

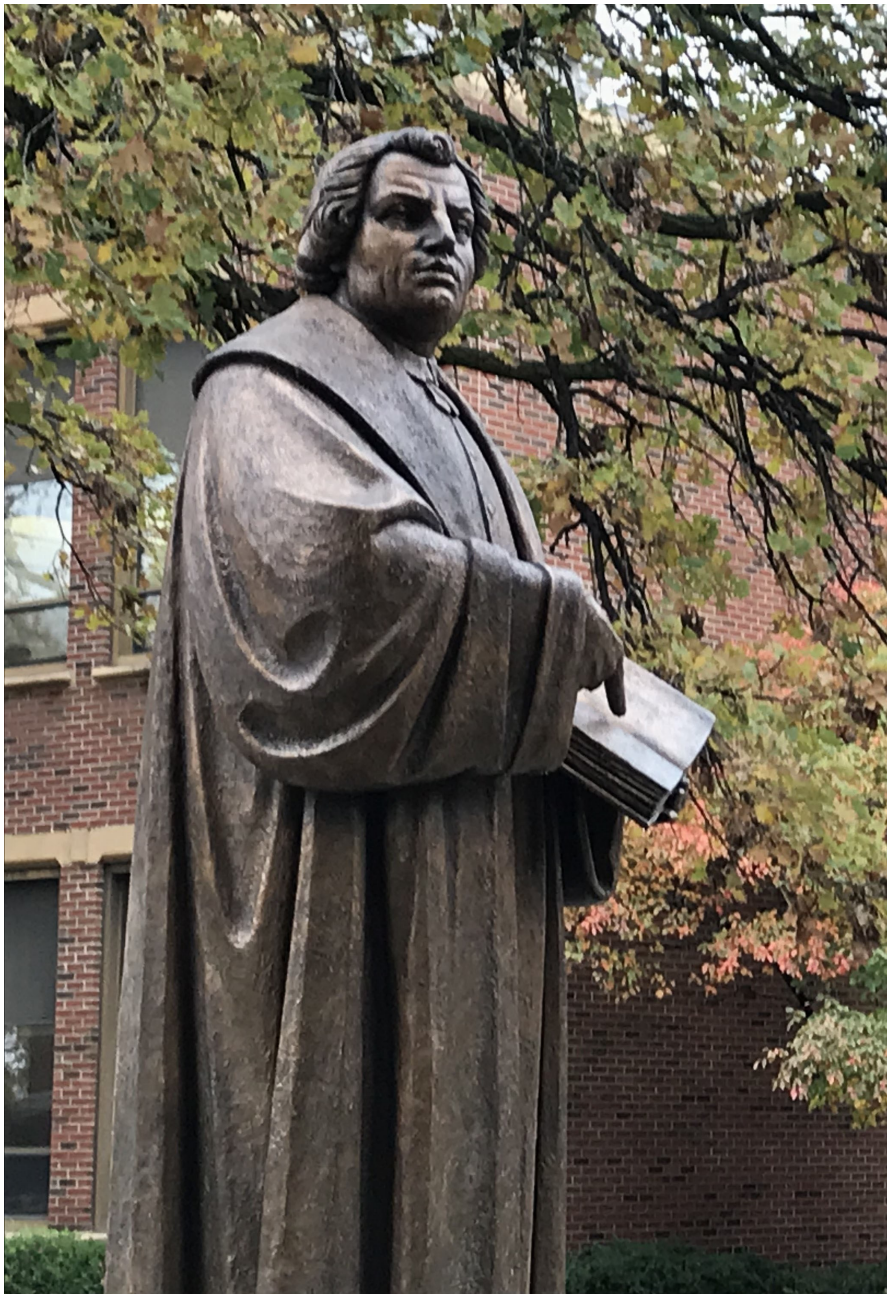
Graduate Faculty Handbook

2024-2026



GRADUATE
STUDIES

MARTIN LUTHER COLLEGE



Every effort has been made to ensure that the information contained in *The Graduate Faculty Handbook* is complete and accurate at the time of printing. Martin Luther College reserves the right to modify the information in this handbook as needed. The most current information can be found in the electronic version located on the [Graduate Faculty Information](#) page of the Graduate Studies Website.

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MARTIN LUTHER COLLEGE

MESSAGE FROM THE VICE PRESIDENT FOR ACADEMICS

Dear Colleague,

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

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

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

Thank you for your service to Martin Luther College.

With gratitude,

A handwritten signature in black ink, reading "Jeffery Wiechman".

Jeffery Wiechman, Ed D
Vice President for Academics

CAMPUS AND LOCATION

The beautiful 88-acre campus is situated on top of a wooded range of hills overlooking the city of New Ulm, Minnesota. New Ulm, a Minnesota Star City with a population of 13,522, is located on US Highway 14, 100 miles southwest of Minneapolis. For more information visit the Martin Luther College website.

ACCREDITATION

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

REGISTRATION

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

MLC MISSION STATEMENT

The mission of Martin Luther College is to train 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.

NON-DISCRIMINATION

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

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

ADMISSION REQUIREMENTS FOR NON-NATIVE ENGLISH SPEAKERS

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

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

TOEFL: Internet-based: 80 (with subtest scores of 21 on writing and 19 on reading)
 Computer-based: 213
 Paper-based: 550

IELTS: 6.5

MLC EMAIL USE FOR ALL GRADUATE STUDIES FACULTY AND STAFF

All instructors and staff of MLC graduate studies are required to use their MLC email addresses (@mlc-wels.edu) for any and all email communication with MLC students, staff, or faculty regarding MLC courses.

MOODLE DIRECTIONS

General Assistance for Faculty/Students

Documents to assist students and faculty with accessing Moodle for the first time are available on the MLC graduate studies webpages for [Online Learning](#).

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

Personal Assistance

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

Prior to the Beginning of the Semester

1. Creating Scheduled MLC Courses in Moodle

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

- a. Visit portal.mlc-wels.edu.
- b. Log into your MLC account by clicking the **Login** button in the top right corner. Use the same username and password as you do for Moodle.
- c. From the **Scheduling** tab, choose **Moodle Courses**.
- d. Click the **Activate** button next to the name of the course you'd like to activate.
- e. The **Activate** button will disappear and a message indicating the course has been activated will take its place.

- i. Activated courses are deployed to Moodle on a schedule and may take up to 24 hours to appear in your Moodle course list.
- ii. If your course does not appear after 24 hours, please contact the director of academic computing.

2. Moving Course Content

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

If you prefer, you can attempt to import content on your own and contact the director of academic computing if you need help. Additional information on how to transfer course materials is available on the [Moodle for Faculty](#) course site.

3. Class Rosters and Getting Information to Your Students

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

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

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

Ask them to reply to the email message to confirm receipt. If any students have not responded after several days, please contact them by phone to make sure they have provided a current address and have checked their “spam” file to ensure they are receiving the information. Online students appreciate personal contact from the course instructor. It helps to lessen the feeling of isolation in an online course. Student names will not usually appear in your Moodle course until about a week prior to the start of the course.

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

4. Orientation Course for New Students

“Introduction to Online Learning” is an orientation mini-course, or tutorial, available to students who are new to online learning and Moodle. The director of academic computing will guide students who have self-registered for the mini-course through the orientation process. The mini-course is self-paced, free, and will be held the week prior to the start of each new term. If you would like to take a look at the materials covered in the mini-course, simply contact the director of academic computing.

5. Making Your Course Visible to Students

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

- a. Log into Moodle and click on the course that you'd like to make viewable.
- b. From the course homepage, click on the gear menu in the upper right corner and choose **Edit settings**.
- c. Under the **General** heading, locate the dropdown menu to the right of **Course visibility**.
- d. Choose **Show**.
- e. Scroll to the bottom of the page and choose **Save and display**.

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

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

6. Roster Changes (Adding/Removing Students)

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

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

During the Course

Helping Students Succeed

As an online instructor, once your course begins you are expected to monitor your students' activity so you can intervene if a particular student begins to fall behind. You can do this from your course home page by going to the **Navigation** block and selecting **Participants**. This will allow you to see when each student last visited your course. If a student has been inactive for several days, please contact them via email and/or a phone call to see how things are going. The students will appreciate the personal interest, and this will help to reduce any feelings of isolation they may be experiencing. Additional guidance for checking student progress is found in the KnightHelp page [Tracking Student Activity Using Reports](#).

