



# Graduate Studies Bulletin

2024-2026



**GRADUATE  
STUDIES**

MARTIN LUTHER COLLEGE



2024 graduates and graduate faculty



*It is the Lord who gives the gifts and blesses our efforts to learn. The master's candidate will keep in mind the words of Paul in Philippians 4:13, "I can do everything through him who gives me strength."*

Every effort has been made to ensure that the information contained in *The Graduate Studies Bulletin* is complete and accurate. Martin Luther College reserves the right to modify information in this bulletin as needed. The most current information can be found in the electronic version at [www.mlc-wels.edu/graduate-studies](http://www.mlc-wels.edu/graduate-studies), under [Policies and Information](#).



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## Graduate Education

Martin Luther College master's programs equip those who want to make a positive difference in their classrooms, schools, and communities—as well as prepare themselves for new ministry opportunities. MLC partners with graduate students to help them become leaders.

Graduate students engage not only with MLC's own respected graduate faculty but also with adjunct faculty members who teach at other colleges and universities, who are experts in their fields, and who are willing to share their wisdom and experience. The faculty helps students apply the latest research to their everyday lives. While we freely explore all aspects of teaching and learning, God's Word is the basis for ethical discussions and actions. As we live in the freedom of the gospel, we learn and teach out of love for Christ.

Our graduate degrees are completely online. God's marvelous gift of technology allows graduate students to participate fully in this active, collaborative community of educational leaders without leaving their hometowns. Using technological advances, we have created an interactive and engaging online instructional program that meets the demands of hectic schedules. Though instructors and classmates may be miles apart, they interact online by discussing, analyzing, synthesizing, and evaluating topics.

In other words, professional growth as a reflective Christian educator and an educational leader is readily accessible through a trusted ministry partner, Martin Luther College.



2024 Martin Luther College master's program graduates

## Martin Luther College

### College Overview

Martin Luther College is owned and operated by the Wisconsin Evangelical Lutheran Synod (WELS). Formed from an amalgamation of Dr. Martin Luther College (founded 1884) of New Ulm, Minnesota, and Northwestern College (founded 1865) of Watertown, Wisconsin, Martin Luther College opened its doors in 1995. The college prepares men and women for various areas of Christian ministry and offers continuing education programs for educators.

The beautiful 88-acre campus is situated on a wooded range of hills overlooking the city of New Ulm, Minnesota. New Ulm, a Minnesota Star City with a population of 13,522 at the 2010 census, is located on U.S. Highway 14, 100 miles southwest of Minneapolis. For more information, visit the Martin Luther College website at [mlc-wels.edu](http://mlc-wels.edu).

MLC offers 16 varsity sports and is a member of the NCAA Division III as well as the Upper Midwest Athletic Conference (UMAC). The school colors of Martin Luther College are black, red, and white. The varsity mascot is the Knight.

### Mission Statement

The mission of Martin Luther College is to train men and women to meet the public ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and 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 and inerrant Word of God.

With the guidance of the Holy Spirit, the college desires

- To deepen in the student saving faith in the forgiving grace of Jesus Christ;
- To strengthen the student in a consecrated spirit of love for God and his Word;
- To foster in the student a servant's heart for Christ-like service in the church, community, and world;
- To educate the student for faithful, capable, and 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;
- To help the student to develop the spiritual, emotional, and physical resiliency that will assist them to persevere in service under the cross; and
- To provide for the student an affordable college experience on a beautiful and attractive campus.

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 public ministry in the church, 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 professional and continuing education that meet the ministerial needs of the WELS.

## Nondiscrimination Policy

Martin Luther College does not discriminate on the basis of race, color, national or ethnic origin, age, sex, or marital status in the administration of its educational policies, admission policies, scholarship and loan programs, athletics, and other college-administered programs, policies, or practices. At Martin Luther College, God's Word is the basis for all instruction, discussion, and action.

Martin Luther College adheres to the requirements of Title IX of the 1972 Educational Amendments, section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

## Accreditation

Martin Luther College is accredited by the Higher Learning Commission ([hlcommission.org](http://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 136.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

## Institutional Outcomes

- **Graduation Rate**  
The following statement on graduation rate is in compliance with the Student Right-to-Know Act and the Campus Security Act as amended by Public Law 102-26: of the 2017 cohort, 73.91% received a degree within 8 years.
- **Retention Rate**  
The student retention rate is 80.77%, based on the number of students who entered in the fall of 2023 and returned the following fall.

## State Authorization & Student Consumer Complaint Process

Martin Luther College is registered 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.

(Minnesota Office of Higher Education / [www.ohe.state.mn.us](http://www.ohe.state.mn.us) / 651.642.0533)

Martin Luther College serves students across the United States with graduate studies and continuing education. Martin Luther College is accredited by the Higher Learning Commission to offer undergraduate and graduate courses and programs in both face-to-face and online formats. MLC is also a member of NC-SARA (National Council for State Authorization Reciprocity Agreement) which enables us to serve students in most states. In addition, MLC operates with the guidelines established by California (not a NC-SARA state) for out-of-state, nonprofit institutions.

Students who have concerns or complaints with MLC's online courses or programs are encouraged to follow the procedures outlined in the Student Appeal Process/Grievance Procedure. Unresolved complaints may be brought to the Minnesota Office of Higher Education (see contact information above). Students in other states may contact their local state agencies to learn how to resolve a complaint or appeal a decision.

## Contact Information

John E. Meyer, Director of Graduate Studies  
Martin Luther College  
1995 Luther Court, New Ulm, MN 56073  
507.354.8221 ext. 398  
[meyerjd@mlc-wels.edu](mailto:meyerjd@mlc-wels.edu)



## Graduate Degrees

### Graduate Program Goals

- To instill an advanced and contemporary body of knowledge in a specialized area.
- To develop highly-qualified servant leaders.
- To promote research and theory-informed practice.
- To develop critical thinkers and problem-solvers.
- To create reflective professionals who use assessment to inform and improve their practice.

### Master of Science in Education (MS Ed)

The Master of Science in Education is an online degree program that contributes to the professional growth of teachers and partners with them to be reflective, competent, and dedicated educational leaders.

The Master of Science in Education degree from Martin Luther College is designed primarily for persons who have an undergraduate degree in education from an accredited college or university. Individuals with other degrees and who are teaching would also benefit from this degree program.

### Learner Outcomes

Students who graduate from the MS Ed program will be able to

1. Implement formative and summative assessments for improved teaching and learning.
2. Evaluate and synthesize high-quality research to solve educational issues.
3. Integrate theory into practice to become an effective educator.
4. Apply a specialized body of knowledge in an area of emphasis.

Participants complete their program in one of the following areas of emphasis:

- Educational Technology
- Instruction
- Leadership
- Special Education (Learning Disabilities Licensure available)

Upon successful completion of this graduate program, students are awarded the Master of Science in Education (MS Ed) degree.

The Educational Technology, Instruction, and Leadership emphases are not intended to fulfill state licensure requirements in any state for any purpose. Participants with a Minnesota teaching license have the option of completing the Special Education emphasis with a Minnesota Learning Disabilities License.

## Master of Science in Educational Administration (MS Ed Admin)

The Master of Science in Educational Administration Program contributes to the professional growth of school administrators, equipping them with an appropriate and necessary set of leadership tools and skills, and encouraging them to be reflective, competent, and dedicated educational leaders.

The Master of Science in Educational Administration degree from Martin Luther College is designed primarily for persons who have an undergraduate degree in education from an accredited college or university and who are either currently serving in or preparing to serve in early childhood, elementary, or secondary administration roles.

### Learner Outcomes

Students who graduate from the MS Ed Admin program will be able to

1. Cultivate a shared vision that promotes an inclusive, caring, and supportive school community for spiritual and academic success.
2. Manage school operations and resources to fulfill and advance the school's mission and ensure teacher and student success.
3. Foster and support rigorous and coherent systems of curriculum, instruction, and assessment that ensure student and teacher growth.
4. Apply educational research and tested practice to solve practical educational problems and issues.

Participants complete their program in one of the following areas of emphasis:

- Early Childhood Director
- Principal
- Technology Director

Upon successful completion of this graduate program, students are awarded the Master of Science in Educational Administration (MS Ed Admin) degree. This program is not intended to fulfill state licensure requirements in any state for any purpose.



2024 graduate Kortney Behnke receives her diploma from President Gurgel



2024 graduate Mark Zoellner displays his diploma

## **Master of Science in Special Education (MS SPED) (with MN Learning Disabilities Licensure)**

The Master of Science in Special Education is an online degree program that contributes to the professional growth of teachers by equipping them with skills to identify, evaluate, plan, and implement meaningful intervention and instruction for children with diverse learning needs.

The Master of Science in Special Education degree from Martin Luther College is designed primarily for licensed teachers who have an undergraduate degree in education from an accredited college or university. Coursework is designed to coincide with licensure requirements through the Minnesota Department of Education (MDE). Individuals from other states are highly encouraged to work with the Martin Luther College licensure office.

### **Learner Outcomes**

Students who graduate from the MS SPED program will be able to

1. Collaborate with a wide range of professionals, families, and caregivers to design and implement educational programs that meet the needs of each student.
2. Utilize formal and informal assessments to evaluate students' academic, behavioral, and functional strengths and needs.
3. Apply a specialized body of knowledge to implement well-designed and research-based interventions and instruction with fidelity.
4. Employ practices that promote student social and emotional well-being.

Upon successful completion of this graduate program, students are awarded the Master of Science in Special Education (MS SPED) degree.





## Master of Arts in Theological Studies (MATS)

The Master of Arts in Theological Studies is an online degree program that contributes to the spiritual and professional growth of individuals by equipping them to be reflective, competent, and dedicated workers in the Kingdom through advanced studies in Scripture, doctrine, church history, and ministry.

The Master of Arts in Theological Studies degree is designed primarily for ministry-certified staff ministers and teachers, to provide a broader and deeper foundation for their service in the public ministry. It is also open to qualified laypersons who meet the entrance requirements and seek to grow spiritually as they serve in their various vocations in life and as members of their local congregations. The degree, of itself, does not qualify one for a called position in a church.

### Learner Outcomes

Students who graduate from the MATS program will be able to

1. Utilize appropriate tools for theological study.
2. Articulate the major themes of the Old and New Testament.
3. Interpret biblical text from a Christocentric perspective.
4. Apply biblical doctrine to specific situations in life and ministry.
5. Describe the key individuals, events, and ideas represented in the history of Christianity.
6. Evaluate and respond to changes in culture and society that affect the Church.
7. Construct a personal philosophy of ministry.

Upon successful completion of this graduate program, students are awarded the Master of Arts in Theological Studies (MATS) degree.



## Admission to Programs

### Admission Requirements

- An undergraduate degree in education from an accredited college or university. Individuals with other degrees may be accepted at the discretion of the director of graduate studies.
- An undergraduate GPA of 3.00 or an average of at least 3.00 for no fewer than nine semester hours of graduate credit at an accredited graduate institution.
- If students do not have a 3.00 undergraduate GPA, students may be accepted into the program on probation (see *Academic Policies*).
- An official transcript of undergraduate and graduate work.
- Payment of the registration fee.
- A written statement in which the applicant describes his or her views of education, teaching, or ministry, as well as his or her goals for the graduate program.
- MATS only: Completion of the six undergraduate theology courses required for certification as a staff minister or a teacher, or comparable undergraduate coursework approved by the graduate faculty.

Students meeting the above academic guidelines are accepted into the program upon review and approval by the director of graduate studies. Students will be notified of acceptance via postal mail. Students may take up to nine credits before applying for admission to the program. After taking nine credits, students may apply for admission, and up to nine credits may be applied to the program.

Special student status is available for those students who desire to take a graduate course, but who do not desire to enter the graduate program. Special student status is open only to those persons who have an appropriate undergraduate degree from an accredited college or university or, in some special circumstances, Martin Luther College undergraduate students (see *Undergraduate Enrollment*).

An Application for Admission to the graduate program is available online at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Policies and Information.

### English Proficiency Requirements

Students whose first language is not English must demonstrate proficiency in English writing and reading by taking the TOEFL or 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



## Transfer Credits

Application for credit transfer is submitted through the director of graduate studies. Credits are approved in concert with the graduate student's advisor and the Graduate Faculty Council, as follows:

- Transfer courses can be one of two types:
  1. A course that is the equivalent of an existing course in the MLC graduate program. In this case, the transfer course may be substituted for the similar course in the program.
  2. A course that does not exist in the MLC graduate program or substantially overlap in content with an existing course. In this case, the course must be one that strengthens the overall program of the student.
- Credits will be accepted only from an institution with regional accreditation.
- Transfer credits must be from a graduate-level course.
- Transfer credits must have a grade of B or better ("pass" or "credit" courses are not accepted).
- A maximum of nine credits may transfer into the program.
- Courses taken more than four years prior to enrollment generally are not accepted as transfer credits.

Both core and elective courses are accepted for transfer if the courses were taken prior to acceptance into the program. After acceptance into the master's program, required core courses must be taken from MLC and are not eligible for transfer from other institutions.

Along with the transfer request, students must submit an official transcript from the college where they earned the credit, the course description, and, if requested, the course syllabus.

## Full- and Half-Time Status

To be classified as full-time, a student must be enrolled in six credit hours. Half-time status is defined as enrollment in three to five credit hours. A student may overload to a maximum of nine credit hours. Permission from the director of graduate studies is required to overload.

## Undergraduate Enrollment in Courses

An undergraduate student of senior standing with a GPA of 3.0 or higher may register for up to fifteen dual-level credits at the graduate level with the approval of both the undergraduate dean of education 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 student's graduate program. Graduate credits that are not dual-level do not apply toward a baccalaureate degree. Permission to take graduate courses does not constitute admission to the graduate program, as the baccalaureate degree must be earned first.





## Finances and Financial Aid

### Tuition and Fees

Per-credit course tuition is set by the administration of Martin Luther College. Students are billed via email for course tuition. Course tuition is due by the first day of the course.

Credit and debit card payments are subject to a small non-refundable convenience fee assessed to the cardholder. E-check payments will be assessed a non-refundable flat fee.

