly reviewed student artifacts from the last two course offerings.</p>	<ul style="list-style-type: none"> Consult with course instructor about the role school mission plays in driving conversations and assignments. Consider adding an artifact from EDU5311, addition to the one from EDU5310, when outcome 2 is assessed again in Spring 2025.
<p>3. Foster and support rigorous and coherent systems of curriculum, instruction, and assessment that ensure student and teacher growth</p>	<p>EDU5302 Supervision Plan</p>	<p>90% of students will demonstrate mastery of fostering and supporting rigorous and coherent systems of curriculum, instruction, and assessment.</p>	<p>100%</p>	<p>Spring 2018 Spring 2025</p>	<p>None</p>	<p>None</p>
<p>4. Apply educational research and tested practice to solve practical educational problems and issues</p>	<p>EDU5005 Capstone Proposal</p>	<p>90% of students will demonstrate mastery of applying educational research and tested practice to solve educational problems.</p>	<p>100%</p>	<p>Spring 2018 Spring 2025</p>	<p>None</p>	<p>None</p>
	<p>EDU5005</p>	<p>90% of students will demonstrate mastery of applying educational research and tested practice to solve educational problems.</p>		<p>Spring 2028</p>		

Master of Arts in Theological Studies						
OUTCOMES	ARTIFACTS	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. Utilize appropriate tools for theological study.	THE5005	90% of students will demonstrate mastery of utilizing appropriate tools for theological study.		Spring 2025		
2. Articulate the major themes of the Old and New Testament	THE5001	90% of students will demonstrate mastery of articulating the major themes of the Old and New Testament.		Spring 2025		
3. Interpret the biblical text from a Christocentric perspective	THE5005	90% of students will demonstrate mastery of interpreting the biblical text from a Christocentric perspective.		Spring 2025		
4. Apply biblical doctrine to specific situations in life and ministry	THE5006/ EDU5006 Foundations Paper	90% of students will demonstrate mastery of applying biblical doctrine to specific situations in life and ministry.		Spring 2021		<ul style="list-style-type: none"> Foster a heightened awareness of the connections between the content of individual courses and its applicability to current cultural contexts.
5. Describe the key individuals, events, and ideas represented in the history of Christianity	THE5004	90% of students will demonstrate mastery of describing the key individuals, events, and ideas represented in the history of Christianity.		Spring 2025		

<p>6. Evaluate and respond to changes in culture and society that affect the Church</p>	<p>THE5006/ EDU5006 Foundations Paper</p>	<p>90% of students will demonstrate mastery of evaluating and responding to changes in culture and society that affect the Church.</p>		<p>Spring 2021</p>	<ul style="list-style-type: none"> Foster a heightened awareness of the connections between the content of individual courses and its applicability to current cultural contexts.
<p>7. Construct a personal philosophy of ministry</p>	<p>THE5006/ EDU5006 Foundations Paper</p>	<p>90% of students will demonstrate mastery of constructing a personal philosophy of ministry.</p>		<p>Spring 2021</p>	<ul style="list-style-type: none"> Require an abstract in the final project for THE5006 Foundations of Ministry that provides a concise synthesis of a person's individual philosophy of ministry.

APPENDIX B- Graduate Academic Calendar

Semester I - Fall	2020-2021	2021-2022
Online Registration Begins	July 1	July 1
Graduate Student Priority Deadline	August 3	August 2
Classes Begin (Monday)	August 24	August 23
Add/Drop Period Ends	September 4	September 3
Online Registration Begins – Spring Semester	October 15	October 15
Deadline: Removal of “I” grade from Summer Semester	October 14	October 15
Final Date: Withdrawal from courses – with permission	October 28	October 29
Thanksgiving Break	November 26-29	November 24-28
End of Fall Semester	December 11	December 10
Grades Due by Saturday 8 am	December 12	December 18
Semester II - Spring	2020-2021	2021-2022
Graduate Student Priority Deadline	December 16	December 15
Classes Begin (Wednesday) or (Thursday)	January 6	January 5
Add/Drop Period Ends	January 19	January 18
Online Registration Begins – Summer Semester	February 15	February 15
Deadline: Removal of “I” grade from Fall semester	March 15	March 14
Midterm Break (on-campus)	February 27-March 14	February 26-March 13
Final Date: Withdrawal from courses – with permission	March 26	March 25
Easter Break	April 1- April 5	April 14-18
End of Spring Semester	May 14	May 6
Commencement - Saturday 10:00 am	May 15	May 14
Grades Due by Monday 8 am	May 17	May 16
Semester III - Summer	2020-2021	2021-2022
Graduate Student Priority Deadline	May 17	May 16
Classes Begin	June 7	June 6
Add/Drop Period Ends	June 11	June 10
Online Registration Begins – Fall Semester	July 1	July 1
Final Date: Withdrawal from courses – with permission	July 9	July 8
Deadline: Removal of “I” grade from Spring Semester	July 31	July 31
End of Online Summer Semester	July 30	July 29
Grades Due by Monday 8 am	August 2	August 8