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

After the End of a Semester/Course

1. End-of-Course Survey

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

Once the survey is completed, the results are shared with the appropriate person(s) in the MLC administration and with the course instructor. The survey questions were shared with all online instructors at some point in time. If you would like a new copy of the survey, simply contact the director of academic computing.

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

2. Entering/Viewing Course Grades

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

- a. Go to the **MLC Portal** directly, or select the **Portal** link in the upper-right area of the MLC home page or the MLC Moodle page;
- b. Log into the Portal with your regular username and password;
- c. Under **Grades**, select **Enter Grades**;
- d. Click on the appropriate course name and a listing of your students will appear; then
- e. Enter and submit your grades by following the instructions on the screen.

Once you enter a grade for a student, you cannot change it yourself. Instead you must fill out a [Change of Grade Form](#) on the MLC webpage and send it to the MLC Records Office. If you have any questions, contact the MLC Records Office at 507.354.8221. Inform your students that they may view their course grade by logging into the MLC Portal, selecting **Grades**, then either **Grade Cards** to see their grades for the current term, or **Unofficial Transcripts** to see their grades from past terms.

3. Making Your Course Hidden to Students

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

4. Permanently Deleting Courses From a Previous Semester

Most online instructors do not want to delete completed courses. Instead they will keep them in Moodle to refer back to the next time they teach the course. However, if you would like a course **permanently** deleted from Moodle, please do the following:

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

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

5. Accessing Advisee Information

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

- a. Go to the **MLC Portal** directly, or select the **Portal** link in the upper-right area of the MLC home page, or the MLC Moodle page;
- b. Log into the Portal with your regular username and password;
- c. Under **Grades**, select **Unofficial Transcripts** to see a list of your advisees; then
- d. Click on an advisee's name, and a copy of their transcript will appear.

COPYRIGHT POLICY

For current information regarding teaching and copyright laws, please refer to the University of Minnesota website lib.umn.edu/services/copyright.

INTELLECTUAL PROPERTY RIGHTS

Specifically Pertaining to MLC Online Courses

- ◆ Unless there are other contractual agreements, online courses and online course materials produced for use at Martin Luther College will be considered as joint-ownership property of the author(s) and of Martin Luther College.
- ◆ Whether that author received release time, an honorarium, or some other form of assistance when creating the course has no bearing on this joint-ownership status, unless specifically stated in a prior contractual agreement.
- ◆ In the event that a course author leaves MLC,
 - ◇ The author may take a copy of the online course and/or course materials along and make use of them at another institution;
 - ◇ MLC retains the right to continue to use the course and/or course materials at MLC without any additional obligation to the author; and
 - ◇ Neither owner has a right to revenue from the other owner's use.

Other Intellectual Property Rights

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

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

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

Adopted by the Governing Board
February 17, 2006

SOURCES OF ADDITIONAL INFORMATION

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

DUAL-LEVEL COURSE POLICY

1. Undergraduates generally take dual-level courses for undergraduate credit. Should the undergraduate student later need to take the course as a graduate student, additional work is necessary to receive graduate credit. The instructor and director of graduate studies shall detail these specific requirements prior to an applicant's enrollment in the course. The following process will be used:
 - a. The graduate student enrolls in the graduate course when it is offered.
 - b. The graduate student completes only the graduate-level course requirements that are beyond the undergraduate requirements.
 - c. The graduate-level grade is based solely upon the specific graduate-level requirements.
 - d. The graduate student pays 50% tuition.
2. The undergraduate courses and graduate courses that are dual-level cover similar course content. The titles and descriptions of the two courses reflect the similarity of the subject matter. The courses may have the same instructor.
3. Specific requirements for the graduate course must clearly delineate greater expectations for and the additional requirements of graduate students in accordance with MLC's credit hour policy and the guidelines described in the *Designing Dual-Level Course Procedures* document (See Appendix A). These differences are delineated in the syllabus.

4. If the total enrollment of the dual-level course meets minimal enrollment expectations for at least one of the courses of the pair, the dual-listed course shall be considered to have met minimal enrollment requirements.
5. An undergraduate student with a GPA of 3.0 or higher may register for up to nine dual-level credits at the graduate-level with the approval of the undergraduate dean of education, advisor, course instructor, and the director of graduate studies. Graduate credits earned for dual-level courses apply toward the baccalaureate degree and may also be transferred into the student's graduate program. Graduate credits that are not dual-level do not apply toward a baccalaureate degree. Permission to take the graduate courses does not constitute admission to the graduate program, as the baccalaureate degree must be earned first.

NEW COURSES

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

1. An individual faculty member
2. Graduate Faculty Council
3. Director of graduate studies
4. Vice president for academics

New course proposals should include the syllabus and give the rationale for the new course.

COMMITMENT TO ASSESSMENT

Martin Luther College is committed to an ongoing, college-wide assessment of student learning. Assessment of our master's degree programs offers opportunities for the graduate faculty to work together toward specific goals in a climate of openness, trust, and service.

The graduate faculty is responsible for directing the assessment of master's programs. This is done by articulating student learning outcomes, designing a plan for gathering information, evaluating the results, reporting the findings, and implementing programmatic improvements. A graduate faculty assessment coordinator is appointed to ensure coordination and accountability within and across divisions.

The focus of assessment is the continual development of our graduate program as a high-quality program that documents student learning. (For a chart of the master's program student learning outcomes and assessment plan, see Appendix B.)

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

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

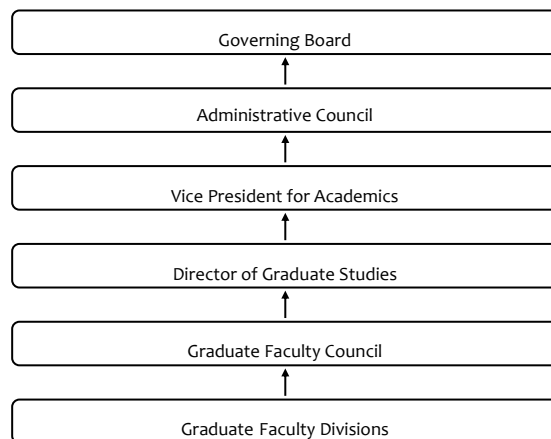
GOVERNANCE STRUCTURE

The graduate faculty is defined as the MLC full-time faculty who are designated as graduate faculty plus the adjunct graduate faculty. The graduate faculty is organized into divisions that correspond to the graduate degrees offered (MA Theological Studies, MS Education, MS Educational Administration, and MS Special Education). Faculty are members of the divisions that correspond to the courses they teach. Division chairs are appointed by the director of graduate studies.

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

MLC Governing Board
Revised 9-19-2008

GRADUATE PROGRAM GOVERNANCE STRUCTURE



DIVISION CHAIR RESPONSIBILITIES

- ◆ Schedule and chair graduate division meetings.
- ◆ Communicate division news with all division members, including adjuncts.
- ◆ Set division meeting agenda together with division members.
- ◆ Share division meeting minutes and reports with the graduate faculty council.
- ◆ Bring program, course, and policy recommendations to the graduate faculty council for approval.
- ◆ Communicate and coordinate with the graduate studies director.
- ◆ Cooperate with the director of graduate studies and the coordinator of online course design and evaluation to carry out assigned tasks.
- ◆ Ensure the following division functions are carried out in accord with graduate program directives:
 - ◇ Review and evaluate division program(s);
 - ◇ Review and evaluate division courses;
 - ◇ Review, recommend, and draft policy pursuant to the division;
 - ◇ Review and make appropriate procedural changes; and
 - ◇ Recommend faculty assignments/changes to the graduate studies director.

FACULTY RECORDS

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

QUALIFICATIONS FOR FACULTY APPOINTMENT

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

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

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

1. **Work experience**
Minimum of ten years of work experience in the field or area that is specific to the graduate teaching assignment(s).
2. **Credentials**
Credentials refer to specific qualifications, achieved over and above a relevant master's degree, that are related to the area of instruction and represent the highest qualification for that specific field or area.
3. **Record of scholarship**
A body of scholarship is demonstrated in areas outlined by the Boyer (1997) Model of Scholarship:
 - a. *Discovery*—Build new knowledge through traditional research.
Examples: peer-reviewed forums, creative work within an established field, laying the groundwork for future studies.
 - b. *Integration*—Interpret the use of knowledge across disciplines.
Examples: comprehensive literature reviews, writing a textbook, publishing books, presenting research at selective professional conferences.