One-time program application and graduation fees are charged. The comprehensive examination fee and the tuition for capstone projects are paid before beginning them.

### Purchasing Books

Students purchase books from bookstores or from online vendors of their choice. Each course's book list can be located online at [portal.mlc-wels.edu/nwpp/](http://portal.mlc-wels.edu/nwpp/), under Information and Book List.

### Billing Error or Dispute

Billing errors or disputed charges are first addressed to the financial services billing department informally via email, phone, etc. If the matter is not resolved informally, the student writes a letter detailing the presumed error and the dollar amount. The letter is addressed to the director of financial services, who makes the final determination concerning the error or dispute.

### Refund Policy

Students may withdraw from the program at any time without penalty. Withdrawal from courses follows the guidelines below.

#### Semester Courses

- **Before the course begins:** full refund of tuition.\*
- **First two weeks of the course:** full refund of tuition.\*
- **From week three to 60% of course completion:** pro rata refund of tuition according to partial refund guidelines.\*
- **From 60% of course completion to end of course:** no refund.

#### Summer Session

- **Before the course begins:** full refund of tuition.\*
- **First five days of the course:** full refund of tuition.\*
- **From day five to 60% of course completion:** pro rata refund of tuition according to partial refund guidelines.\*
- **From 60% of course completion to end of course:** no refund.

**Partial Refund Guidelines:** Pro rata refunds of tuition will be given to students who withdraw from a course prior to the 60% course completion date. The refund will equal the amount of course tuition the student has paid minus the proportion of the course completed as of the date of the notice of withdrawal. Refunded tuition will be sent within 40 days of notice of withdrawal.

*\* Credit/debit card and electronic check fees are non-refundable.*

### Payment Policies

- Online payments via credit card or debit card will be assessed a small non-refundable percentage fee. E-check payments will be assessed a small non-refundable flat fee.
- Payment for all courses is due in full the first day of the course.
- Past due financial accounts must be paid in full before a student can complete course registration for another MLC course or semester.
- The college will not confer degrees, issue diplomas, or provide official transcripts to students with outstanding financial obligations except in the following cases:
  - the outstanding balance owed to MLC is \$500 or less
  - the student has entered into and, as determined by MLC, is in compliance with a payment plan with the college
  - the transcript request is made by a prospective employer for the student
  - the account has been turned over to an external collection agency for collection

### Non-Refundable Fees

Non-refundable fees include the application fee, comprehensive examination fee, off-campus examination fee, graduation fee, and any credit/debit or electronic check fees.

### Veterans Benefits

Martin Luther College may not assess late fees or other late charges for veterans who are eligible to receive federal or state educational assistance and who have applied for that assistance but not yet received it, nor may they prevent these students from registering for a subsequent term because of outstanding tuition charges that arise from delayed federal or state payments. MLC may request, without delay, the amount of tuition above expected federal and state educational assistance, and may require payment of the full amount of tuition owed by the veteran within 30 days of receipt of the expected federal or state educational assistance.

### Financial Aid

Student loans (federal direct loans) are available for students enrolled half-time (which the college defines as 3 to 5 credits per term) or full-time (6 or more credits) in a graduate program. A link to the Free Application for Federal Student Aid (FAFSA) can be found at [fafsa.gov](https://fafsa.gov). Students need to complete a FAFSA form to determine eligibility for federal loans. MLC's federal school code is 002361. When filing a FAFSA, also email the MLC director of financial aid to alert the director that you are a graduate student. The Financial Aid Office will then receive the FAFSA result and will send an award letter notifying you of the loan amount for which you are eligible.

The MLC Master of Science programs are approved for veterans benefits by the Minnesota State Approving Agency. Contact the MLC director of financial aid for further information.

### MLC Master's Grant

Need-based financial aid is available to those who are qualified to serve in the public ministry of the Wisconsin Evangelical Lutheran Synod (WELS) or Evangelical Lutheran Synod (ELS). Application for this financial assistance is done by submitting the MLC Master's Grant application. Application must be made prior to the beginning of the semester in which aid is desired. If approved, the application is valid for one academic year (fall, spring, summer). Applications must be resubmitted each academic year using data from the most recently submitted federal tax forms. For more information and an application form, go to [mlc-wels.edu/graduate-studies/financial-aid](https://mlc-wels.edu/graduate-studies/financial-aid).

## Financial Aid Satisfactory Academic Progress Policy

Federal regulations require Martin Luther College to establish satisfactory academic progress standards for Title IV financial aid. Satisfactory academic progress (SAP) is measured after each semester by reviewing the student's qualitative progress as measured by cumulative GPA as well as the quantitative progress as measured by determining the percent of credits attempted that are completed. The Financial Aid Office is responsible for ensuring that all students who receive federal and institutional financial aid are meeting these standards. The standards of satisfactory academic progress apply for all financial assistance programs including Federal Stafford loans and institutional grants.

### 1. Qualitative Progress

In order to retain financial aid eligibility, the student must maintain a cumulative GPA of:

- Following first three credits 2.67
- Following first six credits 2.67
- Following nine and subsequent credits 3.00

### 2. Quantitative Progress

Students must complete their program within 150% of the normal time for completion, which is 36 credit hours. Students are not eligible for financial aid after attempting 54 credit hours (150% times 36 credit hours). Students must achieve a 3.0 GPA on 67% of credits attempted. Progress towards achieving program completion is measured each semester by dividing the number of credit hours earned by the total number of credit hours attempted.

### 3. Additional Factors

The following are considered when evaluating a student's satisfactory academic progress:

- **Withdrawn Classes:** Under special circumstances a student may withdraw from a course after the first two weeks of the semester and up to 60% of course completion. For these courses the student's record shows W and is not counted in computing the grade point average. An unauthorized withdrawal from a class is recorded as an F. This F is counted in the GPA.
- **Incomplete Classes:** Incomplete grades are temporary grades given when a student doing otherwise acceptable work is unable to complete the course assignments for reasons acceptable to the instructor. 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 midterm of the first semester, or the permanent grade is recorded as an F.
- **Pass/Fail Classes:** Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned.
- **Repeat Classes:** Classes for failed courses that are repeated because they are required for graduation are eligible for financial aid. Repeated courses are included in the calculation of attempted and earned hours. A student is allowed to repeat a course only once.
- **Audit Classes:** Audited courses are not considered credits attempted or earned.
- **Remedial Classes:** Remedial courses are included in the calculation of both attempted and earned hours.
- **Transfer Credits:** Transfer credits do not count in the calculation of the GPA. However, transfer credits accepted are included in both hours attempted and hours completed. Semesters attended at previous institutions are included in the determination of the number of semesters attended.
- **Change of Emphasis:** If a student changes emphases, the hours attempted under all courses of study are included in the calculation of attempted and earned hours.



#### 4. Definition of Terms

- **Warning:** The status assigned to a student who, for the first time, fails to achieve satisfactory academic progress at the end of a semester.
- **Probation:** The status assigned to a student who in the previous semester was on warning status and subsequently fails to achieve satisfactory academic progress, but whose appeal to have eligibility restored has been granted.

#### 5. Warning and Ineligibility

Students who fail to achieve the qualitative and/or quantitative requirements for satisfactory academic progress will be on warning status and will receive financial aid one additional semester. The warning semester is meant to inform the student of academic problems and provide for corrective action. The student will be informed of the warning status via a letter. Students who achieve the GPA requirement and/or pace requirements in the subsequent semester will have their warning status removed.

Students who do not achieve satisfactory academic progress following the warning semester will be ineligible for Title IV, state, and institutional financial aid for the following semester or summer session, or for as long as the student has not achieved satisfactory academic progress. The director of financial aid will send a letter to the student explaining the status and the conditions under which the student may appeal to have financial aid restored. The letter will inform the student that the appeal must include why the student failed to meet satisfactory academic progress and what has changed that will allow the student to achieve satisfactory academic progress at the next evaluation.

Students who are on warning status and subsequently achieve satisfactory academic progress, and then again fall below satisfactory academic progress standards, return to warning status a second time.

#### 6. Appeals and Reinstatement

To appeal the financial aid suspension, a student must submit to the Financial Aid Office a signed and dated letter of appeal explaining why financial aid should be reinstated. A student notified of ineligibility for aid may appeal to have their eligibility reinstated up to three times. A student that has appealed and been approved after the third appeal is required to maintain appropriate progress in a program plan. The program plan will be outlined and monitored by the director of graduate studies and the student's advisor to ensure their GPA will attain acceptable SAP standards within three semesters. If at any time the student does not attain the necessary requirements of the 3-semester program plan, they will be permanently ineligible for institutional, state, and Title IV financial aid.

Acceptable reasons for an appeal include the following:

- Medical issues
- Family problems
- Death of a relative
- Emotional problems
- Learning disability
- Interpersonal problems with friends, roommates, or significant others
- Difficulty balancing such things as work, family responsibilities, and course work
- Financial difficulties
- Change in or addition to a program
- Other special, significant, or unusual circumstances

Documentation verifying the situation may be requested. The Financial Aid Committee will consider the appeal and render a decision, which the director of financial aid will convey in writing. If the appeal is not granted, this will not preclude a student from enrolling, but no financial aid will be available. Students will have their financial aid eligibility reinstated once satisfactory academic progress standards are met.

## Online Expectations and Resources

### Course Delivery

The master's degree programs are all online. A schedule of courses and course registration is posted at [mlc-wels.edu/go/grad/](http://mlc-wels.edu/go/grad/), under Registration.

### Technology Requirements

A detailed listing of current computer requirements for online courses is posted at [mlc-wels.edu/go/grad/](http://mlc-wels.edu/go/grad/) under Policies and Information, Online Learning. A general list of requirements follows:

- A PC or Apple computer with internet access
- High-speed internet access (DSL, cable, fiber optic, etc.)
- A web browser—the latest version of one of the following:
  - Microsoft Internet Explorer or Edge
  - Mozilla Firefox
  - Google Chrome
  - Apple Safari

Note: We cannot guarantee compatibility with all browser versions. Students may try different browsers or contact MLC Network Services at (507) 233-9100.

- MLC provides all students with Gmail accounts, which include access to Google Apps that are used in some courses. We strongly suggest that students use their MLC Google email address for all coursework correspondence.
- A word processing system compatible with Microsoft Word.
- A PDF reader, such as Adobe Acrobat Reader. A free Acrobat PDF Reader can be downloaded from [adobe.com/downloads](http://adobe.com/downloads) (select the button Get Adobe Reader).
- Some courses may also use video feed, in which case you will need Real Player or Windows Media Player. Other courses may require PowerPoint. See the course syllabus for specific requirements.

### Technical Skills

Students are assumed to have general computing, word processing, and internet skills. Learning these skills is not part of any course in the graduate program. Students deficient in any of these skill areas are encouraged to obtain these skills prior to enrollment in any graduate-level course.

Instructors can assist with course software and procedures, but they are not equipped to assist you with your computer and its installed programs and settings. It is the student's responsibility to seek out technical assistance as needed from a local resource person.

### Time Required for an Online Course

Traditional three-credit face-to-face courses require students to be in class for 37.5 hours in a semester, with additional time spent outside of the classroom. Online students may expect to commit to 115 hours per semester, which translates to seven to eight hours per week. In courses taught during the eight-week summer term, the material must be covered in half the time of a regular semester course; therefore, students should expect a time commitment of 14 to 16 hours per week. Some students may require a greater or lesser time commitment depending on prior knowledge, reading speed, and study habits.

Online courses require a discipline and a time commitment that can be a challenge for some students. Most instructors give specific suggestions for time management. Instructors will monitor online time and will take the responsibility and initiative to contact students regarding progress or lack of progress. Extensions may be requested in instances involving illness or serious family issues.

## Online Resources

### EDU6900 Required Introduction to Graduate Writing

All graduate students newly accepted into education degree programs are automatically registered for this free and required course during the semester they are accepted. Its primary focus is the current edition of the American Psychological Association's (APA) writing style guide, with an emphasis on citations and references. Basics of good writing are encouraged by introducing participants to the online writing aid Grammarly.

This is a self-paced, introductory writing course with four short lessons to be completed during the semester of acceptance before coursework begins. Students will be able to access the introductory course through Moodle. Go to the website at [mlc-wels.edu/continuing-education/accessing-moodle/](http://mlc-wels.edu/continuing-education/accessing-moodle/), under Policies and Information, to find directions to access your course in Moodle.

### How to Access Your Course in Moodle

Prior to the start of an online course, instructors send registered students course details and information on how to access it in Moodle. Current information on accessing a course in Moodle can be found at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Policies and Information.

Many documents have been created by Martin Luther College to assist students while working in the Moodle learning management system. Answers to frequently asked questions (FAQ) as well as current documents are available at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Policies and Information.

### Access to Program Information on the Website

Necessary forms and information regarding the master's programs are posted on the Martin Luther College website at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad). Materials available at the graduate studies page include:

- Graduate studies bulletin
- Admission to degree program
- Application for graduation
- Capstone project
- Long-term course calendar and course fees
- Comprehensive examination application
- Contact information
- Course registration
- Institutional review board
- Program plans
- Schedule of courses
- Student appeal form

### Access to Martin Luther College Resources

As enrolled students at Martin Luther College, graduate students have access to all student privileges and resources. These include the bookstore, library, and various student services. Library books may be checked out by e-mailing the library and including name, address, and student number. Additional resources, such as EBSCO and ERIC databases, are accessible at [mlc-wels.edu](http://mlc-wels.edu). At the bottom of the homepage, click on Library under Resources. A direct link to the MLC library databases for off-campus students is [mlc-wels.edu/library/](http://mlc-wels.edu/library/). MLC Network Services provides a username and password for each student to access library resources online.

### Writing Aids

MLC provides Grammarly Premium to all of its students. Grammarly is an online resource that integrates with your browser to offer suggestions for improving electronic communication. Students can also upload papers into Grammarly to check spelling, grammar, punctuation, and plagiarism. Visit [mlc-wels.edu/graduate-studies/students-get-better-grades-with-grammarly/](http://mlc-wels.edu/graduate-studies/students-get-better-grades-with-grammarly/) to take advantage of this valuable resource.