APPENDIX C–Designing Dual-Level Course Procedures

Rationale

The dual-listing of undergraduate courses with appropriate graduate-level courses is a means of offering courses in circumstances when limited resources would prohibit the offering of similar courses in undergraduate and graduate programs concurrently.

Description in the MLC Credit Hour Policy

One graduate-level credit hour is equivalent to an undergraduate credit in regard to the amount of work, but the type of work regularly involves more rigorous standards for discussion and application. In addition to educational activities outlined for undergraduate work, graduate work also includes retrieving, reading, discussing, analyzing, synthesizing, and evaluating empirical research and reports of research; applying research to practice; and conducting and reporting one's own research.

Guidelines & Suggestions

Dual-level courses must be differentiated in the types of learning expected in the course. Course objectives shall include higher level student learning outcomes for graduate students, including greater depth of knowledge and research, and demonstration of higher levels of analysis and synthesis. In addition, dual-listed, co-scheduled (dual-level) courses must be designed in a way that demonstrates the differences in rigor related to assignments, assessments, readings, learning outcomes, and other activities.

Syllabi should list specific assignments and readings graduate students will be required to complete which undergraduates will not complete. Graduate activities might include research papers, critiques, oral presentations, practicums, or demonstration of more sophisticated skills. The syllabi should note means of assessment that will be utilized for graduate students that differ from the assessment measures used for undergraduate students. The syllabi should describe how the grading for graduate students will differ from grading for those enrolled for undergraduate credit.

The following courses are currently taught at both the undergraduate and graduate level:

- EDT3004 / 5004 Coordinating Technology in Education
- EDT3007 / 5007 Google Technologies in Education
- EDT9501 / 5005 Teaching Online
- EDT9502 / 5006 Designing and Constructing Online Courses
- SPE2101 / 5201 Educating the Exceptional Learner
- SPE3103 / 5203 Transition Planning and Collaboration in Special Education

APPENDIX D– Syllabus Distinctions for Graduate Level

Syllabus Distinctions for Graduate Level

The graduate-level syllabi for dual-level courses may be together or separate from the undergraduate courses, but regardless of how they are shared, the distinctions between undergraduate and graduate-level work should be clearly presented.

The following must be specifically noted on the graduate-level syllabus:

Learning Outcomes:

Distinct outcomes required for graduate students must reflect locating, reading, analyzing, synthesizing, and applying research or research-based practice. Introduce them with the phrase **Additional Graduate Student Outcomes**.

Examples:

- ◆ Critically evaluate and articulate key theoretical concepts drawn from qualitative and quantitative academic research related to course topics.
- ◆ Apply one or more of the central concepts explored in this course to a classroom lesson or administrative action plan.
- ◆ Reflect on the successes and challenges of utilizing a central concept from this course in an applied teaching and learning or administrative task.

Readings:

Alternate, varied, or differentiated readings that are appropriate to graduate study should be included in place of some undergraduate readings. While the amount of work or reading should not increase, the level of reading should. Such reading will likely include peer-reviewed journal articles.

- ◆ Substitute a peer-reviewed article in place of an online article or educational literature article.
- ◆ Encourage peer-reviewed articles and research articles as requirements for graduate-level papers.

Course Activities:

Specific learning activities and exercises for graduate students must be included that allow application of research or research-based activities in educational settings.

Examples:

- ◆ Read the research article and describe in a discussion forum three ways the concept can be applied in your classroom.
- ◆ Design an upcoming classroom lesson that applies the recently learned concept in the subject of your choosing, and submit it in the assignment area.
- ◆ Use the recent concept with your student or students and reflect on your implementation and results in the discussion forum.

Course Assessments:

The major assessments should provide opportunities for graduate students to demonstrate how well they can locate, read, synthesize, apply, and reflect on research or research-based strategies.

Examples:

- ◆ Write a three-to five-page research synthesis paper.
- ◆ Create a plan for student assessment (classroom instruction, school administration) that applies the central, research-based concepts from this course.
- ◆ Write a three to five-page reflection paper that describes how you applied a research-based approach and what you learned from that process.



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