- c. *Application*—Aid society and professions in addressing problems.
Examples: consultant work, leadership in professional organizations.
- d. *Teaching*—Study teaching models and practices to achieve optimal learning.
Examples: advancing learning theory, classroom research, developing and testing new instructional materials, mentoring graduate students, leading program-level assessments, the publication of textbooks and teaching material, professional development workshops.

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

QUALIFICATIONS FOR ONLINE TEACHING

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

PROCEDURES FOR SECURING ADJUNCT FACULTY

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

1. Division chairs and directors may recommend individuals to serve as adjunct faculty members.
2. Recommendations are made to the Graduate Faculty Approval Committee using the Proposed Adjunct Instructor Approval form. If approved, the committee recommends the instructor to the vice president for academics.
3. The vice president for academics will contact the individual's pastor.
4. Upon approval, the vice president for academics will secure official transcripts for the individual.
5. See Appendix D.

EXPECTATIONS FOR CONTINUED GRADUATE FACULTY APPOINTMENT

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

- a. *Discovery*—Build new knowledge through traditional research.
Examples: peer-reviewed forums, creative work within an established field, laying the groundwork for future studies.
- b. *Integration*—Interpret the use of knowledge across disciplines.
Examples: comprehensive literature reviews, writing a textbook, publishing books, presentations and keynotes at conferences.
- c. *Application*—Aid society and professions in addressing problems.
Examples: consultant work, leadership in professional organizations.
- d. *Teaching*—Study teaching models and practices to achieve optimal learning.
Examples: Advancing learning theory, classroom research, developing and testing new instructional materials, mentoring graduate students, leading program-level assessments, the publication of textbooks and teaching material, professional development workshops.

COURSE DESIGN REVIEW

The director of graduate studies monitors all online courses as they are constructed and taught. The director of academic computing also monitors all courses as they are constructed and posted on Moodle, the course management system. Student evaluations are conducted for every course and instructor. Student evaluations can be found on Portal under the **Home** menu.

Each online graduate course also participates in a 7-year design review cycle. The cycle includes self-, peer, and full review. An appointed coordinator of online course design and evaluation (see Appendix E) coordinates the cycle and leads the full design review. The SUNY Online Course Quality Review Rubric (OSCQR) is the tool that guides the review.

PROFESSIONAL DEVELOPMENT

Academic Conferences

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

Professional Organizations

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

FACULTY EVALUATION

The Graduate Faculty Review Committee will review faculty qualifications on a five-year rotation (see Appendix F). The committee will request the current curriculum vitae, a list of professional books read in the past two years that are germane to MLC graduate teaching responsibilities, and a brief written narrative explaining how expertise is kept current. After reviewing the documentation, the committee will schedule a meeting with each reviewed faculty member.



REMUNERATION

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

Compensation July 1, 2025 – June 30, 2026

# Students	Instructor Degree	
	Masters	Doctorate
3-5	836	1,117
6-10	980	1,254
11-15	1,117	1,398
16-20	1,254	1,535

1-2 students = \$281/credit/student regardless of faculty degree

Online enrollment capacity is 15 students

Comprehensive Examination Committee Member	\$69
Advisor - 3 credit capstone project	\$493
Advisor - 6 credit capstone project	\$987
Review Committee - 3 credit capstone project	\$164
Review Committee - 6 credit capstone project	\$329

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

This schedule applies to all courses in the 2022-2023 school year, including semesters 1, 2, 3, E, and J.



HONORARIA PAYMENT SCHEDULE

Online course development	\$643 per graduate credit— <i>half paid when the course is taught the first time, and half paid when the course is revised and taught the second time.</i>
Team-taught courses	Each instructor receives 50% of the compensation.
Comprehensive Examination Committee member	\$64.00
Advisor for 3-credit capstone project	\$454.00
Advisor for 6-credit capstone project	\$907.00
Review Committee for 3-credit capstone project	\$151.00
Review Committee for 6-credit capstone project	\$302.00

Adjunct Honoraria Payments

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

MLC Employee Honoraria Payment

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

Honoraria Schedule	Due to HR	Pay Period Paid	Type
July, August, September	9/18	9/30	Graduate Studies/Continuing Education: Semester 1 and all others
October, November, First 1/2 December	12/18	12/31	All others
Last 1/2 December	1/4	1/15	Graduate Studies/Continuing Education: Semester 2 and all others
January, February, March	3/18	3/31	All others
April, May	6/3	6/15	Graduate Studies/Continuing Education: Semester 3 and all others
June	7/5	7/15	All others

ADVISING

Martin Luther College faculty members and adjunct faculty members serve as graduate advisors. Upon assignment of an advisee, contact the advisee to get acquainted and to clarify the advisee's goals. Contact the advisee a minimum of once a year to check in and review goals.

Advising responsibilities include the following:

- ◆ Advise course selection;
- ◆ Monitor student's progress;
- ◆ Encourage student;
- ◆ Give advice regarding the student's decision to complete a comprehensive examination or a capstone project;
- ◆ Give advice regarding student's committee members;
- ◆ Give advice regarding the capstone project proposal;
- ◆ Guide the student's IRB application;
- ◆ Guide the capstone project to meet graduate-level standards;
- ◆ Serve as chair of advisee's capstone project committee; and
- ◆ If at all possible, attend advisee's graduation.

ADVISING FOR A CAPSTONE PROJECT

For a graduate student, the capstone project is new and unfamiliar territory. Faculty members should expect to take a lead role in guiding their students through the process. The following are tips for helping the capstone process proceed smoothly.

1. **Get involved early.** Ask students if they have ideas about the type of project they might want to conduct. Ask about issues they may want to address or research interests they might have. Help them think about how they can explore those issues or interests in their courses.
2. **Provide guidance.** Help students narrow their topics and focus their problem so that it is manageable within the scope of the project.
3. **Organize the capstone committee.** When a student is ready to begin his or her proposal, meet with the committee members to discuss the following:
 - a. Possible project direction
 - b. Pertinent literature
 - c. Committee member strengths and possible roles
 - d. A plan and order for reviewing student submissions
 - e. Possible theoretical approaches or conceptual frameworks
4. **Take the lead.** As advisor, you will be the primary person to guide your student through drafts and revisions. Set timelines and help the student create a cohesive argument. You will also be the person to share the polished draft with the other committee members when you are satisfied it is ready for their eyes. Direct the committee members in how to review the document and a timeline for submitting comments. Create a Google folder to help facilitate communication and transparency by sharing work between the student and the committee.
5. **Share procedural guidance, academic advice, and encouragement.**

Procedural Guidance

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

Student Process

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

Advisor Process

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

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

Academic Advice

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

Encouragement

A capstone project is intimidating. As an advisor, keep your students on track by initiating contact when possible, reminding them that they can do it, keeping your comments positive, and urging them to pray.

PROCUREMENT OF A WRITING COACH

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

Procurement of a writing coach

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

Payment for a writing coach

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

Responsibilities of a writing coach

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

Limits of a writing coach

1. Avoid evaluation of the research
2. Remain neutral

HELPING THE ADVISEE UNDERSTAND THE IRB

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

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

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

Submission Guidelines

1. The student must receive approval of the capstone project or internship proposal from the capstone committee.
2. The student must complete an application for IRB approval and all informed consent materials.
3. The advisor must review, approve, and sign the proposal and IRB application as complete.
4. Two copies of the proposal, the IRB application, and all consent or assent forms are submitted to the director of graduate studies for initial review by the following individuals:
 - a. IRB chairperson
 - b. Director of graduate studies
5. The application will be screened by the IRB chairperson with input from the director of graduate studies to determine if the proposed activity
 - a. Involves no risk to the subject according to the exempt criteria in 45 CFR 46.101, and so is exempt from full IRB review, or
 - b. Requires full IRB review because it involves greater than no risk or non-exempt research.
6. If required, the full IRB will meet to make a determination regarding the proposed activity.
7. After review, the IRB may
 - a. Approve the proposal as submitted,
 - b. Approve with minor suggestions for changes,
 - c. Approve with stipulations to be met before final approval is given, or
 - d. Not approve.
8. Complete documentation of IRB action will be sent to the researcher and a copy kept on file.
9. All non-exempt research is subject to continuing review at least annually, but possibly more frequently, as determined by the level of risk to the subjects.