## Academic Policies

### Degree Requirements

Degree requirements include

- completion of all coursework;
- a cumulative grade point average of 3.00 (B average);
- successful completion of a capstone project or comprehensive examination; and
- a completed and approved application for graduation.

### Time for Completion

Students have seven years from the time of acceptance to complete the program. Students may apply to the director of graduate studies for an extension of one year.

### Active Student Status

Graduate students must be enrolled in a Martin Luther College graduate level course during the fall (semester 1) and spring (semester 2) to maintain active status, including the semester they graduate. Enrollment in the summer (semester 3) is not required. Students not earning credit in a given fall or spring semester through an MLC graduate-level course can maintain active status by enrollment in EDU6999 Continued Graduate Study.

There is no charge for EDU6999, and students may take the course up to four times consecutively. Students not enrolling in a fall or spring course will be dropped from the graduate program. Please Note: EDU6999 is considered active status for MLC's purposes only. If you are receiving financial aid, EDU6999 is not considered an active course.

### Choosing an Emphasis

When applying for the MS Ed program, students are required to choose an emphasis: educational technology, instruction, leadership, or special education (with or without LD licensure). Those applying for the MS Ed Admin program will choose an early childhood director, principal, or technology director emphasis.

Students wishing to complete a double emphasis in the MS Ed program should note the following:

- Only one master's degree is conferred. (Note: An emphasis is not indicated on the diploma, only on the transcript.)
- Applicable courses from one emphasis can be used to fulfill requirements in the other emphasis.
- Two distinct capstone projects, one for each emphasis, must be completed, and each capstone project must be from a different capstone category (curriculum development, field project, internship, thesis, or comprehensive exam).

A student with a double emphasis completes the program with a minimum of 39 credits, instead of the 36 credits required for a single emphasis.

### Inter-Program Electives

MLC graduate students may take up to six credits from other MLC graduate programs only as elective choices and only as space in their program plan allows. Programs are defined for this purpose as MS in Education (all emphases), MS in Educational Administration, MS in Special Education, and MA in Theological Studies.



## Earning More than One Master's Degree

Students may earn several master's degrees from Martin Luther College (MLC), such as a Master of Science in Education and a Master of Science in Educational Administration. Programs are completed consecutively, not concurrently. Students must meet all of the requirements and complete a separate capstone project for each master's degree. Up to 15 identical course credits from a previous MLC degree may be applied to the next degree as long as they were taken within seven years of matriculation into the new program and the course content has not significantly changed. Credit transfer determination will be made by the director of graduate studies in consultation with the course instructor. Appeals of credit transfer decisions are made to the vice president of academics, whose decisions are final.

## Advising

Upon admittance to the graduate program, each graduate student is assigned an academic advisor. Students are assigned an advisor according to their chosen emphasis. Advisors give advice to students regarding program choices and serve on advisees' review committees.

All graduate students also have a technology advisor. The college's director of academic computing works directly with the college's online courses, faculty, and students. The director can advise students about their technology needs and can help resolve questions on how to work with the learning management system, Moodle. However, students are ultimately responsible for seeking out local technical assistance as needed concerning problems with their computers, installed programs and settings, and access to the internet.

## Registering for Courses

Students register for courses online. The course offerings and an application for course registration are found on the graduate studies webpages at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Registration.

## Courses per Term Limit

Students can take up to two courses per term. Permission to take three courses in a term is required from the director of graduate studies. The director's decision on each request is final and cannot be appealed.

## Adding a Course

With the consent of the course instructor, a student may add a course during the first two weeks of the fall and spring semesters (two days in the summer semester).

## Withdrawing from a Course

With the approval of the director of graduate studies, students may withdraw from a course after the first two weeks of the fall and spring semesters through two weeks after midterm, or after the first five days of the summer semester through the fifth week. After 60% course completion, a student may no longer withdraw. The director will consult with the course instructor in making a decision. For these courses the student's record shows W and is not counted in computing the grade point average. An unauthorized withdrawal from a course is recorded as an F. This F is counted in the grade point average.

## Capstone Project Extension

Students have up to 12 months to complete the capstone project. If after 12 months the project is not finished, students must register for an extension and pay a fee equal to one graduate credit. This registration for extension and fee continues each subsequent term (fall, spring, and summer) until the project is completed or the student drops out of the program. Students may appeal using the student appeal process/grievance procedure.

## Incomplete Course Work

A grade of Incomplete may be assigned when, at the end of the term, students have not completed all course work. An Incomplete is given only when the completed work is of satisfactory quality and, in the determination of the instructor, students have a valid reason for not finishing the requirements. 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 midterm of the first semester— or the permanent grade is recorded as an F.

## Minimum Enrollment

A minimum enrollment of three students is generally required for courses to be offered. Ultimately, it is the director of graduate studies' decision whether or not a course is offered.

## Grading

A	4.00 per semester hour
A-	3.67 per semester hour
B+	3.33 per semester hour
B	3.00 per semester hour
B-	2.67 per semester hour
C+	2.33 per semester hour
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

### Other symbols (Non-GPA)

I	Incomplete
W	Withdrawal
IP	In Progress
P	Pass
NP	No Pass

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

## Course Grade Requirements

A student must obtain a course grade of B– or higher for the course to count toward the graduation requirements of the program. This means that any course with a grade of C+ or lower will still be recorded on the student's transcript and the grade will still count in the cumulative GPA, but the course will not help fulfill the requirements needed toward completing the program. A student may retake a course if a grade of C+ or lower was earned the first time. Once a course has been retaken, the new grade will be used in calculating the student's cumulative GPA. The first attempt at the course and its resulting grade will remain on the student's transcript but will not be used in calculating the cumulative GPA. A course can only be retaken once. This policy takes effect January 1, 2010, and is not retroactive.

## Probation

Any student who is accepted into the program with an undergraduate GPA of less than 3.00 or who does not maintain the minimum cumulative GPA requirement for graduation (3.00) will be placed on probation. Students declared to be on probation will be allowed to continue in the program on the condition that they attain a 3.00 or higher GPA during their next nine graduate credits in the program.

## Dismissal

Students who do not achieve a GPA of 3.00 or greater by the end of their probationary period (nine credits) will be dismissed from the graduate studies program. Students may appeal using the student appeal process/grievance procedure.

## Readmittance

A student who has been dismissed for academic reasons may apply for readmittance after one calendar year from the date of dismissal. Students who apply for, and are accepted for, readmittance prior to two calendar years from the date of dismissal will retain all previous credits earned toward the program prior to dismissal. Students who apply for readmittance after two calendar years from the dismissal date will begin a new program; however, only nine satisfactory credits (B– or higher) earned within four years prior to readmittance will transfer into the student’s program (see transfer policy).

Students who leave the program may be readmitted as an MLC graduate student. Returning students submit a new application and application fee.

## Grade Reports and Transcripts

Grade reports and unofficial transcripts are available to students online by logging into the MLC Portal. Official transcripts may be requested by completing the Transcript Request Form that is available online at [mlc-wels.edu/academics/academic-forms/](http://mlc-wels.edu/academics/academic-forms/).

## Family Educational Rights and Privacy Act

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

**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.**

A student should submit to the Records Office a written request that identifies the record(s) the student wishes to inspect. The college 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, that 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, misleading, or otherwise in violation of the student’s privacy rights under FERPA.**

A student who wishes to ask the college to amend a record should write to the Records Office, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student’s 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 provide written consent before the college discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

The college discloses education records without a student’s prior written consent under the FERPA exception for 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 unit personnel and health staff); a person or company with whom the college has contracted as its agent to provide a service instead of using college employees or officials (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 responsibilities for the college.

Martin Luther College discloses education records to officials of another school in which a student seeks or intends to enroll only with written consent of the student.

**Directory Information Policy**

Directory information is made public. If a student does not want directory information released, the student must submit a written request to the Records Office. Martin Luther College collects directory information on students. Directory information includes

- student's name
- student's photo
- home and campus addresses
- email addresses
- telephone number(s)
- date and place of birth
- grade classification level
- full- or part-time status
- honors and awards
- degrees and fields of study
- high school graduated from
- home congregation
- participation in sports and campus activities
- weight and height of members of athletic teams
- athletic performance data
- dates of attendance
- ministry candidate assignment

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

**Freedom of Expression and Inquiry**

Freedom of inquiry is an essential aspect of our educational program. Christian teachers will encourage such freedom from a perspective that is consistent with our educational principles.

For the better understanding of ourselves, the human community at large, and the physical environment, we are encouraged, guided, and obligated by these principles to become knowledgeable about the peoples on earth, past and present, 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 principles allow and urge unrestricted freedom of inquiry; on the other hand, they disallow uninhibited freedom of expression of any and all kinds in our educational program. As Christians we recognize and know that genuine human freedom comes alone through Christ Jesus, whose Spirit guides us to evaluate through the Scriptures what is noble and beautiful, praiseworthy and pure, and mentally and emotionally wholesome.

In summary, therefore, our approach to education 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.



## Students with Disabilities

Martin Luther College complies with Section 504 of the Rehabilitation Act of 1973 to serve students who have disabilities as defined in the Americans with Disabilities Act of 1990. Students accepted for admission to the graduate program are considered capable of meeting academic standards if reasonable accommodation 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 accommodation. Students must also provide results of formal testing and/or evaluation of the disability as well as historical documentation of accommodation received 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 accommodation with the director of graduate studies. The director will confer with appropriate persons to develop a reasonable accommodation plan. Responsibilities of the student are included in this plan. Accommodations are designed to meet the individual needs of students without compromising 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.

## Standards for Written Work

The graduate faculty expects that all written work by graduate students will be in standard English and free of basic writing and spelling errors. All writing assignments for Master of Science students follow the format and style of the *Publication Manual of the American Psychological Association* (current edition). The *Publication Manual of the APA* is available at bookstores, online vendors, or directly from the publisher at [apastyle.apa.org/products/publication-manual-7th-edition](http://apastyle.apa.org/products/publication-manual-7th-edition). All Master of Arts writing assignments follow the Society of Biblical Literature (SBL) style. To view this style go to [guides.mlc-wels.edu/subjects](http://guides.mlc-wels.edu/subjects).

## Plagiarism and Academic Integrity

Plagiarism is defined as written work that includes five or more successive words, from a source other than the student's own work, that is not quoted and cited as described in the format prescribed by the degree program.

Students acknowledge and support the basic ethical principles that form the basis for all scientific and scholarly work, research, writing, and reporting. These principles are described in the *Publication Manual of the APA* (Ethical Standards for Reporting and Publishing of Scientific Information). In compliance with the Ethical Principles of Psychologists and the Code of Conduct (Section 5.01-6.26), students who violate these standards or otherwise fail to report honestly and accurately his or her own work, will receive a minimum of an "F" for the assignment and a written letter from both the director of graduate studies and the student's advisor to 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.

## Student Conduct

All graduate students are expected to use commonly accepted behavior in words and actions when interacting with faculty and fellow students. Behaviors that are unacceptable include, but are not limited to, dishonesty, slander, sexual innuendo, hurtful comments, and tampering with course software, student profiles, posts, or grades. Students who violate these standards will be reported to the director of graduate studies, who will review the charges. Upon completion of the review, the director of graduate studies will issue the findings in a written letter to those involved and the student's advisor. A copy of the written letter will remain in the student's academic file. Additional disciplinary actions, including dismissal from the program, are at the discretion of the director of graduate studies in consultation with the Graduate Faculty Council. Students dismissed for disciplinary reasons may not be readmitted into the program. Students may appeal using the student appeal process/grievance procedure.

## Student Appeal Process/Grievance Procedure

The graduate student appeal process/grievance procedure is designed to resolve disagreements related to interpretation of MLC or graduate studies policies. This procedure should also be utilized by graduate students who wish to appeal their grade or dismissal from the graduate studies program. The general objective of an appeal is to bring new information that might not have been available or previously considered, to protest a procedural error or inconsistency in the appeal process, or to question the appropriateness of a decision.

The appeal process/grievance procedure must be initiated within 10 calendar days after the student knows or should know of the action that prompted the appeal or grievance. In pursuing an appeal or grievance, the student must follow these steps, in sequence:

- Step 1. The student appeals to the faculty member responsible for making the initial decision that prompted the appeal or grievance. The appeal or grievance must be made in writing with substantiating reasons given for the appeal. The student may use, but is not required to use, the Student Appeal/Grievance Form available online at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Policies and Information. In Step 1 of the process, the student and faculty member should discuss the problem to attempt to resolve the issue. The faculty member must communicate the decision regarding the appeal or grievance to the student.
- Step 2. If the student is not satisfied with the outcome of Step 1 of the procedure, within 10 calendar days from the day the Step 1 decision is communicated to the student, the student may appeal to the director of graduate studies for resolution of the concern. The appeal must be made in writing with substantiating reasons given for the appeal. The student may use, but is not required to use, the Student Appeal/Grievance Form. The director will make a decision on the appeal or grievance. If requested by the student, the director of graduate studies should provide the student with a written statement of the reason for the decision.
- Step 3. If the student is not satisfied with the outcome of Step 2 of the procedure, within 10 calendar days from the day the Step 2 decision is communicated to the student, the student may appeal to the Appeals Board. The Appeals Board will consist of two Graduate Faculty Council members and one graduate student. The Step 3 appeal must be made in writing with substantiating reasons given for the appeal, evidence in support of the appeal, and the solution sought. For Step 3 of the appeal process, the student must use the Student Appeal/Grievance Form. The documentation must be forwarded to the vice president for academics.

On the Student Appeal/Grievance Form, the student may request to present his or her appeal and supporting information in person to the Appeals Board. This request will be granted or denied by the vice president for academics at his or her discretion. If an in-person presentation is granted, it will be held at a time designated by the Appeals Board, and the student may be accompanied by one other person. The Appeals Board will inform the student of its decision in writing. The decision of the Appeals Board is final in all cases except cases of dismissal.

- Step 4. In cases of dismissal from the program, if the student is not satisfied with the outcome of Step 3 of the procedure, the student has the right to appeal to the vice president for academics. The Step 4 appeal must be made in writing with substantiating reasons given for the appeal and evidence in support of the appeal. The vice president for academics will inform the student of his or her decision in writing. The decision of the vice president for academics is final.

## Application for Graduation

Students are required to complete the Application for Graduation form, available online at [mlc-wels.edu/go/grad](https://mlc-wels.edu/go/grad), under Completing Your Degree, and submit the commencement fee before they can graduate from the program or participate in the May graduation ceremony. This application and fee is required of all students, whether participating in the commencement service or not. All graduating students, including those who anticipate completing their final program credits during the spring term or who are taking the comprehensive exam during the spring term, should submit the Application for Graduation and fee payment by April 1.

A degree audit is done to ensure that the student has met all requirements to graduate. Students fulfilling all degree requirements graduate with either a Master of Science or a Master of Arts degree depending on the program in which they are enrolled. Graduating students participate in the May commencement exercise regardless of when they complete their degree requirements. Students wear appropriate academic regalia for the commencement exercise.



2024 hooding ceremony

## Master of Science in Education

### Program Design

The program contains the following components:

1. A core of courses relating research to the principles and practices of education.
2. Four emphasis choices:
  - **Educational technology:** curriculum integration of technology, school technology leadership, and employing technology to expand educational offerings.
  - **Instruction:** development of the general understandings and skills of a master teacher.
  - **Leadership:** a focus on the roles and functions of a school leader and that person's responsibility for the supervision and improvement of instruction.
  - **Special education:** curriculum, instruction, and assessment specific to children with special needs.

**Note:** *Program plan sheets* for each of these course options are located at the end of this section. These forms are also posted at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Degrees Offered.
3. Elective courses from any area of emphasis (See also: Inter-Program Electives, under Academic Policies).
4. Successful completion of 30 credits that include a 3-credit capstone project or comprehensive examination.

### MS Education and Post-Baccalaureate License Combination Program

Graduate students wishing to add Minnesota licensure are encouraged to apply for MLC's post-baccalaureate program to fulfill requirements while completing their master's degree through MLC. MLC's licensure officer will use the information supplied on the audit form and the student's official transcripts to determine the specific courses and requirements that each individual must fulfill.

**The following courses may be required:**

- EDU5105 Improving Instruction Methodology
- EDU5109 Designing Classroom Instruction
- EDU5010 Diversity Issues in Education
- SPE5201 Educating the Exceptional Learner
- EDU5101 An Evidence-Based Approach to Reading Instruction

**The following undergraduate seminar must be taken in addition to the master's requirements:**

- EDU9506 Licensure Seminar (1 cr)

**The following is the only capstone project option available:**

- Internship: 12-week professional experience (Additional weeks may be added if no prior public school experience.)

**Note:** Students wishing to pursue post-baccalaureate MN teaching licensure alone, and not a master's degree, will enroll only in the MLC post-baccalaureate program. Courses for that program are at the undergraduate level and separate from the master's degree courses.



### MS Education and the New Teacher Induction Mentoring/Coaching Certificate

Martin Luther College provides training for teachers to serve as mentors who support other teachers through instructional mentoring/coaching. The 1- and 2-credit courses offered in this program can be taken and completed at the graduate level. Graduate-level courses can be applied to the 9-credit Mentoring & Coaching Certificate (MCC) and the Master of Science in Education program. Most courses are available through online instruction. Some are offered with a face-to-face or blended option.

The following mentoring courses apply to the Master of Science in Education programs:

- EDU5901 Instructional Mentoring (1 cr)
- EDU5903 Observation & Conferencing (1 cr)
- EDU5904 Coaching in Complex Situations (1 cr)
- EDU5905 Using Data to Inform Instruction (2 cr)
- EDU5906 Designing Effective Instruction (1 cr)
- EDU5907 Conditions for Equitable Instruction (1 cr)
- EDU5908 Understanding, Supporting, and Facilitating a Professional Development Plan (2 cr)





**Program Plan**  
**MASTER OF SCIENCE IN EDUCATION**  
**EDUCATIONAL TECHNOLOGY EMPHASIS**

Summary	
Core Courses	9 cr
Emphasis Electives ( <i>Minimum</i> )	9 cr
Any Elective Courses	9 cr
Capstone or Exam	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Education - Educational Technology Course Offerings**

Course No.	Title	Credits	Category	Date Taken
EDU5001	Issues in Education	3	Required Core Courses	
EDU5005	Foundations of Educational Research	3		
EDU5106	Assessment of Learning and Instruction	3		
Emphasis Elective Courses (take at least 9 credits)				
EDT5001	Enhancing Curriculum with Technology	3	Emphasis Electives	
EDT5002	Emerging Technologies in Education	3		
EDT5003	Multimedia Technologies	3		
EDT5005	Teaching Online	3		
EDT5008	Leading Technology Professional Development	3		
EDT5009	Issues in Educational Technology	3		
EDT5010	Technology and Universal Design for Learning	3		
EDT5011	Enhancing Ministry with Technology	3		
EDT5012	School Technology Infrastructure	3		
General Elective Courses (any EDT, EDU, SPE, or THE 5000-level course)				
			General Electives	
EDU5901	Instructional Mentoring	1	Mentoring Certificate Courses	
EDU5903	Observation & Conferencing	1		
EDU5904	Coaching in Complex Situations	1		
EDU5905	Using Data to Inform Instruction	2		
EDU5906	Designing Effective Instruction	1		
EDU5907	Conditions for Equitable Instruction	1		
EDU5908	Understanding, Supporting, and Facilitating a Professional Development Plan	2		
Capstone Options				
EDU6101	Comprehensive Examination	3	Capstone Options (Select One)	
EDU6200	Field Project	3		
EDU6300	Internship	3		
EDU6501	Thesis	3		



**Program Plan**  
**MASTER OF SCIENCE IN EDUCATION**  
*INSTRUCTION EMPHASIS*

Summary	
Core Courses	9 cr
Emphasis Electives ( <i>Minimum</i> )	9 cr
Any Elective Courses	9 cr
Capstone or Exam	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Education - Instruction Emphasis Course Offerings**

Course No.	Title	Credits	Category	Date Taken
EDU5001	Issues in Education	3	Required Core Courses	
EDU5005	Foundations of Educational Research	3		
EDU5106	Assessment of Learning and Instruction	3		
Emphasis Elective Courses (take at least 9 credits)				
EDT5001	Enhancing Curriculum with Technology	3	Emphasis Electives	
EDU5004	Family Issues in Education	3		
EDU5101	An Evidence-Based Approach to Reading Instruction	3		
EDU5102	Integrating the Language Arts	3		
EDU5103	Improving Instruction in Mathematics and Science	3		
EDU5107	Cognitive Psychology	3		
EDU5109	Designing Classroom Instruction	3		
EDU5110	High-Impact Instruction	3		
EDU5112	Classroom Management	3		
General Elective Courses (any EDT, EDU, SPE, or THE 5000-level course)				
			General Electives	
EDU5901	Instructional Mentoring	1	Mentoring Certificate Courses	
EDU5903	Observation & Conferencing	1		
EDU5904	Coaching in Complex Situations	1		
EDU5905	Using Data to Inform Instruction	2		
EDU5906	Designing Effective Instruction	1		
EDU5907	Conditions for Equitable Instruction	1		
EDU5908	Understanding, Supporting and Facilitating a Professional Development Plan	2		
Capstone Options				
EDU6101	Comprehensive Examination	3	Capstone Options (Select One)	
EDU6200	Field Project	3		
EDU6300	Internship	3		
EDU6501	Thesis	3		





**Program Plan**  
**MASTER OF SCIENCE IN EDUCATION**  
**LEADERSHIP EMPHASIS**

Summary	
Core Courses	9 cr
Emphasis Electives ( <i>Minimum</i> )	9 cr
Any Elective Courses	9 cr
Capstone or Exam	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Education - Leadership Course Offerings**

Course No.	Title	Credits	Category	Date Taken
EDU5001	Issues in Education	3	Required Core Courses	
EDU5005	Foundations of Educational Research	3		
EDU5106	Assessment of Learning and Instruction	3		
Emphasis Elective Courses (take at least 9 credits)				
EDU5003	Curriculum Design and Implementation	3	Emphasis Electives	
EDU5006	Foundations of Ministry	3		
EDU5302	Supervision of Instruction	3		
EDU5304	School Law	3		
EDU5308	Leading the School Community	3		
EDU5309	Leadership for Change	3		
EDU5310	School Business Administration	3		
EDU5311	The Principalship	3		
EDU5312	School Leadership	3		
General Elective Courses (any EDT, EDU, SPE, or THE 5000-level course)				
			General Electives	
EDU5901	Instructional Mentoring	1	Mentoring Certificate Courses	
EDU5903	Observation & Conferencing	1		
EDU5904	Coaching in Complex Situations	1		
EDU5905	Using Data to Inform Instruction	2		
EDU5906	Designing Effective Instruction	1		
EDU5907	Conditions for Equitable Instruction	1		
EDU5908	Understanding, Supporting, and Facilitating a Professional Development Plan	2		
Capstone Options				
EDU6101	Comprehensive Examination	3	Capstone Options (Select One)	
EDU6200	Field Project	3		
EDU6300	Internship	3		
EDU6501	Thesis	3		





**Program Plan**  
**MASTER OF SCIENCE IN EDUCATION**  
*SPECIAL EDUCATION EMPHASIS*

Summary	
Core Courses	9 cr
Emphasis Electives ( <i>Minimum</i> )	9 cr
Any Elective Courses	9 cr
Capstone or Exam	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Education - Special Education Course Offerings**

Course No.	Title	Credits	Category	Date Taken
EDU5001	Issues in Education	3	Required Core Courses	
EDU5005	Foundations of Educational Research	3		
EDU5106	Assessment of Learning and Instruction	3		
Emphasis Elective Courses (complete at least 9 credits)				
SPE5201	Educating the Exceptional Learner	3	Emphasis Electives	
SPE5202	Diagnosis and Assessment of Students with Special Needs	3		
SPE5203	Transition Planning and Collaboration in Special Education	3		
SPE5204	Diagnosis and Remediation of Reading Difficulties	3		
SPE5205	Communication Disabilities	3		
SPE5206	Teaching Children with Learning Disabilities	3		
SPE5208	Teaching Reading and Mathematics to Students with Disabilities	3		
SPE5209	Learning Disabilities and Emotional/Behavioral Disorders	3		
SPE5211	Foundations of Special Education	3		
SPE5213	The IEP Process and Professional Practice	3		
Elective Courses (any EDT, EDU, SPE, or THE 5000-level course)				
			General Electives	
EDU5901	Instructional Mentoring	1	Mentoring Certificate Program	
EDU5903	Observation & Conferencing	1		
EDU5904	Coaching in Complex Situations	1		
EDU5905	Using Data to Inform Instruction	2		
EDU5906	Designing Effective Instruction	1		
EDU5907	Conditions for Equitable Instruction	1		
EDU5908	Understanding, Supporting, and Facilitating a Professional Development Plan	2		
Capstone Options				
EDU6101	Comprehensive Examination	3	Capstone Options (Select One)	
EDU6200	Field Project	3		
EDU6300	Internship	3		
EDU6501	Thesis	3		

## Master of Science in Educational Administration

### Program Design

The program is designed to meet the National Policy Board for Educational Administration's Professional Standards for Educational Leaders (formerly known as the ISLLC Standards) and the Wisconsin Evangelical Lutheran Synod Principal and Early Childhood Director Standards. This program also meets the International Society for Technology in Education (ISTE) Standards for Technology Leaders. Candidates who successfully complete this program of study will be fully prepared for Lutheran school administration at the early childhood, elementary, or high school level.

The program contains the following components:

1. A prescribed set of courses in four areas: *leadership, administration, instructional supervision, and application.*
  2. Three emphasis choices:
    - **Early Childhood Director:** skills and understandings needed to lead an early childhood program.
    - **Principal:** skills and understandings needed to lead an elementary or high school.
    - **Technology Director:** skills and understanding to guide and implement technology in schools.
- Note: Program plan sheets** for each of these course options are located at the end of this section. These forms are also posted at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Degrees Offered.
3. Successful completion of 30 credits that include either a 3- credit capstone project or internship. Internships are required for teachers preparing to be early childhood directors or principals.

### Early Childhood Director Emphasis

The early childhood director emphasis prepares candidates to meet WELS early childhood director standards. Many required school leadership skills are shared by both early childhood directors and principals. Some courses will therefore be shared with principal candidates, yet will enable early childhood directors to apply content to their context. Other courses are unique in content to early childhood directors. Common courses involve servant leadership, vision, planning, communication, relationships, management, budgeting, school safety, and outreach. Unique courses address issues of child development, early childhood curriculum, and specific legal requirements involving young children. Practical application is embedded throughout the entire program, but is especially integrated into the research, field project, and internship components.

#### WELS Early Childhood Director Credential

The WELS Early Childhood Director Credential is a graduate-level training in key areas of the WELS Early Childhood Director Standards. It also serves as recognition for candidates in the WELS Director Credential Cohorts. Credential completers may apply all earned credits toward the Master of Science in Educational Administration degree, which fully meets standards.

### Principal Emphasis

The principal emphasis prepares candidates to meet WELS principal standards. Leadership courses focus on servant leadership, vision, planning, communication, and relationships. Administration courses develop skills in management, budgeting, school safety, and outreach. Instructional supervision courses enable the principal to monitor and develop high-quality curriculum and instruction. Practical application is embedded throughout the entire program, but is especially integrated into the research, field project, and internship components.

### Technology Director Emphasis

The educational technology emphasis prepares candidates to lead technology in schools. Through the coursework, participants develop the expertise to recommend and make technical decisions about infrastructure, hardware, and applications that support learning and productivity. Additionally, they explore and implement emerging technologies and lead effective professional development.