GRADUATE FACULTY MEETINGS

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

Graduate faculty divisions meet monthly during the fall and spring semesters, except in months when the graduate faculty council meets. The division chairs lead the meetings, and all MLC full-time faculty members are expected to participate, while adjunct faculty members are encouraged but not required. The divisions oversee their respective degree programs by evaluating courses and programs and reviewing policies and procedures. Divisions make recommendations to the Graduate Faculty Council for its consideration.

GRADUATE FACULTY COUNCIL MEETINGS

The Graduate Faculty Council (MLC faculty members) meets once or twice a semester. The council reviews and acts on recommendations from the graduate faculty meetings, studies issues and policies, approves policies relating to course offerings and capstone projects, monitors evaluation and assessment, and recommends program and honoraria changes to the Administrative Council and Governing Board for approval.

GRADUATION

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

FACULTY GRIEVANCE PROCEDURE

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

Graduate faculty should adhere to the following procedure for grievances:

Step One

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

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

Step Two

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. 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 re-garding 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 or 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 numbers
- 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

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

SEXUAL AND OTHER UNLAWFUL HARASSMENT POLICIES

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

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

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

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

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

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

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



Title IX and Clery Law

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

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

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

Reporting

Employees and students should report incidents to the director of human resources and/or vice president for student life so they may be investigated in a timely and confidential manner. The individual has the right to be accompanied by any other support person, including an attorney, while making the complaint and in all subsequent proceedings. The individual has the right to report any violations of Minnesota state law to the appropriate law enforcement officials.

Internal Response

When designated administrative personnel become aware of a complaint, an internal investigation will begin in which other witnesses and the alleged harasser or assailant will be interviewed. Specific privacy and confidentiality rights apply as stated in the MLC [Title IX and Clery Law](http://mlc-wels.edu/student-life/title-ix-policy/) (mlc-wels.edu/student-life/title-ix-policy/). If it is determined that sexual harassment, rape, or violence did occur, the harasser or assailant will be subject to disciplinary action which may include suspension or termination of call (called workers), employment (lay worker), or enrollment (students).

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

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

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

Stalking

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

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

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

- ◆ Non-consensual communication, including in-person, telephone calls, voice messages, emails, written letters, gifts, or any other communications that are undesired and place another person in fear. This may include use of online, electronic, or digital technologies, such as
 - ◇ Posting of pictures or information in chat rooms or on web sites;
 - ◇ Sending unwanted/unsolicited email or chat/talk requests;
 - ◇ Posting private or public messages on internet sites, social networking sites, and/or company intranet sites;
 - ◇ Installing spyware on a victim's computer; or
 - ◇ Using Global Positioning Systems (GPS) to monitor a victim's whereabouts.
- ◆ Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, or other places frequented by the victim;
- ◆ Trespassing and/or surveillance or other types of observation, including staring or "peeping";
- ◆ Vandalism of a victim's property or that is directed at a victim;
- ◆ Non-consensual touching as well as direct verbal or physical threats;
- ◆ Gathering information about an individual from friends, family, and/or co-workers;
- ◆ Threats to harm self or others; or
- ◆ Defamation (lying to others about the victim, or derogatory graffiti).

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

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



ACADEMIC FREEDOM

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

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

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

Adopted January 1999



FACULTY RESPONSIBILITIES

Faculty members are responsible for creating online courses assigned to them and for teaching those courses within a semester of the academic calendar. The MLC Bookstore will contact faculty members to get their textbook information for prospective and newly enrolled students. A current syllabus is required for each course that is available for students, and the syllabus is submitted to the Office of Graduate Studies. Instructors need to make arrangements to be available to students online by creating an “office” online and checking that posting regularly.

Consult the calendar at the end of this handbook for grade due dates (Appendix G). In addition, faculty members attend the graduation exercise and attend graduate faculty meetings. The faculty has the privilege and responsibility to serve on committees and to voice opinions on issues at meetings.

REGULAR & SUBSTANTIVE INTERACTIONS

High impact and best practices in teaching and learning encourage meaningful interactions between instructors and students. MLC has long advocated for robust learning experiences across all modalities. Recent guidance by the federal government requires that institutions receiving Title IV funding demonstrate that their courses include regular and substantive interactions between instructors and students. These interactions occur when faculty meet with students at specific times, present information, solicit student feedback, and answer student questions within a predictable timeframe.

The U.S. Department of Education defines both regular and substantive interactions.

Regular interaction between students and their instructor in asynchronous online instruction must be intentionally planned and initiated by the instructor. Regular interaction includes BOTH

- ◇ Providing the opportunity for substantive interactions with students on a *predictable and scheduled basis* commensurate with the length of time and the amount of content in the course or competency; AND
- ◇ Monitoring the students’ academic engagement and success and ensuring substantive interaction with the student when needed as indicated by such monitoring or upon request by the student.

Substantive interaction involves engaging students in teaching, learning, and assessment consistent with the content under discussion, and also AT LEAST TWO of the following:

- ◇ Providing direct instruction (synchronous only);
- ◇ Assessing or providing feedback on a student’s coursework;
- ◇ Providing information or responding to questions about the content of a course or competency;
- ◇ Facilitating a group discussion regarding the content of a course or competency; or
- ◇ Other instructional activities as approved by the institutional or programmatic accrediting agency.

Martin Luther College expects its faculty to provide regular and substantive interactions with students in each online course in a uniform manner. To that end, each faculty member follows these practices and publishes them in their course syllabus:

- Respond to student questions communicated via email, Moodle messenger, or an open forum within 24 hours.
- Give substantive feedback and scores to students in discussion forums within 72 hours of the forum’s due date.
- Evaluate student assignments with instructive comments within 7 days of the assignment due date.
- Schedule, publish, and attend virtual office hours at least once monthly so students can consult with the instructor in real-time using convenient electronic means (phone, video conference, text messaging).

GRADING

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

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

INCOMPLETES

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

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

WITHDRAWALS

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

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

Withdrawal and Grades

Withdrawal and Refunds

READMISSION POLICY

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

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

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

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

ACADEMIC DISHONESTY

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

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

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



ORDERING BOOKS AND INSTRUCTIONAL MATERIALS

Academic Expenditures

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

Professional Books

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

Faculty members may contact the director of library services to suggest titles for addition to the library in print or digital formats. Please email requests to libraryhelp@mlc-wels.edu, including the title, author, and other pertinent information about the book.

Instructional Materials

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

GUEST ONLINE PRESENTER

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

STUDENTS WITH DISABILITIES

Faculty members must be aware of the following college policy:

- ◆ Martin Luther College complies with Section 504 of the Rehabilitation Act of 1973 to serve students who have disabilities as defined by the Americans With Disabilities Act of 1990.
- ◆ Students accepted for admission are considered capable of meeting academic standards if reasonable accommodations can be made for their disability. It is the responsibility of students to provide written notification of the nature of the disability and the need for accommodations. Students must also provide results of formal testing and/or evaluation of the disability as well as historical documentation of having received accommodations in educational settings. The college may require additional testing or evaluation if the documentation is inadequate or older than three years, with this cost to be borne by the student.
- ◆ Students file the notification of disability and the request for accommodations with the director of graduate studies. The director of graduate studies, the student, and the instructor(s) confer to develop reasonable accommodations. Responsibilities of the student as well as accommodations are outlined in this plan. Accommodations are designed to meet the individual needs of students, but they do not compromise curricular goals, performance standards, or course content. If students do not agree with the accommodation plan, an appeal may be made to the vice president for academics, whose decisions are final in all cases.

APPENDICES

APPENDIX A – Designing Dual-Level Course Procedures

Some MLC courses in the undergraduate, graduate, or continuing education programs are purposely designed to have similar student learning outcomes and content. These dual-level courses share the same course titles but separate undergraduate/graduate course numbers. Student outcomes and work requirements should be commensurate with the level of credit being earned and specified in the course syllabus.

There are several reasons for including these distinctions in the syllabi:

1. To justify the awarding of degree-appropriate credit.
2. To clearly communicate to students the requirements necessary to earn each level of credit.

These distinctions will assist the instructor when describing and evaluating student work according to degree level. It will also help the instructor articulate the necessary requirements for students to earn graduate credit on courses they previously completed for undergraduate credit.

DESCRIPTION IN THE MLC CREDIT HOUR POLICY

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

GUIDELINES & SUGGESTIONS

As described in MLC's credit hour policy, the difference between credits is not the *amount* of work, but the *intellectual level* of work. The [Degree Qualifications Profile](#) (Lumina, 2011) provides clarity on the distinctions between what students should know and be able to do at the bachelor's and master's levels.

Some possible examples:

Bachelor's	Master's
Application of a given model.	Selection between or synthesis of several models with rationale and citations for application.
Application of theory to practice with citation.	Evaluation and application of theories to a particular setting with rationale and citations.
Reading and application of scholarly, research-supported literature with appropriate citation.	Reading, application, and synthesis of primary and secondary research articles and scholarly literature with appropriate citation.
Proposed application through use of case studies.	Application in authentic settings.
Research involves reading and synthesizing various sources with practical applications.	Research involves application of research- and literature-informed interventions with evaluation (action research).

Dual-level course syllabi, materials, and assignments must differentiate between the levels of expectations. **Student learning outcomes** shall specify expectations for graduate students, including greater depth of knowledge and research, and demonstration of higher levels of analysis and synthesis. **Readings** may require different levels of experience or background knowledge to comprehend. **Assessments** should clearly articulate the difference in use of theory, research, inquiry, and analysis between levels.

When courses are co-scheduled (sections with both undergraduate and graduate students), they must be designed in a way that clearly demonstrates to the students the differences in rigor related to assignments, assessments, readings, learning

outcomes, and other activities. Syllabi should list specific assignments and readings intended for undergraduate or for graduate students. While activities such as research papers, critiques, oral presentations, practicums, or demonstrations might portray similar learning, the greater rigor for graduate students should be clear. Rigor is determined by demonstration of learning and application of theory rather than length of assignment. Assignments may be the same, with different expectations and articulated criteria for evaluation, or they may be completely different assignments to demonstrate different kinds of competencies.

For example, discussion forum and paper rubrics may use different criteria to evaluate student work at the bachelor's and master's levels. The syllabi should describe how the grading for graduate students will differ from grading for those enrolled for undergraduate credit.

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

EDT3007 / 5007 Google Technologies in Education (taught concurrently)
 SPE1101 / 5211 Foundations of Special Education
 SPE2101 / 5201 Educating the Exceptional Learner (may be taught concurrently)
 SPE2102 / 5204 Diagnosis and Assessment of Students with Special Needs (may be concurrent)
 SPE2103 / 5213 The IEP Process and Professional Practice
 SPE3101 / 5209 Learning Disabilities & Emotional/Behavioral Disorders
 SPE3103 / 5203 Transition Planning and Collaboration in Special Education (taught concurrently)
 EDT9501 / 5005 Teaching Online
 EDT9502 / 5006 Designing and Constructing Online Courses

SYLLABUS DISTINCTIONS FOR GRADUATE LEVEL

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

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

- ◆ **Learning Outcomes:** Distinct outcomes required for graduate students must reflect *locating, reading, analyzing, synthesizing, and applying research or research-based practice*. Introduce them with the phrase **Specific Graduate Student Outcomes**. Examples:
 - ◇ Critically evaluate and articulate key theoretical concepts drawn from qualitative and quantitative academic research related to course topics.
 - ◇ Apply one or more of the central concepts explored in this course to a classroom lesson or administrative action plan.
 - ◇ Reflect on the successes and challenges of utilizing a central concept from this course in an applied teaching and learning or administrative task.
- ◆ **Readings:** Alternate, varied, or differentiated readings that are appropriate to graduate study should be included in place of some undergraduate readings. While the amount of work or reading should not increase, the level of reading should. Such reading will likely include peer-reviewed journal articles.
 - ◇ Substitute a peer-reviewed article in place of an online article or educational literature article.
 - ◇ Encourage peer-reviewed articles and research articles as requirements for graduate level papers.
- ◆ **Course Activities:** Specific learning activities and exercises for graduate students must be included that allow application of research or research-based activities in educational settings. Examples:
 - ◇ Read the research article and describe in a discussion forum three ways the concept can be applied in your classroom, using citations where appropriate.
 - ◇ Design an upcoming classroom lesson that applies the recently learned concept in the subject of your choosing, and submit it in the assignment area.
 - ◇ Use the recent concept with your student or students and reflect on your implementation and results in the discussion forum.

- ◆ **Course Assessments:** The major assessments should provide opportunities for graduate students to demonstrate how well they can locate, read, synthesize, apply, and reflect on research or research-based strategies. Examples:
 - ◇ Write a three- to five-page research synthesis paper (compared to a three- to five-page paper summarizing the text).
 - ◇ Create a plan for student assessment (classroom instruction; school administration) that applies the central, research-based concepts from this course.
 - ◇ Write a three- to five-page reflection paper that describes how you applied a research-based approach and what you learned from that process (compared to a three- to five-page reflection paper on what you learned).



The DQP

The following pages present a grid that lays out all of the learning outcomes, grouping them within the five categories of learning and by type of degree. Institutions are encouraged to use this grid as they adopt the DQP to their particular needs.

1

Specialized Knowledge

2

Broad and Integrative Knowledge

3

Intellectual Skills

4

Applied and Collaborative Learning

5

Civic and Global Learning

Specialized Knowledge

This category addresses what students in *any* specialization or major field of study should demonstrate with respect to that specialization. Tuning, a field-specific effort to map learning outcomes, is necessary to describe the concepts, knowledge areas and accomplishments that students in a *particular* specialization should demonstrate to earn the degree.

At the associate level, the student

Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field.

Applies tools, technologies and methods common to the field of study to selected questions or problems.

Generates substantially error-free products, reconstructions, data, juried exhibits or performances appropriate to the field of study.

At the bachelor's level, the student

Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.

Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.

Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work **illuminating** that challenge.

Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.

At the master's level, the student

Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and **illustrates** both their applications and their relationships to **allied fields of study**.

Assesses the contributions of major figures and organizations in the field of study, describes **its major** methodologies and practices and illustrates them through projects, papers, exhibits or performances.

Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.

Broad and Integrative Knowledge

This category asks students at all three degree levels to consolidate learning from different broad fields of study (e.g., the humanities, arts, sciences and social sciences) and to discover and explore concepts and questions that bridge these essential areas of learning.

At the associate level, the student

Describes how existing knowledge or practice is advanced, tested and revised in each core field studied — e.g., disciplinary and interdisciplinary courses in the sciences, social sciences, humanities and arts.

Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society and shows how concepts from the core field can be used to address the selected debates or problems.

Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.

Describes and evaluates the ways in which at least **two** fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.

At the bachelor's level, the student

Describes and evaluates the ways in which at least **two** fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these **fields**.

Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.

Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains **how** methods from the primary field of study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core **fields**.

At the master's level, the student

Articulates how the field of study has developed in relation to other major domains of inquiry and practice.

Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods.

Articulates and defends the significance and implications of the work in the primary field of study in terms of challenges and trends in a social or global context.

Intellectual Skills

This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Throughout, the DQP emphasizes that students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).

	At the associate level, the student	At the bachelor's level, the student	At the master's level, the student
Analytic inquiry	Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.	Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.	Disaggregates, reformulates and adapts principal ideas, techniques or methods at the forefront of the field of study in carrying out an essay or project.
Use of information resources	Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.	Locates, evaluates, incorporates and properly cites multiple information resources in different media or different languages in projects, papers or performances. Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance.	Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
Engaging diverse perspectives	Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations. Describes, explains and evaluates the sources of his/her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.	Constructs a written project, laboratory report, exhibit, performance or community service design expressing an alternate cultural, political or technological vision and explains how this vision differs from current realities. Frames a controversy or problem within the field of study in terms of at least two political, cultural, historical or technological forces, explores and evaluates competing perspectives on the controversy or problem, and presents a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views.	Investigates through a project, paper or performance a core issue in the field of study from the perspective of a different point in time or a different culture, language, political order or technological context and explains how this perspective yields results that depart from current norms, dominant cultural assumptions or technologies.
Ethical reasoning	Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems.	Analyzes competing claims from a recent discovery, scientific contention or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and either (a) arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles or (b) explains why such a reconciliation cannot be accomplished. Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision making concerning those problems, and develops and defends an approach to address the ethical issue productively.	Articulates and challenges a tradition, assumption or prevailing practice within the field of study by raising and examining relevant ethical perspectives through a project, paper or performance. Distinguishes human activities and judgments particularly subject to ethical reasoning from those less subject to ethical reasoning.
Quantitative fluency	Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings. Creates and explains graphs or other visual depictions of trends, relationships or changes in status.	Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analyses or quantitative evaluations of public information in papers, projects or multimedia presentations. Constructs mathematical expressions where appropriate for issues initially described in non-quantitative terms.	Uses logical, mathematical or statistical methods appropriate to addressing a topic or issue in a primary field that is not for the most part quantitatively based, or Articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories in a field of study that is quantitatively based. Identifies, chooses and defends the choice of a mathematical model appropriate to a problem in the social sciences or applied sciences.