**Program Plan**  
**MASTER OF SCIENCE IN**  
**EDUCATIONAL ADMINISTRATION**  
**EARLY CHILDHOOD DIRECTOR EMPHASIS**

Summary	
Required Courses	27 cr
Capstone	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Educational Administration - Early Childhood Director Course Offerings**

Course No.	Title		Credits	Date Taken
Early Childhood Director as Leader				
EDU5308	Leading the School Community		Required	
EDU5309	Leadership for Change			
Early Childhood Director as Administrator				
EDU5310	School Business Administration		Required	
EDU5321	The Early Childhood Director as Leader			
EDU5324	Legal and Ethical Issues in Early Childhood			
Early Childhood Director as Instructional Leader				
EDU5302	Supervision of Instruction		Required	
EDU5322	Development of Young Children			
EDU5323	Early Childhood Curriculum			
Leadership Application				
EDU5005	Foundations of Educational Research		Required	
Capstone Options				
EDU6201	Field Project	3 credits	Capstone Options (Select One)	
EDU6300*	Internship	3 credits		
EDU6501	Thesis	3 credits		

\* Internship required for people preparing to be a director.



**Program Plan**  
**EARLY CHILDHOOD DIRECTOR**  
**CREDENTIAL**

**Early Childhood Director Credential Course Offerings**

Course No.	Title	Credits	Date Taken
Early Childhood Director as Administrator			
EDU5310	School Business Administration	Required (Each Course Is 3 Credits)	
EDU5321	The Early Childhood Director as Leader		
EDU5324	Legal and Ethical Issues in Early Childhood		
Early Childhood Director as Instructional Leader			
EDU5302	Supervision of Instruction	Required (Each Course Is 3 Credits)	
EDU5322	Development of Young Children		
EDU5323	Early Childhood Curriculum		
Early Childhood Director Credential		18 Credits	







**Program Plan**  
**MASTER OF SCIENCE IN**  
**EDUCATIONAL ADMINISTRATION**  
**PRINCIPAL EMPHASIS**

Summary	
Required Courses	27 cr
Capstone	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Educational Administration - Principal Course Offerings**

Course No.	Title		Credits	Date Taken
Principal as Leader				
EDU5308	Leading the School Community		Required	
EDU5309	Leadership for Change			
EDU5312	School Leadership			
Principal as Administrator				
EDU5304	School Law		Required	
EDU5310	School Business Administration			
EDU5311	The Principalship			
Principal as Instructional Leader				
EDU5003	Curriculum Design and Implementation		Required	
EDU5302	Supervision of Instruction			
Leadership Application				
EDU5005	Foundations of Educational Research		Required	
Capstone Options				
EDU6200	Field Project	3 credits	Capstone Options (Select One)	
EDU6300*	Internship	3 credits		
EDU6501	Thesis	3 credits		

*\*Internship required for teachers preparing to be a principal.*





**Program Plan**  
**MASTER OF SCIENCE IN**  
**EDUCATIONAL ADMINISTRATION**  
**TECHNOLOGY DIRECTOR EMPHASIS**

Summary	
Required Courses	24 cr
Elective Course	3 cr
Capstone	3 cr
<b>Total Credits</b>	<b>30 cr</b>

**Master of Science in Educational Administration - Technology Director Course Offerings**

Course No.	Title		Credits	Date Taken
Technology Director as Educational Technology Leader				
EDT5008	Leading Technology Professional Development		Required	
EDT5009	Issues in Educational Technology			
EDT5012	School Technology Infrastructure			
Technology Director as Technology Integration Specialist				
EDT5001	Enhancing the Curriculum with Technology		Required	
EDT5002	Emerging Technology in Education			
EDT5010	Technology and Universal Design for Learning			
Elective Courses - Choose 1 ( <i>can also be any 5000-level course with advisor approval</i> )				
EDT5011	Enhancing Ministry with Technology		Elective Emphasis Courses	
EDT5003	Multimedia Technologies			
Leadership Application				
EDU5005	Foundations of Educational Research		Required	
EDU5309	Leadership for Change			
Capstone Options				
EDU6200	Field Project	3 credits	Capstone Options ( <i>Select One</i> )	
EDU6300*	Internship	3 credits		
EDU6501	Thesis	3 credits		

\*This option is only available to people who are not currently technology directors.



**Program Plan**  
**EDUCATIONAL TECHNOLOGY LEADER**  
**CERTIFICATE**

**Educational Technology Certificate Course Offerings**

Course No.	Title	3 Credits Each	Date Taken
EDT5008	Leading Technology Professional Development	Required	
EDT5009	Issues in Educational Technology		
EDT5012	School Technology Infrastructure		
	EDUCATIONAL TECHNOLOGY LEADER CERTIFICATE	9 credits	





**Program Plan**  
**TECHNOLOGY INTEGRATION SPECIALIST**  
**CERTIFICATE**

**Technology Integration Specialist Course Offerings**

Course No.	Title	3 credits each	Date Taken
EDT5001	Enhancing the Curriculum with Technology	Required	
EDT5002	Emerging Technology in Education		
EDT5010	Technology and Universal Design for Learning		
	TECHNOLOGY INTEGRATION SPECIALIST CERTIFICATE	9 credits	



## Master of Science in Special Education

### Program Description

The Master of Science in Special Education is an online degree program that contributes to the professional growth of teachers by equipping them with skills to identify, evaluate, plan, and implement meaningful intervention and instruction for children with diverse learning needs.

The Master of Science in Special Education degree from Martin Luther College is designed primarily for licensed teachers who have an undergraduate degree in education from an accredited college or university. Coursework is designed to coincide with licensure requirements through the Minnesota Department of Education (MDE). Individuals from other states are highly encouraged to work with the Martin Luther College licensure office.

### Program Design

The program is designed to prepare teachers to serve in the specialized role of a special education or resource teacher.

The program contains the following components:

1. Foundational courses in special education and special education services.
2. Specialized training in learning disabilities.
3. Diagnosis and remediation strategies in specific curricular areas.
4. An internship for those desiring licensure.



2024 director congratulating graduate





**Program Plan**  
**MASTER OF SCIENCE IN SPECIAL EDUCATION**  
*with Optional MN Learning Disabilities Licensure*

MS Requirements	
MS Core Course	3 cr
Special Education Courses	24 cr
Capstone Project – Field Project or Internship	3 cr
<b>Total Credits</b>	<b>30 cr</b>

LD Licensure Requirements*
1. EDU2101/5201 Educ the Except Learner ( <i>Prerequisite</i> )
2. Minnesota Teaching License ( <i>Prerequisite</i> )
3. Special Education Internship

\* Check with the MLC licensure office for details.

**Master of Science in Special Education Course Offerings**

Course No.	Title	Credits	Category	Date Taken
EDU5005	Foundations of Educational Research	3	Required Core	
SPES211	Foundations of Special Education	3	Required Special Education Courses	
SPES213	The IEP Process and Professional Practice	3		
SPES202	Diagnosis and Assessment of Students with Special Needs	3		
SPES203	Transition Planning & Collaboration in Special Education	3		
SPES204	Diagnosis and Remediation of Reading Difficulties	3		
SPES206	Teaching Children with Learning Disabilities (with practicum)	3		
SPES208	Teaching Reading & Mathematics to Students with Disabilities	3		
SPES209	Learning Disabilities and Emotional/Behavioral Disorders	3		
Capstone Options				
EDU6200	Field Project	3	Capstone Options (Select One)	
EDU6302	Internship (required for LD licensure)	3		



## Master of Arts in Theological Studies

### Program Description

Martin Luther College's Master of Arts in Theological Studies (MATS) is an online degree program that contributes to the spiritual and professional growth of individuals by equipping them to be reflective, competent, and dedicated workers in the Kingdom through advanced studies in Scripture, doctrine, church history, and ministry.

The Master of Arts in Theological Studies degree is designed primarily for ministry-certified staff ministers and teachers, to provide a broader and deeper foundation for their service in the public ministry. It is also open to qualified laypersons who meet the entrance requirements and seek to grow spiritually as they serve in their various vocations in life and as members of their local congregations. The degree, of itself, does not qualify one for a called position in a church.

### Program Design

The program contains the following components:

1. A core of courses to provide spiritual and professional growth through advanced studies in Scripture, doctrine, church history, and ministry.
2. Successful completion of 30 credits that include either a 3- credit capstone or comprehensive exam.

### Graduate Certificate in Theology

#### Program Description

Martin Luther College's Graduate Theology Certificate is an in-depth study of theology. The curriculum provides spiritual growth and a deep understanding of God's Word that can enhance the ministry or personal lives of Lutheran teachers, staff ministers, and others who have previous college-level biblical training.

These six 3-credit courses are the core of MLC's Master of Arts in Theological Studies degree. People who complete this certificate may apply these credits to a future MLC Master of Arts in Theological Studies degree.

Teachers who qualify may use this certificate to obtain teaching ministry certification for teaching in Wisconsin Evangelical Lutheran Synod (WELS) schools.

#### Program Design

1. Provides a graduate-level study of the Bible, Bible interpretation, and Lutheran ministry
2. Is useful for Lutheran teachers and staff ministers who wish to deepen their understanding of theology
3. Is a pathway to WELS teaching ministry certification for provisionally called Lutheran teachers who meet the qualifications



**Program Plan**  
**MASTER OF ARTS IN THEOLOGICAL STUDIES**

Summary	
Required Courses	18 <i>gr</i>
Elective Courses	9 <i>gr</i>
Exam or Capstone	3 <i>gr</i>
<b>Total Credits</b>	<b>30 <i>gr</i></b>

**Master of Arts in Theological Studies Course Offerings**

Course No.	Title	Credits	Category	Date Taken
THE5001	Old Testament Theology	3	Required Core Courses	
THE5002	New Testament Theology	3		
THE5003	Biblical Hermeneutics	3		
THE5004	History of Christianity	3		
THE5005	Systematic Theology	3		
THE5006	Foundations of Ministry	3		
Program Elective Courses				
THE5105	Christ in the Old Testament	3	Program Elective Courses	
THE5201	Christian Apologetics	3		
THE5207	Views of the Afterlife: Contemporary, Cultural, and Biblical Perspectives	3		
THE5303	Lutheranism in America	3		
THE5401	Adult Christian Education	3		
THE5403	Maximum Impact with Short-Term Mission Trips	3		
General Education Elective Courses (any EDT, EDU, or SPE 5000-level course – maximum 6 credits)				
			General Elective Courses	
Capstone Options				
THE6101	Comprehensive Examination	3	Capstone Options (Select One)	
THE6200	Field Project	3		
THE6501	Thesis	3		



Program Plan  
**THEOLOGICAL STUDIES**  
**GRADUATE CERTIFICATE**

Theological Studies Graduate Certificate Course Offerings

Course No.	Title	Credits	Category	Date Taken
THE5001	Old Testament Theology	3	Required Courses	
THE5002	New Testament Theology	3		
THE5003	Biblical Hermeneutics	3		
THE5004	History of Christianity	3		
THE5005	Systematic Theology	3		
THE5006	Foundations of Ministry	3		
Theology Certificate		18		



## Comprehensive Examination (EDU6101 / THE6101)

To complete the *Master of Science in Education* or the *Master of Arts in Theological Studies* program, students must choose to either write and defend a comprehensive examination or complete a capstone project. *The comprehensive examination is NOT an option for the Master of Science in Educational Administration or the Master of Science in Special Education degrees.*

### Choosing the Comprehensive Examination

Students who choose this option complete 27 credits of coursework as outlined in the respective program plan.

### Description of the Comprehensive Examination

The comprehensive examination is a written exam consisting of three questions. The student is provided the questions in advance, one question at a time, and the student has two weeks in which to research and respond to each question in a highly comprehensive manner. The student's committee will score the comprehensiveness of the student's responses according to a rubric.

After all three questions have been submitted to the committee, the student will meet with the committee and orally defend questions that the committee may have regarding any/all of the student's responses. The entire process from start to finish will take at least fifteen weeks.

- Application to Test (test created) - 4 weeks minimum
- Answering three questions - 6 weeks
- Preparation for oral defense - 3 weeks
- Exam evaluation - 2 weeks

### Description of Examination Questions

Exam questions are designed to evaluate the Learner Outcomes of the respective programs, such that every graduate from the program demonstrates the ability to meet the outcomes. (See pages 8 and 11 of this bulletin.)

#### MS in Education

- Question 1: Master's Required Core - Reflects educational research (EDU5005), educational issues (EDU5001), or assessment (EDU5106) - Aligned with Goal #2 and Goal #3
- Question 2: Emphasis Elective - Aligned with Goal #4
- Question 3: Open for all Courses - Aligned with Goal #1

#### MA in Theological Studies

- Question 1: Master's Required Core - Aligned with Goals #1, 2, 3, or 7
- Question 2: Master's Required Core - Aligned with Goals #1, 2, 3, or 7
- Question 3: Elective - Aligned with Goals #4, 5, or 6

### Examination Committee

The committee collaboratively writes and scores the student's comprehensive examination. Committee members consist of the student's advisor and three faculty members who are arranged by the student in consultation with the advisor. One of the committee members could also be the student's advisor. Committee members meet two criteria:

- The student has taken their courses, and
- The courses represent the types of questions needed for the exam

#### Note the following requirements:

1. A 3.0 cumulative GPA is required to apply for the comprehensive examination
2. A student may take the exam while completing his/her last 3-credit course, as long as the course is an elective and no questions related to the course appear on the comprehensive exam.



### Applying for the Comprehensive Examination

1. The student and advisor meet to discuss his or her goals and purpose for earning their degree, and how they can apply their knowledge to their ministry. At this meeting, they will also discuss what type of questions will be included, from which courses the questions will be formulated, and the Goals that each question will fulfill. Three faculty committee members will be decided upon.
2. The student will complete and submit the Application for Comprehensive Examination and fee payment to the Director of Graduate Studies.
3. The Director of Graduate Studies approves the application and confirms the committee members. The director contacts the student and advisor to let them know.

### Preparing the Comprehensive Examination

The advisor and committee members meet to discuss the student's goals and purpose and develop the exam questions, based on the discussion from the advisor and the student's initial meeting (allow four weeks).

### Taking the Written Portion of the Exam

Once the exam questions are compiled in consultation with the advisor, the advisor will email the first question to the student along with a due date. The student will have two weeks to submit the response. The response for each question should:

- Range between 2,000 - 2,500 words,
- Answer each portion of the question,
- Draw upon the graduate program learning and literature,
- Be generously and properly cited using appropriate formatting (see below), and
- Meet the criteria as outlined in the rubric.