APPENDIX B – Assessment Plans**Master of Science
in Education****Master of Science
in Educational Administration****Master of Science
in Special Education****Master of Arts
in Theological Studies**

ASSESSMENT PLAN						
Master of Science in Education						
Master of Science in Educational Administration						
Master of Arts in Theological Studies						
FOCUSED MISSION STATEMENT: The Master of Science in Education Program contributes to the professional growth of teachers and encourages them to be reflective, competent, and dedicated educators.					Division/ Department:	Graduate Studies
					Academic Year:	2024-25
Graduate Program Goals						
GOALS	ARTIFACT	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. To instill an advanced and contemporary body of knowledge in a specialized area.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 1 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.	100%	Spring 2024		Over the 2024-25 academic year, the graduate faculty reviewed the comprehensive exam. On April 30, 2025, they adopted a revised exam. Prior: 5-question, 5 hours, closed book New: 3-question, 10-week, open book written with oral defense.
	Graduate Survey	90% of program graduates will self-report achieving program goal 1 in a survey of all graduates.	99% (2019) 96.6% (2022)	Spring 2022		None
	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 1 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	1.1 = 94% 1.2 = 100% 1.3 = 100%	Spring 2020		Goal met. No action taken.

2. To develop highly-qualified servant leaders.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 2 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.		Spring 2024	Not Assessed	
	Graduate Survey	90% of program graduates will self-report achieving program goal 2 in a survey of all graduates.	99% (2019) 96.6% (2022)	Spring 2019 Spring 2022	Though fully met, only 21% report making teachers' conference presentations.	Improve avenues for master's program graduates to present at conferences. a. Analyze speaker's bureau effect. b. Discover what conference leaders want. c. Report to GFC None
	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 2 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	2.1 = 94% 2.2 = 82%	Spring 2020	Some project applications do not apply to ministry settings.	Specific advisor guidance about increasing application was added to the Graduate Faculty Handbook and shared in an Advisor training.
	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 3 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.	100%	Spring 2024		None
	Graduate Survey	90% of program graduates will self-report achieving program goal 3 in a survey of all graduates.	100% (2019) 100% (2022)	Spring 2019 Spring 2022	Fully Met. No recommendation at this time.	None
3. To promote research- and theory-informed practice in education.	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 3 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	3.1 = 82% 3.2 = 71% 3.3 = 76%	Spring 2020	Some literature reviews were weak, especially in areas of using theory and building a conceptual framework.	EDU5005 Foundations of Ed Research will be revised to place more focus on the literature review and will be required earlier (between 15 and 24 credits) in the program. EDU5001 will adjust its major paper to a literature review format.

4. To develop critical thinkers and problem-solvers.	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 4 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.	100%	Spring 2024		Over the 2024-25 academic year, the graduate faculty reviewed the comprehensive exam. On April 30, 2025, they adopted a revised exam. Prior: 5-question, 5 hours, closed book New: 3-question, 10-week, open book written with oral defense.
	Graduate Survey	90% of program graduates will self-report achieving program goal 4 in a survey of all graduates.	98% (2019) 100% (2022)	Spring 2019 Spring 2022	Fully met, but only 1/3 report using peer-reviewed journals.	Make sure all graduate courses require students to identify, read, and synthesize peer-reviewed literature. a. Review and improve level of use in existing courses. b. Make sure graduates maintain access to MLC library. c. Create conditions to foster more capstone projects than comprehensive examinations None
	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 4 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	94%	Spring 2020		Fully met. No action taken.
	Comprehensive Exam	90% of student comprehensive exams will meet or exceed the criteria for program goal 5 as measured by the graduate faculty prepared program assessment rubric for comprehensive exams.	95%	Spring 2024		Over the 2024-25 academic year, the graduate faculty reviewed the comprehensive exam. On April 30, 2025, they adopted a revised exam. Prior: 5-question, 5 hours, closed book New: 3-question, 10-week, open book written with oral defense.
5. To create reflective professionals who use assessment to inform and improve their practice	Graduate Survey	90% of program graduates will self-report achieving program goal 5 in a survey of all graduates.	94% (2019) 96% (2022)	Spring 2019 Spring 2022		None

	Capstone Project	90% of student capstone projects will meet or exceed the criteria for program goal 5 as measured by the graduate faculty prepared program assessment rubric for capstone projects.	88%	Spring 2020	Assessments are not always included as part of the projects.	Advisors will receive greater guidance in the Graduate Faculty Handbook and an inservice prior to the 2021-22 academic year.
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Learner Outcomes

Master of Science in Education

OUTCOMES	ARTIFACT	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. Implement formative and summative assessments for improved teaching and learning.	EDU5106	90% of students will demonstrate mastery of formative and summative assessment use for measuring learning outcomes, planning remediation, and providing feedback.		Spring 2025		
	SPES202 Diagnosis & Assessment Project	90% of students will demonstrate mastery of formative and summative assessment use for measuring learning outcomes, planning remediation, and providing feedback.		Spring 2021	Not assessed because the selected artifact did not apply.	

2. Evaluate and synthesize high-quality research to solve educational issues.	EDU5005 Capstone Proposal	90% of students demonstrate mastery in evaluating and synthesizing high quality research.	75% & 83%	Spring 2025	Some literature reviews did not include literature from each proposed aspect of study research.	<ul style="list-style-type: none"> Course Instructors will implement a revised assignment instruction for summer 2025. Course instructors will report results of revised process to Graduate faculty in September 2025.
	SPES202 Diagnosis & Assessment Project	90% of students demonstrate mastery in evaluating and synthesizing high quality research.		Spring 2021	Not met. 64.6% of the criteria for the student artifacts from the last two course offerings were met on the specially developed assessment day rubric.	<ul style="list-style-type: none"> Consider moving EDU5005 even earlier in the program to help students become stronger at reading and synthesizing literature. Adjust the assessment rubric. Continued support of an APA writing course.
	EDU5005 Capstone Proposal	90% of students demonstrate mastery of theory into practice integration.	58%	Spring 2025	Some literature reviews did not include literature from each proposed aspect of study research.	<ul style="list-style-type: none"> Course Instructors will implement a revised assignment instruction for summer 2025. Course instructors will report results of revised process to Graduate faculty in September 2025.
	SPES202 Diagnosis & Assessment Project	90% of students demonstrate mastery of theory into practice integration.		Spring 2021		<ul style="list-style-type: none"> Consider moving EDU5005 even earlier in the program to help students become stronger at reading and synthesizing literature. Adjust the assessment rubric. Continued support of an APA writing course.
3. Integrate theory into practice to become an effective educator.						

4. Apply a specialized body of knowledge in an area of emphasis	EDT5001	90% of students demonstrate mastery of a body of knowledge in educational technology.	100%	Spring 2018 Spring 2025	None	None
	SPES202 Diagnosis & Assessment Project	90% of students demonstrate mastery of a body of knowledge in special education.		Spring 2021		<ul style="list-style-type: none"> Consider moving EDU5005 even earlier in the program to help students become stronger at reading and synthesizing literature. Adjust the assessment rubric. Continued support of an APA writing course.

Master of Science in Educational Administration

OUTCOMES	ARTIFACT	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. Cultivate a shared mission, vision, and core-values that promote an inclusive, caring, and supportive school community for spiritual and academic success.	EDU5302 Supervision Plan	90% of students will demonstrate mastery of cultivating a shared mission, vision, and core values.	100%	Spring 2018 Spring 2025	None	None
	EDU5309	90% of students will demonstrate mastery of cultivating a shared mission, vision, and core values.		Spring 2025		

2. Manage school operations and resources to fulfill and advance the school's mission and ensure teacher and student success	EDU5310 Marketing & Enrollment Plan	90% of students will demonstrate mastery of managing school operations and resources to advance the school's mission.		Spring 2021	Not met. 83% of the criteria were met in the 8 of 28 randomly reviewed student artifacts from the last two course offerings.	<ul style="list-style-type: none"> Consult with course instructor about the role schools mission plays in driving conversations and assignments. Consider adding an artifact from EDU5311, addition to the one from EDU5310, when outcome 2 is assessed again in Spring 2025.
	EDU5310	90% of students will demonstrate mastery of managing school operations and resources to advance the school's mission.		Spring 2025		
	EDU5302 Supervision Plan	90% of students will demonstrate mastery of fostering and supporting rigorous and coherent systems of curriculum, instruction, and assessment.	100%	Spring 2018 Spring 2025	None	None
3. Foster and support rigorous and coherent systems of curriculum, instruction, and assessment that ensure student and teacher growth	EDU5003	90% of students will demonstrate mastery of fostering and supporting rigorous and coherent systems of curriculum, instruction, and assessment.		Spring 2025		
	EDU5005 Capstone Proposal	90% of students will demonstrate mastery of applying educational research and tested practice to solve educational problems.	50%	Spring 2025	Some literature reviews did not include literature from each proposed aspect of study research.	<ul style="list-style-type: none"> Course Instructors will implement a revised assignment instruction for summer 2025. Course instructors will report results of revised process to Graduate faculty in September 2025.
	EDU5005	90% of students will demonstrate mastery of applying educational research and tested practice to solve educational problems.		Spring 2028		
4. Apply educational research and tested practice to solve practical educational problems and issues						

Master of Arts in Theological Studies

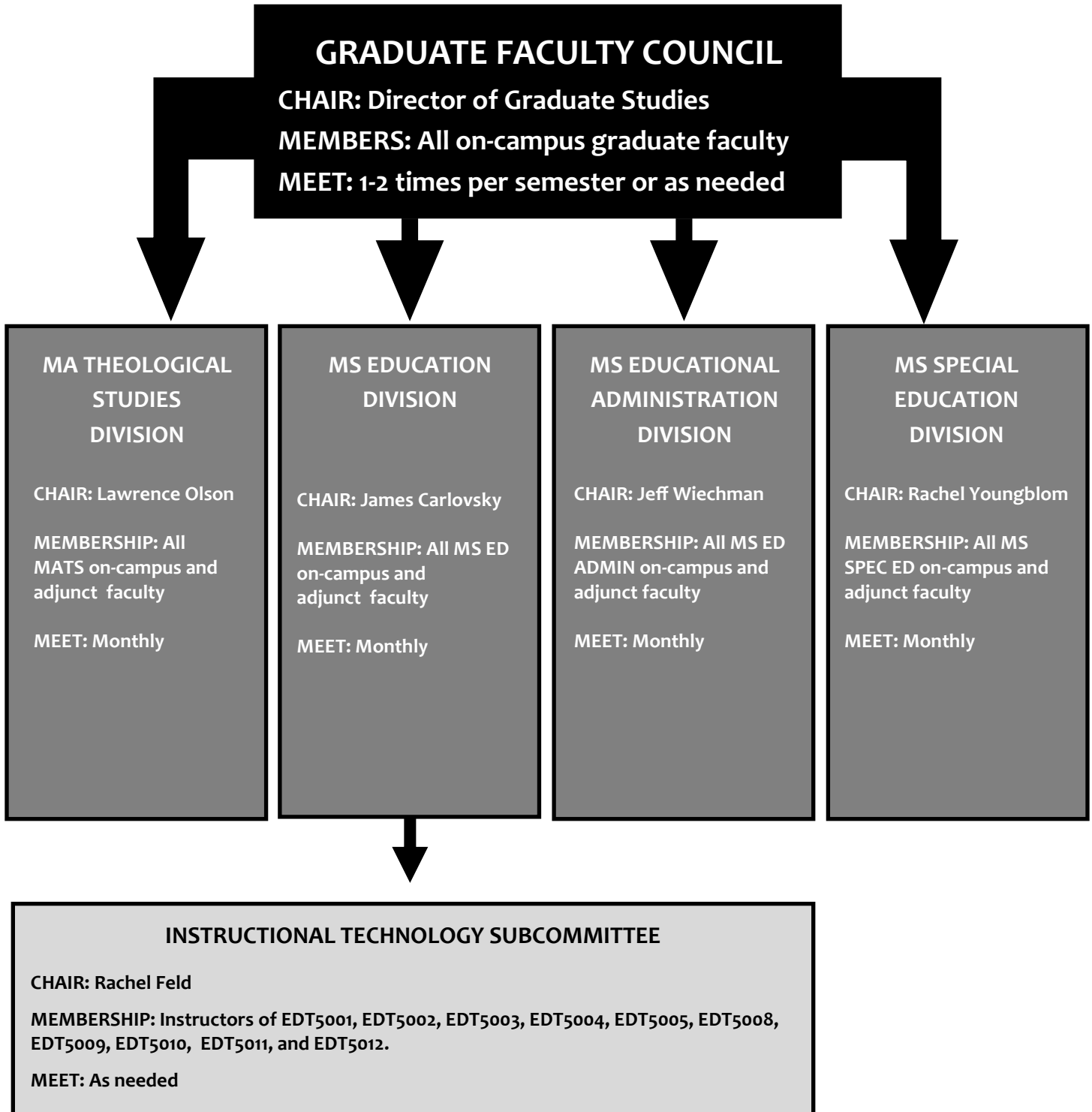
OUTCOMES	ARTIFACTS	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. Utilize appropriate tools for theological study.	THE5005	90% of students will demonstrate mastery of utilizing appropriate tools for theological study.		Spring 2025		
2. Articulate the major themes of the Old and New Testament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

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

Master of Science in Special Education

OUTCOMES	ARTIFACTS	CRITERIA FOR SUCCESS	CURRENT LEVEL	TIMELINE	FEEDBACK	ACTIONS
1. Effectively collaborate with a wide range of professionals, families, and caregivers to design and implement educational programs that meet the needs of each student	SPES203 Case Study	90% of students will demonstrate master of effective collaboration with professionals, families, and caregivers to design and implement educational programs that meet the needs of each student.		Spring 2028		
2. Demonstrate the skills needed to utilize formal and informal assessments to evaluate students' academic, behavioral, and functional strengths and needs	SPES202 Field Assessment Project	90% of students will demonstrate the skills needed to utilize formal and informal assessments to evaluate students' academic, behavioral, and functional strengths and needs.		Spring 2026		
3. Apply a specialized body of knowledge to implement well-designed and research-based interventions and instruction with fidelity	SPES205 Reflective Journal Project	90% of students will apply a specialized body of knowledge to implement well-designed and research-based interventions and instruction with fidelity.		Spring 2025		
4. Employ practices that promote student social and emotional well-being	SPES209 Behavioral Research Paper	90% of students will employ practices that promote student social and emotional well-being.		Spring 2028		

APPENDIX C – Graduate Studies Organizational Chart



GRADUATE FACULTY COUNCIL

CHAIR	John Meyer, Director of Graduate Studies — meyerjd@mlc-wels.edu
MEMBERSHIP	All on-campus graduate faculty
MEET	1-2 times per semester
BUSINESS	<ul style="list-style-type: none"> ◆ Division reports ◆ Policy approval ◆ Program Approval ◆ Course Approval ◆ Program oversight and assessment

MASTER OF ARTS IN THEOLOGICAL STUDIES DIVISION

CHAIR	Lawrence Olson — MATSFaculty@mlc-wels.edu
MEMBERSHIP	<ul style="list-style-type: none"> ◆ On campus MATS professors <ul style="list-style-type: none"> ◇ Attendance: Required ◇ Role: Decision Making ◆ Adjunct MATS professors <ul style="list-style-type: none"> ◇ Attendance: Optional ◇ Role: Advisory
MEET	Monthly
BUSINESS	<ul style="list-style-type: none"> ◆ Determines program procedures ◆ Recommends policies to Graduate Faculty Council ◆ Recommends courses ◆ Recommends program changes ◆ Assesses MATS courses