### Conducting the Oral Defense

After all questions are submitted and the advisor and committee members have an initial discussion regarding the student's responses, the advisor will schedule an oral defense approximately four weeks from the final submission. The oral defense may last one hour.

The advisor will reach out to the student to let them know what will be expected of them at the oral defense, areas to further explain, or provide examples, based on the committee's initial review of question responses.

The oral defense will proceed as follows:

- The committee will require the student to provide a brief overview of the answers to each of the questions.
- Committee members will ask the student additional follow-up questions and ask for clarification and/or examples to support their written response if needed.
- Once the student has answered the committee members' questions, the student will be asked to leave the meeting so that the committee members can discuss the scoring of answers and come to a consensus. Committee members will welcome the student back to the meeting, and the advisor will notify the student if they passed or failed any questions and if any remediation is required.
- Remediation will require the student to complete a different question; repeat abbreviated steps 4 - 8.

### Notes about Formatting

- All questions should be written in APA or SBL formatting (depending on degree)
  - Include a cover page to introduce the Comprehensive Exam.
  - Each exam question is bolded and typed at the top of the page; a new page for each exam question.
  - Page numbers are used.
  - Double –spaced; 12 pt. font using Times New Roman with 1" margins
  - Appropriate headers
  - In-text citations
  - Reference Page

- Questions that blatantly lack appropriate formatting will be returned to the student to reformat and resubmit.
  - If multiple resubmissions are required, this will take away from the student's 6-week submission deadline.
  - If multiple resubmissions are required, the committee may choose to discontinue the Comprehensive Exam process and require the student to attempt the exam the following semester.

### Master of Science in Education Comprehensive Examination Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

					Write the Appropriate Number
Category	0 - Not Evident	1 - Minimally Evident	2 - Proficient	3 - Exceptional	
<b>Goal 1</b> To evaluate and synthesize high-quality research to solve educational issues. (Evaluate in Q1)	Limited or no evidence of capability to review and synthesize research to solve relevant educational issues.	Minimal evidence of capability to review and synthesize research to solve relevant educational issues.	Demonstrates proficient capability to review and synthesize research to solve relevant educational issues.	Demonstrates an exceptional level of capability to review and synthesize research to solve relevant educational issues.	Written Component: _____ Final after Oral Defense: _____
<b>Goal 2</b> To integrate theory into practice to become an effective educator. (Evaluate in Q1)	Limited or no evidence of applying relevant seminal research and educational theory.	There is minimal evidence of applying relevant seminal research and educational theory.	Demonstrates proficient depth and breadth of knowledge by applying relevant seminal research and educational theory.	Demonstrates an exceptional level of depth and breadth of knowledge by applying relevant seminal research and educational theory.	Written Component: _____ Final after Oral Defense: _____
<b>Goal 3</b> To apply a specialized body of knowledge in an area of emphasis (Evaluate in Q2)	Limited or no evidence of knowledge or inaccurate knowledge in an advanced educational area.	Knowledge demonstrated in an advanced educational area lacks depth.	Demonstrates proficient knowledge in an advanced educational area.	Demonstrates an exceptional level of knowledge in an advanced educational area.	Written Component: _____ Final after Oral Defense: _____
<b>Goal 4</b> To implement formative and summative assessments for improved teaching and learning. (Evaluate in Q3)	Limited or no evidence of the use of formative and summative assessments for improved teaching and learning.	The use and implementation of formative and summative assessments to improve teaching and learning is minimally evident.	Demonstrates a proficient understanding of how to utilize and implement formative and summative assessments for improved teaching and learning.	Demonstrates an exceptional level of understanding and description of how to implement formative and summative assessments for improved teaching and learning.	Written Component: _____ Final after Oral Defense: _____
Exam Total after Oral Defense					/12
Evaluator Comments					

## Choosing a Capstone Project

Note the following requirements:

1. Students must currently be enrolled in or have completed all required courses prior to making the formal application for a capstone project.
2. Students must have completed at least 24 credits prior to making the formal application for a capstone project.
3. Students must pay tuition for all three or six credits of the capstone project prior to its start.
4. Students have up to 12 months to complete the capstone project. If after 12 months the project is not finished, students must register and pay tuition for a 1-credit continuing project course. This registration and tuition charge continues each subsequent term (fall, spring, summer) until the project is completed or the student drops out of the program. **Note:** For a detailed description of each project type, the Capstone Project Descriptions are found in the next section.

### Step 1: Applying for a Capstone Project

- a. The student works with his/her advisor to identify two additional graduate faculty members. The student contacts the potential capstone committee members to secure their agreement.
- b. The student completes the [Application for Capstone Project](#) and submits it, with appropriate payment, to the director of graduate studies. The application is found at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Completing Your Degree.
- c. The director of graduate studies will respond via email with approval.

### Step 2: Writing the Proposal

- a. The student writes the proposal following the guidelines for the type of project (below) and the standards for style and format prescribed by the degree program.
- b. The student submits the proposal to his/her advisor and committee members for approval.

#### Field Project

A field project allows the student to investigate a program-related issue or implement a strategy that has meaning within the student's local context. The student uses a research-informed approach for decision-making, program development, or evaluation. There are many ways this project can be created and implemented, so consultation with the advisor is recommended before proceeding.

A field project proposal will be a five- to seven-page paper that will communicate your plans to the advisor and committee members. The following outline may guide the proposal:

#### I. INTRODUCTION

- Identify the issue
- Explain the importance of the project
- State the project purpose or goal

#### II. LITERATURE REVIEW

- A reporting of the literature that frames the issues and suggests possible research designs or solutions

#### III. DESIGN

- Describe the procedure you will use to investigate the problem, make a decision, develop your program, or implement the solution
- Describe the subjects or participants

- Outline a plan to assess the effectiveness of your project

#### IV. REFERENCES

#### V. APPENDICES

### **Internship**

An internship allows a graduate student to receive hands-on experience in an authentic setting. The internship is conducted under the supervision of a field supervisor who is approved by the student's advisor and the director of graduate studies. The field supervisor must have demonstrated proficiency in the same type of setting in which the internship takes place. During the internship, the candidate gains experience and demonstrates competency in each of the related standards. The length of the internship varies by the type of internship as detailed in the specific internship handbook.

The internship proposal will be a five- to seven-page paper that communicates the purposes and arrangements of the internship to the advisor and committee members. The following outline may guide the proposal:

#### I. INTRODUCTION

- State the purpose/goals of the internship
- Explain the importance of the internship
- Articulate the connection to standards

#### II. LITERATURE REVIEW

- A reporting of the literature that relates to the purposes or goals of the internship, specific conditions in the proposed settings, methods or approaches used in the proposed settings, and theories or practices that will be utilized or evaluated as a major part of the experience

#### III. DESIGN

- Arrangements of the internship
- Connections to the purpose/goals
- Assessment/reflection plans

#### IV. REFERENCES

#### V. APPENDICES

### **Thesis**

A thesis is a systematic approach to investigating an educational problem that has application for the educational community in general. The thesis proposes an educational problem, a research question or questions, and a design that allows for empirical investigation. The findings are analyzed and reported once the investigation is completed.

The thesis proposal will vary in length depending on the study, but it will specify to the advisor and committee the research problem, question, design, methods of data collection, and analysis. The following outline may guide the proposal:

#### I. INTRODUCTION

- Statement of the problem
- Significance of the proposed study
- Research question(s) and/or hypothesis
- Definition of terms
- Assumptions and limitations of the study



**II. LITERATURE REVIEW**

- The reporting of the literature that frames the problem, research question, variables, research designs, or methods and interpretation

**III. METHODOLOGY**

- Subjects
- Measures
- Procedures
- Data analysis
- Limitations of the design

**IV. REFERENCES****V. APPENDICES**

- Data-gathering instruments (surveys, tests, interview questions)
- Informed consent/permission forms

**Step 3: Submitting the Proposal**

- a. The student submits the accepted proposal along with the application for Institutional Review Board (IRB) approval to the director of graduate studies.
- b. Approval from the director of graduate studies and the IRB must be received before the project is begun.

**Step 4: Completing a Capstone Project**

- a. The student's advisor works closely with the student to ensure graduate-level standards are met.
- b. The student's committee reviews the student's project. This review may begin during the project and is always done upon completion of the project.
- c. Official copies of the completed and approved capstone project will be printed. One will be housed in the campus library, and one will be sent to the student. An electronic copy will be available through the MLC library website.
- d. Printing of capstone projects is handled by the director of graduate studies.

**Grading a Capstone Project**

Capstone projects are graded (P) pass / (NP) no pass.

## Capstone Project Descriptions

### Thesis

(Apply for EDU6501 Thesis or THE6501 for MATS)

The thesis is the most traditional format for investigation of an issue in education by means of data gathering and analysis. The research design for this option may be experimental, quasi-experimental, or descriptive; and may employ qualitative, quantitative, or mixed-method data collection. The following sections may be adapted to a specific research project, but the general content of the chapters applies:

#### CHAPTER 1. INTRODUCTION:

This section informs the reader of the research topic being studied, the significance of the research, the scope of the study, and the setting and participants in the study.

#### CHAPTER 2. LITERATURE REVIEW:

This chapter provides an overview of what other researchers have determined in regard to the study.

#### CHAPTER 3. METHODOLOGY:

This section describes everything done to conduct the research.

#### CHAPTER 4. RESULTS:

This section presents the data and discusses the data's relevance to the research question and/or the hypothesis of the research and the review of literature.

#### CHAPTER 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS:

This is a summary of the project, the implications of the results, and suggestions for further study.

#### REFERENCES

#### APPENDICES

MLC will have two copies of the thesis printed and bound in hardcover. One will be placed in the MLC Library. The other will be sent to the student.

### Internship

(Apply for EDU6300 Internship-3 credits, or EDU6302 Internship-3 credits)

The internship is completed in an educational setting. Consult the specific internship handbook for time requirement. The internship is done under the supervision of a field supervisor who is approved by the student's advisor and by the director of graduate studies. For example, an internship may be completed under the supervision of a principal, experienced teacher, special education teacher, early childhood education teacher, or another educational leader.

Students seeking to fulfill the requirements for EDU6300 through an administrative internship need to complete all aspects of the internship as outlined in the internship handbook. However, they may utilize previous experiences to demonstrate competence in the standards required for the portfolio. Evidence from experiences outside of the internship may not exceed 50% of the overall evidence submitted.

An internship is evaluated by:

1. A daily reflective journal
2. Mid and end-term evaluations
3. A portfolio that demonstrates evidence of meeting all relevant standards

## Field project

(Apply for EDU6200 Field Project)

A field project is an investigation of an educational issue or implementation of a strategy that has meaning within the student's local context. The format for written work will vary according to the project and will be determined in consultation with the advisor and committee. In general, the report follows this format:

### PART I: INTRODUCTION

- Identify the issue
- Importance of project
- Project purpose or goal

### PART II: LITERATURE REVIEW

- Introduction
- Heading
- Heading
- Summary

### PART III: IMPLEMENTATION

- Introduction
- Procedures
- Artifacts
- Results

### Part IV: REFLECTIVE ESSAY

- Introduction
- Conclusions
- Recommendations

### REFERENCES

### APPENDICES



## MLC Institutional Review Board (IRB)

### Purpose

Martin Luther College's Institutional Review Board (IRB) exists to ensure compliance with federal law and professional ethics in all research conducted by or for the college and its students. The federal law affecting such research is Title 45, Code of Federal Regulations, Part 46, Protection of Human Subjects (1991). This law specifically refers to educational research in section 46.101. (The complete document is available at [hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/](https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/).) These statutes will be used by the IRB to fulfill its charge to protect human subjects involved in research at or through MLC from inappropriate risk and to ensure that human subjects consent to their research participation.

All research plans must be submitted to the IRB through the director of graduate studies. Interpretation of the IRB guidelines and determination of the research approval is made exclusively by the IRB or its approved representative, not by the investigator or advisor. Written approval must be received from the IRB before any research or recruitment of subjects is begun. Applications should be submitted to the IRB in sufficient time for the application to be approved before research is to begin (six weeks is suggested).

### Membership and Structure of the IRB

The board is appointed by the director of graduate studies and includes a member from the general public, two graduate faculty members, and an undergraduate faculty member. A listing of members by name, earned degrees, representative capacity, and indications of experience are listed in Appendix A of the policy found online at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Completing Your Degree/Institutional Review Board.

### Which Capstone Projects Require Approval from the IRB?

All projects that will be making use of human subjects as part of the research will need to submit a proposal to the IRB. Most capstone projects will involve working with human subjects and especially children, and publication of the results is encouraged. The IRB will need to ensure that provisions for obtaining consent are made and carried out. It is important to plan for parental and student consent when working with children. For good order, all capstone projects will need to submit an application to the IRB.

### Types of Review

Research projects are reviewed at one of two levels according to the IRB's determination of the project's potential risk to the human subjects and the federal guidelines that define the categories of review:

- Exemption: screening for exemption from full IRB review, or
- Full-Review: fully convened IRB review.

The level of review is determined only by the IRB chairperson. Additional information and guidelines describing research that is exempt or falls under full-review can be found at [mlc-wels.edu/go/grad](http://mlc-wels.edu/go/grad), under Completing Your Degree/Institutional Review Board.

### Informed Consent

Written parental permission is required for studies involving children under the age of 18. Researchers must submit consent forms when they first apply for IRB review and approval, and when they apply for continuing review. Any revisions made to a previously approved consent form must be submitted to the IRB for approval before use. Guidelines and templates for consent forms are available on the graduate studies webpages under Completing Your Degree/Institutional Review Board.



### IRB 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 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.





## General Course Information

### Characteristics of the Courses

Courses in the master's program are scheduled for either 8 weeks or 16 weeks.

Individual courses in the master's program can vary in requirements, in the manner in which the course is conducted, in the time arrangements, and in the assignments. There are, however, four common characteristics:

- Each course is designed to be experiential; that is, the student will typically engage in some assignment or activity that relates to either classroom teaching, administrative/leadership responsibilities, technology integration, or ministry application.
- Each course utilizes research in some way. This may relate to the ability to read and interpret research in the content areas of the course or the ability to conduct simple research.
- Each course requires writing skills commensurate with graduate work.
- Each course includes a reading list appropriate to graduate work.

### Dual-Level Course Policy

Some graduate courses are taught dual-level with undergraduate courses.

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. Dual-level undergraduate and graduate courses cover similar content. The titles and descriptions of the two courses reflect the similarity of the subject matter. The courses may have the same instructor.
3. The syllabus for the dual-level course must clearly delineate the additional requirements and greater expectations for graduate students.
4. Dual-level courses shall be considered to have met minimum enrollment requirements if the total enrollment meets expectations for at least one of the pair of courses.
5. An undergraduate student with a GPA of 3.0 or higher may register for up to fifteen 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. Permission to take the graduate courses does not constitute admission to the graduate program, as the baccalaureate degree must be earned first.

## Course Descriptions

**EDT5001 Enhancing the Curriculum with Technology 3 Credits**

The integration of technology with curriculum content and instruction.

**EDT5002 Emerging Technologies in Education 3 Credits**

An investigation of recent trends in hardware, software, policy, and pedagogy to develop a clearer picture of the possibilities for emerging technologies in the K-12 classroom.

**EDT5003 Multimedia Technologies 3 Credits**

Instructional uses of stand-alone and internet-based multimedia technologies including experiences with multimedia tools to produce multimedia components, audio and video, for classroom use.

**EDT5005 Teaching Online 3 Credits**

Issues related to online learning, resources, ethics, copyright issues, learning styles, management of online courses, role of the online student and instructor, online communication, learner assessment, and course evaluation.

**EDT5008 Leading Technology Professional Development 3 Credits**

An investigation of adult learning theory and research-based practices in professional development with respect to teaching teachers to use technology. These principles are applied in a faculty development plan.

**EDT5009 Issues in Educational Technology 3 Credits**

A deeper dive into legal topics related to technology in education, including copyright, digital citizenship, licensing, data sharing and protection, children and technology, etc. Addresses the unique challenges of using technology in education and the data collected by companies and schools related to students, faculty, and staff. (e.g., FERPA, COPPA, CIPA)

**EDT5010 Technology and Universal Design for Learning 3 Credits**

Basic overview of differentiation with computer and technology applications to assist teachers in providing equitable instruction for all learners, including special education or assistive technology. Addresses four major challenges to differentiating instruction: assessing the child, finding the right content, tracking multiple personalized lessons, and isolating students.

**EDT5011 Enhancing Ministry with Technology 3 Credits**

An exploration of how technology can be harnessed to improve, enhance, and extend ministries, including information systems/databases, communication tools, productivity/project management tools, and many other aspects of ministry.

**EDT5012 School Technology Infrastructure 3 Credits**

A thorough investigation of networks, the backbone of technology installations in ministry settings. Examines current network offerings for various sizes of institutions and how to approach various network design decisions and troubleshooting opportunities. Also explores planning for future network upgrades, working with vendors, and talking through other infrastructure needs.

**EDU5001 Issues in Education 3 Credits**

An overview of the critical issues affecting public and private education, including American pluralism/multiculturalism and the common school ideal, demographic shifts and their effects on education, outreach and evangelism, marketing the school, choice proposals and vouchers, economic issues, competition for students, high-stakes testing and assessment, standards-based education, and others. The focus will be on helping teachers and principals understand the research related to these issues and reflect on their effects on Christian education.

**EDU5003 Curriculum Design & Implementation 3 Credits**

An exploration of the school leader's role in collaboratively developing, implementing, and evaluating curriculum to achieve a comprehensive and coordinated plan of instruction throughout the school.

**EDU5004 Family Issues in Education 3 Credits**

Explores issues such as cultural influences on families, demographic changes in families, divorce and its effects on learning, child abuse and neglect, understanding family systems, generation theory and young parents, school/home partnership, family ministry, crisis intervention, and reaching out to non-member families.

**EDU5005 Foundations of Educational Research 3 Credits**

*Prerequisite(s): recommended to take after 9 and before 18 credits*

Understanding quantitative and qualitative research and the critical analysis and application of such research to educational issues. Includes such topics as measurement theory, research designs, sampling, appropriate statistical analyses, developing research problems and hypotheses, and the use of variables in research.

*Prerequisite for EDU5011 Classroom Research.*

**EDU5006 Foundations of Ministry 3 Credits**

This course is a discussion of the theological foundations of church and ministry and how these principles apply in the practice of ministry. Topics include biblical authority in a changing world, the Great Commission of church and school, understanding and articulating the Christian worldview, leadership and servanthood in the church, shared ministry in church and school, and preparation for service in the church. Through this course participants will develop a personal philosophy of the practice of ministry. (Cross-listed with THE5006)

**EDU5010 Diversity Issues in Education 3 Credits**

Issues and approaches to educating a diverse American society by exploring culture, values, and bias as they relate to schools and classrooms.

**EDU5101 An Evidence-Based Approach to Reading Instruction 3 Credits**

The theory and best practices of teaching reading. Emphasis is on the organization of an evidence-based, developmental reading curriculum. Topics include current teaching strategies, emergent literacy, phonemic awareness, phonics, fluency, vocabulary, text comprehension, national and state standards, and assessment.

**EDU5102 Integrating the Language Arts 3 Credits**

Curricular and methodological issues of language arts based on current research. Uses national and state language arts standards to examine best practices for language arts instruction. Emphasis on the integration of the language arts components: reading, listening, speaking, viewing, and visual representation.

**EDU5103 Improving Instruction in Mathematics and Science 3 Credits**

The teacher's guiding role in inquiry teaching and problem solving; the current science and mathematics curriculum; resources for teaching mathematics and science; state and national standard-based curriculum and instruction.

**EDU5106 Assessment of Learning and Instruction 3 Credits**

The design and application of appropriate learning assessment strategies that consider the pedagogical intent; state, federal, and subject standards; and the diversity of the students. Teaching theory and practice will be viewed in the context of student learning assessment.

**EDU5107 Cognitive Psychology 3 Credits**

The study of how information is acquired, processed, and stored (how the mind works) with implications for teaching and learning.

**EDU5109 Designing Classroom Instruction 3 Credits**

Constructing curriculum at the classroom level by creating units of instruction that align standards and desired outcomes with instruction and assessment, so that the needs of all learners are met.

**EDU5110 High-Impact Instruction 3 Credits**

Explores research-proven teaching strategies to increase student engagement and retention of course knowledge at all levels, using the work of Marzano and others. Participants identify and use effective instructional strategies to build a cohesive unit for any grade level or content area.

**EDU5112 Classroom Management 3 Credits**

An examination of the underlying elements that comprise classroom management and the application to Christian classrooms. Detailed attention will be given to reflective practice, proactive planning, active interventions, and responsive discipline, all building on a foundation of the Lutheran understanding of law & gospel.

**EDU5302 Supervision of Instruction 3 Credits**

Examines supervisory theory and provides a framework for matching supervisory approach to teacher need, preference, and career stage. Techniques for effective observation and collection of meaningful data are presented and practiced. The distinction between formative and summative evaluation and the need for both are emphasized. Students are equipped to apply developmental philosophy to supervisory relationships.

**EDU5303 Open Transfer of Elective 3 Credits**

An approved, 3-credit, graduate-level course taken at another accredited institution that fits the student's graduate program objectives and goals but has no comparable course in Martin Luther College's program.

**EDU5304 School Law 3 Credits**

Provides insights into how law intersects with learning. Constitutional, statutory, and case law are studied and applied to school and classroom.

**EDU5306 Introduction to School Administration 3 Credits**

A job-embedded application of key leadership elements for novice principals.

**EDU5308 Leading the School Community 3 Credits**

Understanding the school's role in assisting parents and the principal's role in building collaborative partnerships with families around a shared vision of student learning, school climate, and school culture. Fosters communication skills necessary to represent the school among families, the congregation, and the community.

**EDU5309 Leadership for Change 3 Credits**

Creating a culture of learning and achievement that reflects Christ's love for all. Identifies contemporary issues facing schools, including diversity and equity issues. Explores data-driven decision making and professional learning communities. Examines the dynamics of change in organizations and individuals, and how to lovingly implement needed reform.

**EDU5310 School Business Administration 3 Credits**

Introduces skills, strategies, and technology used in school planning, budgeting, reporting, marketing, communication, recruitment, enrollment, and retention.

**EDU5311 The Principalship 3 Credits**

Reviews the role and responsibilities of the principal as policymaker and facilitator, especially in areas of health and safety, human relations, student and enrollment management, and other duties. Develops skills in leading meetings, setting agendas, and communicating effectively.

**EDU5312 School Leadership 3 Credits**

An overview of leadership theory and application in contemporary schools. Leadership topics include servant leadership, leadership aptitudes, personal leadership profile, and team leadership as applied to modern school issues—especially diversity and special education.

**EDU5321 Early Childhood Director as Leader 3 Credits**

Reviews the role and responsibilities of the early childhood director as facilitator for areas of health and safety, human relations, student and enrollment management, and other duties. Develops skills in leading meetings, setting agendas, and communicating effectively.

**EDU5322 Development of Young Children 3 Credits**

Understanding the social, emotional, and physical development of young children, and its application to developmentally appropriate learning environments.

**EDU5323 Early Childhood Curriculum 3 Credits**

An exploration of the director's role in understanding theory, evaluating curriculum, and implementing a cohesive instructional approach throughout the early childhood learning center.

**EDU5324 Legal and Ethical Issues in Early Childhood Education 3 Credits**

Describes the legal and ethical issues surrounding early childhood education in general, and Lutheran early childhood ministries in particular. Focuses on both responding to and influencing the political arena for the benefit of children and their families.

**EDU5901 Instructional Mentoring 1 Credit**

Establishes how to create professional growth environments for beginning teachers, grounded in the language and protocols of continuous improvement and problem solving to enrich student learning.

**EDU5903 Observation and Conferencing 1 Credit**

*Prerequisite(s): EDU5901*

Develops ways to collect observation data in relation to teaching standards and to critique the ways in which data can be shared with the beginning teacher to improve their instructional practice and consequently student achievement.

**EDU5904 Coaching in Complex Situations 1 Credit**

*Prerequisite(s): EDU5901, EDU5903, EDU5907*

Analyze case studies and solutions to address challenging situations facing beginning teachers using research-based techniques and an understanding of human dynamics.

**EDU5905 Using Data to Inform Instruction 2 Credits**

*Prerequisite(s): EDU5901*

Apply tools and strategies to help beginning teachers analyze student needs, plan for differentiated instruction, and ensure equitable learning outcomes.

**EDU5906 Designing Effective Instruction 1 Credit**

*Prerequisite(s): EDU5901*

Develop the ability to provide meaningful feedback to improve beginning teachers' lesson plans and instruction.

**EDU5907 Conditions for Equitable Instruction 1 Credit**

*Prerequisite(s): EDU5901, EDU5903*

Produce a framework for teaching for equitable outcomes and for mentoring beginning teachers from an equity perspective, within the context of Professional Teaching Standards through a uniquely Christian worldview. Address inequities regarding race, language, and culture in the classroom and school.



**EDU5908 Understanding, Supporting, and Facilitating a Professional Development Plan 2 Credits**

*Prerequisite(s): EDU5901, EDU5903, EDU5907*

Synthesize the research, theory, and writing, as well as teacher and administrator standards, behind a professional development plan, in order to be a resource in your school or district and assist new teachers in writing a professional development plan.

**EDU6101 Comprehensive Examination 3 Credits**

A three-question, take-home comprehensive examination of a graduate-level education course of study with an oral defense.

**EDU6200 Field Project 3 Credits**

An applied project that investigates an educational problem or issue. The professional paper details the project and its results.

**EDU6300 Internship 3 Credits**

The internship is completed in an educational setting. A three-credit internship is working full days in the summer or half-days for one semester.

**EDU6302 Internship 3 Credits**

The special education internship is completed in an educational setting focusing on specific learning disabilities. The three-credit internship is 6 weeks in length. The internship is done under the supervision of a licensed special education cooperating teacher who is approved by the teacher candidate's advisor and by the director of graduate studies.

**EDU6501 Thesis 3 Credits**

The thesis is a 3-credit investigation of an issue in education by means of data gathering and analysis. The research design may be qualitative, quantitative, or mixed method.

**EDU6900 Introduction to Graduate Writing 0 Credits**

A self-paced, introductory writing course for graduate students in education programs. The primary focus is to understand the current requirements of the American Psychological Association (APA) writing style, with an emphasis on citations and references. Basics of good writing are encouraged by introducing participants to the online writing aid Grammarly.

**EDU6999 Continued Graduate Study 0 Credits**

Maintains active status for students not enrolled in coursework.

**SPE5201 Educating the Exceptional Learner 3 Credits**

Study of legislation, current issues, instruction, and resources as they apply to the needs and characteristics of exceptional learners, ages birth to 21.

**SPE5202 Diagnosis and Assessment of Students with Special Needs 3 Credits**

Administration and interpretation of standardized instruments used in the identification of students with disabilities.

**SPE5203 Transition Planning and Collaboration in Special Education 3 Credits**

Facilitating effective planning for transitions (preschool, elementary, middle, high school, and postsecondary/adult) and collaboration with parents and professionals.

**SPE5204 Diagnosis and Remediation of Reading Difficulties 3 Credits**

Explores causes, diagnosis and assessment, prevention and correction of reading difficulties, as well as intervention practices useful to the classroom teacher and reading specialist.

**SPE5205 Communication Disabilities 3 Credits**

Historical and current issues related to education of individuals who have communication disabilities, including the deaf or hard of hearing, with implications for classroom teaching and mainstreaming.

**SPE5206 Teaching Children with Learning Disabilities 3 Credits**

A survey in the field of learning disabilities designed for educators and administrators. Addresses the theoretical foundation and the practical issues in the field of learning disabilities. Topics include the following: characteristics of children with learning disabilities, assessment of specific learning disabilities, strategies that help children with learning disabilities, and contributions from other disciplines.

**SPE5208 Teaching Reading and Mathematics to Students with Disabilities 3 Credits**

Addresses the cognitive needs of reading and mathematics underachievers through an exploration of pedagogy, research, materials, and practices related to reading and math instruction. Applying skills in real contexts using practices such as Universal Design for Learning (UDL), Multitiered Systems of Support (MTSS), progress monitoring, Database Individualization (DBI), and designing differentiated unit plans for literacy and mathematics.

**SPE5209 Learning Disabilities and Emotional/Behavioral Disorders 3 Credits**

Identification and instructional supports for students with specific learning disabilities (SLD) and emotional or behavioral disorders (EBD).

**SPE5211 Foundations of Special Education 3 Credits**

An introduction to a variety of disabling conditions in children as described in IDEIA Special Education guides. *Requires a 10-hour special education field experience.*

**SPE5213 The IEP Process and Professional Practice 3 Credits**

Roles and responsibilities of the special education teacher in planning and delivering instruction.

**THE5001 Old Testament Theology 3 Credits**

An examination of the major teachings of the Old Testament, with a concentration on key themes addressed by the biblical writers.

**THE5002 New Testament Theology 3 Credits**

An examination of the major teachings of the New Testament, with a concentration on key themes addressed by the biblical writers.

**THE5003 Biblical Hermeneutics 3 Credits**

Bible interpretation to deepen practical skills for understanding and applying God's Word appropriately. Topics include seeing the "big themes" of the Bible, identifying genre, tracing the arc of the biblical narrative, and exploring the rhetorical beauty of various texts, with the emphasis being on practice, not theory.

**THE5004 History of Christianity 3 Credits**

A survey of major movements and individuals in the history of the church from the time of its birth in the 1st century through contemporary developments in the 21st century.

**THE5005 Systematic Theology 3 Credits**

A study of the tools and methodology of a systematic approach to theology, as well as an advanced study of selected aspects of the doctrines of Scripture, God, humanity, Christ, salvation, the church, and the end times.

**THE5006 Foundations of Ministry 3 Credits**

This course is a discussion of the theological foundations of church and ministry and how these principles apply in the practice of ministry. Topics include biblical authority in a changing world, the Great Commission of church and school, understanding and articulating the Christian worldview, leadership and servanthood in the church, shared ministry in church and school, and preparation for service in the church. Participants will develop a personal philosophy of the practice of ministry. *(Cross-listed with EDU5006)*

**THE5105 Christ in the Old Testament 3 Credits**

A survey of messianic prophecy and typology found in the Old Testament with special emphasis on the apologetic value of prophecy and application to ministry.

**THE5201 Christian Apologetics 3 Credits**

Defines a uniquely Lutheran apologetic and equips students to undermine dominant cultural narratives and patterned dismissals of Christian truth; argue effectively for the resurrection of Christ, the authenticity of the New Testament, and the necessity of God for objective meaning, morality, and the like; and to develop positive communication approaches for vital sites of struggle over truth in contemporary society.

**THE5207 Views of the Afterlife: Contemporary, Cultural, and Biblical Perspectives 3 Credits**

Explores many of the cultural, religious, and popular views of the afterlife and provides a biblical foundation for gospel-centered conversations about them.

**THE5401 Adult Christian Education 3 Credits**

Equips students with andragogical knowledge and skills for leading adult Christian education in ministry settings.

**THE5403 Maximum Impact with Short-Term Mission Trips 3 Credits**

A study of the rationale for and characteristics of a short-term mission that applies Confessional Lutheran theology and best-practice methodologies.

**THE6101 Comprehensive Examination 3 Credits**

A three-question, take-home comprehensive examination of a graduate-level theology course of study with an oral defense.

**THE6200 Field Project 3 Credits**

An applied project that investigates a theological or ministry problem or issue. The professional paper details the project and its results.

**THE6501 Thesis 3 Credits**

The thesis is a 3-credit study of an issue in theology or ministry either by means of data gathering and analysis or through an exploration of historical and theological scholarship.

**THE6999 Continued Graduate Study 0 Credits**

Maintains active status for students not enrolled in coursework.

## Graduate Academic Calendar

<b>Semester I - Fall</b>	<b>2024-2025</b>	<b>2025-2026</b>
Online Registration Begins	July 1	July 1
Graduate Student Priority Deadline	August 5	August 4
Classes Begin (Monday)	August 26	August 25
Add/Drop Period Ends	September 6	September 5
Online Registration Begins – Spring Semester	October 15	October 15
Deadline: Removal of “I” grade from Summer Semester	October 16	October 15
Midterm Break	October 17-20	October 16-19
Final Date: Withdrawal from courses – with permission	November 1	October 31
Thanksgiving Break	November 27-December 1	November 26-30
End of Fall Semester	December 13	December 12
Grades Due by Saturday 8 am	December 21	December 22
<b>Semester II - Spring</b>	<b>2024-2025</b>	<b>2025-2026</b>
Graduate Student Priority Deadline	January 2	January 1
Classes Begin (Wednesday) or (Thursday)	January 23	January 22
Add/Drop Period Ends	February 6	February 5
Online Registration Begins – Summer Semester	February 15	February 15
Deadline: Removal of “I” grade from Fall semester	March 13	March 9
Midterm Break (on-campus)	March 14-23	March 7-15
Final Date: Withdrawal from courses – with permission	April 4	March 20
Easter Break	April 17-21	April 2-6
End of Spring Semester	May 9	May 8
Commencement - Saturday 10:00 am	May 17	May 16
Grades Due by Monday 8 am	May 19	May 18
<b>Semester III - Summer</b>	<b>2024-2025</b>	<b>2025-2026</b>
Graduate Student Priority Deadline	May 19	May 18
Classes Begin	June 9	June 8
Add/Drop Period Ends	June 13	June 12
Online Registration Begins – Fall Semester	July 1	July 1
Final Date: Withdrawal from courses – with permission	July 11	July 10
Deadline: Removal of “I” grade from Spring Semester	July 31	July 31
End of Online Summer Semester	August 1	July 31
Grades Due by Monday 8 am	August 11	August 10

## Graduate Faculty

### Martin Luther College Faculty

Carlovsky, James D

B.S.Ed., Martin Luther College

M.S.Ed., Martin Luther College

Ph.D., University of Minnesota

Clemons, Benjamin P.

B.S.Ed., Martin Luther College

M.A.Ed., Wisconsin Lutheran College

Ed.D., Johns Hopkins University

Grundmeier, Timothy D

B.A., Martin Luther College

M.A., Minnesota State University Mankato

M.Div., Bethany Lutheran Theological Seminary

Ph.D., Baylor University

LaGrow, Martin P

B.S.Ed., Dr. Martin Luther College

M.S., St. Xavier University

Ed.D., Nova Southeastern University

Martens, Robert

B.S.Ed., Martin Luther College

M.A., St. Scholastica

Ph.D., University of the Cumberland

Meyer, John E

B.S.Ed., Dr. Martin Luther College

M.S., University of Wisconsin Madison

Ph.D., University of Minnesota

Olson, Lawrence O

B.A., Northwestern College

M.Div., Wisconsin Lutheran Seminary

S.T.M., Wisconsin Lutheran Seminary

D.Min., Fuller Theological Seminary

Paustian, Mark A

B.A., Northwestern College

M.Div., Wisconsin Lutheran Seminary

M.A., Minnesota State University Mankato

Ph.D., Regent University

Roux, Jonathan A

B.S.Ed., Dr. Martin Luther College

M.S., McDaniel College

Ph.D., University of Minnesota Twin Cities

Schaefer, Jonathan M

B.S.Ed., Martin Luther College

M.A.Ed., Cardinal Stritch University

Ph.D., Capella University

Wessel, Keith C

B.A., Northwestern College

G.Cert., Harvard University

M.Div., Wisconsin Lutheran Seminary

Ph.D., University of Florida

Whaley, Cynthia E

B.S.Ed., Dr. Martin Luther College

M.A., Silver Lake College

Ph.D., University of Minnesota

Wiechman, Jeffery P

B.S.Ed., Dr. Martin Luther College

M.S., University of Nebraska at Omaha

Ed.D., University of Minnesota

Youngblom, Rachel K

B.S., Minnesota State University Mankato

M.S., Minnesota State University Mankato

Psy.D., Minnesota State University Mankato

### Adjunct Faculty

Bakken, Richard E

B.A., Wisconsin Lutheran College

M.A.Ed., University of Phoenix

Ph.D., University of San Diego

Berg, Michael J

B.A., Martin Luther College

M.Div., Wisconsin Lutheran Seminary

D.Min., Biola University

Boeder, John C

B.A., Northwestern College

M.Div., Wisconsin Lutheran Seminary

M.S., Minnesota State University Mankato

D.Min., Gordon-Conwell Theological Seminary



Cherney Jr, Kenneth A  
B.A., Northwestern College  
M.Div., Wisconsin Lutheran Seminary  
M.A., University of Wisconsin Madison  
Ph.D., Stellenbosch University

DeLorme, Carolyn M  
B.A., North Dakota State University  
B.S.Ed., University of North Dakota  
M.S., University of North Dakota  
Ph.D., North Dakota State University

Holtz, Lowell E  
B.S., Concordia University  
M.S., University of Wisconsin Madison  
Ph.D., Cardinal Stritch University

Huebner, Philip J  
B.A., Martin Luther College  
M.Div., Wisconsin Lutheran Seminary  
S.T.M., Wisconsin Lutheran Seminary  
D.Min., Concordia Theological Seminary

Klindworth, Robert F  
B.S.Ed., Dr. Martin Luther College  
M.A., St. Mary's University  
Ed.D., University of Minnesota

Lemke, Jeffrey C  
B.A., Wisconsin Lutheran College  
M.A., Bethel University  
Ph.D., Bethel University

Lienig, Alanna M  
B.S.Ed., Martin Luther College  
M.S., Southwest Minnesota State University  
Ph.D., Bethel University

Lowrey, Jason H  
B.S.Ed., Martin Luther College  
M.S., Concordia University  
Ph.D., Capella University

Muente, Kari A  
B.S.Ed., Martin Luther College  
M.S.Ed., University of Missouri  
Ph.D., University of Missouri

Murphy, Mark W  
B.S.Ed., Martin Luther College  
M.A., Marian University  
Ph.D., Marian University

Pfeifer, Carrie F  
B.S., Dr. Martin Luther College  
M.S., Minnesota State University Mankato  
Ed.D., Nova Southeastern University

Plath, Timothy M  
B.S.Ed., Dr. Martin Luther College  
M.S., University of Wisconsin Milwaukee  
Ed.S., Concordia University  
Ed.D., Concordia University

Pless, Joel L  
B.A., Concordia University  
M.Div., Wisconsin Lutheran Seminary  
S.T.M., Wisconsin Lutheran Seminary  
Ph.D., Concordia University System

Potratz, Gail M.  
B.S., Dr. Martin Luther College  
M.S., Cardinal Stritch University

Rathje, Ryan J  
B.S.Ed., Dr. Martin Luther College  
M.Ed., University of Wisconsin La Crosse  
Ed.D., Walden University

Rouech, Kristina E  
B.A., Saginaw Valley State University  
M.A., Saginaw Valley State University  
Ph.D., Oakland University

Russ, Todd A  
B.S.Ed., Dr. Martin Luther College  
M.A.Ed., Concordia University  
Ed.S., Walden University  
Ed.D., Bethel University

Sallquist, Julie A  
B.A., Trinity University  
M.A., Arizona State University  
Ph.D., Arizona State University

Schmidt, Jason E  
B.S.Ed., Martin Luther College  
M.A., University of Nebraska at Omaha

Schuetze, John D  
B.A., Northwestern College  
M.Div., Wisconsin Lutheran Seminary  
M.S., Concordia University  
D.Min., Trinity Evangelical Divinity School

Smith, Michael K  
B.A., Concordia University  
M.Div., Bethany Lutheran Theological Seminary  
S.T.M., Wisconsin Lutheran Seminary  
Ph.D., Trinity College of the Bible and Theological Seminary

Spriggs, Martin A  
B.A., Northwestern College  
M.Div., Wisconsin Lutheran Seminary  
M.B.A., Keller Graduate School of Management

Steinberg, Paul S  
B.A., Northwestern College  
M.Div., Wisconsin Lutheran Seminary  
D.Min., Liberty University

Wendland, Paul O  
B.A., Northwestern College  
M.Div., Wisconsin Lutheran Seminary  
M.A., University of Wisconsin Madison

## Martin Luther College Directory

During business hours call 507.354.8221. After business hours, messages may be left for individuals by dialing 507.233.9156 and the extension number.

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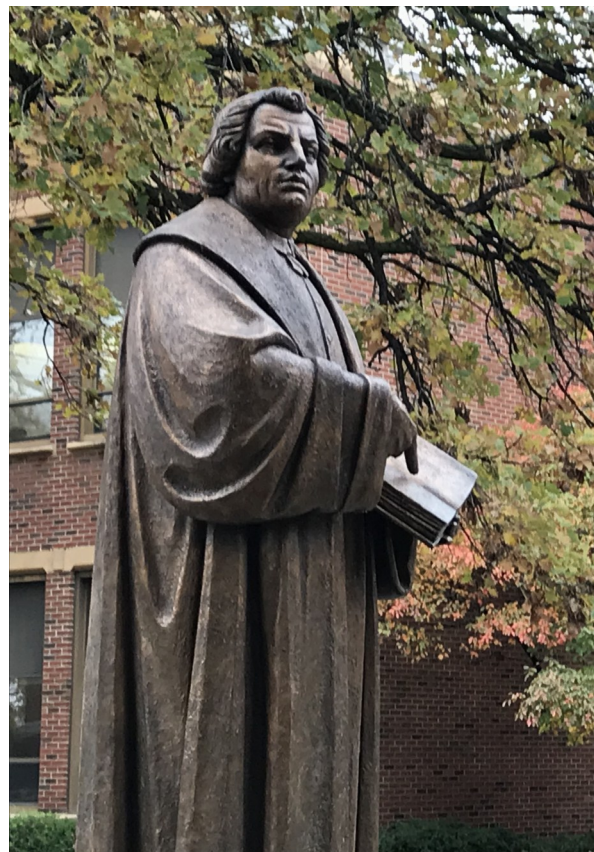
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Martin Luther





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6/30/2025