MASTER OF SCIENCE IN EDUCATION DIVISION

CHAIR	James Carlovsky — MSinEDFaculty@mlc-wels.edu
MEMBERSHIP	<ul style="list-style-type: none"> ◆ On campus MS ED professors <ul style="list-style-type: none"> ◇ Attendance: Required ◇ Role: Decision Making ◆ Adjunct MS ED professors <ul style="list-style-type: none"> ◇ Attendance: Optional ◇ Role: Advisory
MEET	Monthly
BUSINESS	<ul style="list-style-type: none"> ◆ Determines program procedures ◆ Recommends policies to Graduate Faculty Council ◆ Recommends courses ◆ Recommends program changes ◆ Assesses MS ED courses

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION DIVISION

CHAIR	Jeff Wiechman — MSinAdminFaculty@mlc-wels.edu
MEMBERSHIP	<ul style="list-style-type: none"> ◆ On campus MS ED ADMIN professors <ul style="list-style-type: none"> ◇ Attendance: Required ◇ Role: Decision Making ◆ Adjunct MS ED ADMIN professors <ul style="list-style-type: none"> ◇ Attendance: Optional ◇ Role: Advisory
MEET	Monthly
BUSINESS	<ul style="list-style-type: none"> ◆ Determines program procedures ◆ Recommends policies to Graduate Faculty Council ◆ Recommends courses ◆ Recommends program changes

MASTER OF SCIENCE IN SPECIAL EDUCATION

CHAIR	Rachel Youngblom— youngbrl@mlc-wels.edu
MEMBERSHIP	<ul style="list-style-type: none"> ◆ On campus MS ED professors <ul style="list-style-type: none"> ◇ Attendance: Required ◇ Role: Decision Making ◆ Adjunct MS ED professors <ul style="list-style-type: none"> ◇ Attendance: Optional ◇ Role: Advisory
MEET	Monthly
BUSINESS	<ul style="list-style-type: none"> ◆ Determines program procedures ◆ Recommends policies to Graduate Faculty Council ◆ Recommends courses ◆ Recommends program changes ◆ Assesses MS SP ED courses

INSTRUCTIONAL TECHNOLOGY SUBCOMMITTEE

CHAIR	Rachel Feld — feldrm@mlc-wels.edu
MEMBERSHIP	Instructors of EDT5001, EDT5002, EDT5003, EDT5004, EDT5005, EDT5008, EDT5009, EDT5010, EDT5011, and EDT5012.
MEET	As needed

APPENDIX D – Graduate Faculty Approval Committee

DESCRIPTION

The Graduate Faculty Approval Committee is a standing committee of the Graduate Faculty Council. Its purpose is to ensure graduate course instructors are properly qualified for their teaching responsibilities. Therefore, this committee reviews the qualifications for newly proposed and current faculty and recommends appropriate action to the MLC vice president for academics.

MEMBERSHIP

The Committee consists of three members, who are existing on-campus graduate faculty that serve three-year terms, and the graduate studies director, who is an advisory member. The senior member of the committee serves as chair. The graduate studies director appoints committee members in consultation with the vice president for academics.

FUNCTION

The Committee considers requests for potential graduate faculty members, reviews existing faculty members' qualifications on a five-year rotation, and makes recommendations to the MLC vice president for academics based on its review.

PROCESS

New Faculty Proposals: Division chairs, directors, or graduate faculty members may propose new instructors to the committee. Proposals include:

- ◆ A completed Faculty Proposal form,
- ◆ A current curriculum vitae or resume, and
- ◆ Copies of transcripts (official transcripts requested upon acceptance).

New Faculty Approval:

1. The Committee reviews the supplied documents and the proposed teaching assignment.
2. The Committee forwards the names and qualifications of committee-approved instructors to the vice president of academics for final consideration and approval.
3. The vice president for academics contacts the individual's pastor. Upon final approval, the director of graduate studies creates a new faculty file and secures official transcripts, if needed.
4. The Committee informs unapproved proposed faculty of its decision.

Faculty Review

1. The Committee reviews current graduate faculty and teaching assignments once every five years on a rotational basis.
2. Faculty members who are up for review supply an updated curriculum vitae, a brief written narrative explaining how they have kept current in the field, and a list of any professional books read in the past two years germane to their area of MLC graduate teaching.
3. The Committee meets to review CV in light of Boyer's (1997) model.
4. The Committee meets with reviewed faculty, who share what they are doing to stay current in their area of graduate instruction.
5. The Committee shares its recommendations with the reviewed faculty.

CRITERIA

The Committee considers the following when making its recommendations:

QUALIFICATIONS FOR FACULTY APPOINTMENT

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

will meet the following criteria:

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

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

1. **Work experience**
Minimum of ten years of work experience in the field or area that is specific to the graduate teaching assignment.
2. **Credentials**
Credentials refer to specific qualifications, achieved over and above a relevant master's degree, that are related to the area of instruction and represent the highest qualification for that specific field or area.
3. **Record of scholarship**
A body of scholarship is demonstrated in areas outlined by the Boyer (1997) Model of Scholarship:
 - a. *Discovery*—Build new knowledge through traditional research.
Examples: peer-reviewed forums, creative work within an established field, laying the groundwork for future studies.
 - b. *Integration*—Interpret the use of knowledge across disciplines.
Examples: comprehensive literature reviews, writing a textbook, publishing books, presenting research at selective professional conferences.
 - c. *Application*—Aid society and professions in addressing problems.
Examples: consultant work, leadership in professional organizations.
 - d. *Teaching*—Study teaching models and practices to achieve optimal learning.
Examples: advancing learning theory, classroom research, developing and testing new instructional materials, mentoring graduate students, leading program-level assessments, the publication of textbooks and teaching material, professional development workshops.

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

EXPECTATIONS FOR CONTINUED GRADUATE FACULTY APPOINTMENT

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

- ◆ **Discovery:** Build new knowledge through traditional research
Examples: peer-reviewed forums, creative work within an established field, laying the groundwork for future studies
- ◆ **Integration:** Interpret the use of knowledge across disciplines
Examples: comprehensive literature reviews, writing a textbook, publishing books, presentations and keynotes at conferences
- ◆ **Application:** Aid society and professions in addressing problems
Examples: consultant work, leadership in professional organizations
- ◆ **Teaching:** Study teaching models and practices to achieve optimal learning
Examples: Advancing learning theory, classroom research, developing and testing new instructional materials, mentoring graduate students, leading program-level assessments, the publication of textbooks and teaching material, professional development workshops

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

Updated 7-27-2022

APPENDIX E – Coordinator of Online Course Design and Evaluation

POSITION TITLE:	Coordinator of Online Course Design and Evaluation
DEPARTMENT:	Graduate Studies and Continuing Education
REPORTS TO:	Director of Graduate Studies and Continuing Education Office Director of Academic Computing & Online Learning

SUMMARY

The Coordinator of Online Course Design & Evaluation is responsible for gathering design data to review all Graduate Studies and Continuing Education online courses to improve instructional design and instruction.

The director will also assist individual course instructors to identify and determine areas of course design and instructional improvement, create an action plan to help prioritize and target specific areas of improvement, and follow up with each course instructor in a timely manner to ensure continual development and delivery support.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The responsibilities and duties of the position shall include, but are not limited to, the following:

- ◆ Creating and maintaining an online course evaluation system, which includes student surveys, colleague collaboration, and full online course design review.
- ◆ Conduct a design review for each individual online course, which includes reviewing the course's syllabus and its application into the online learning management system using the Graduate Studies approved online course quality review rubrics (OSCQR.suny.edu). Design review formatively reviews how the online course design promotes positive instructor presences, multiple student entry points for engaging ALL students, appropriate alignment of course's learning objectives/goals (and licensure standards as it applies) with course assignments and assessments for positive student outcomes and learning.
- ◆ Organize, analyze, and report gathered design data to appropriate entities to foster program development, delivery, and evaluation support.
- ◆ Collaborate with individual course instructors to review and refresh course content and instructional design.
- ◆ Report to and collaborate with the director of graduate studies and director of online learning to create continuity in design and instruction and for implementing program improvements.
- ◆ Consult with the licensure officer when evaluating the design of courses that fulfill licensure requirements.
- ◆ Collaborate with instructors designing new courses to ensure online instructional design and instruction are adequately reflecting the online course design review rubrics.

CALCULATED WORKLOAD

Based on proposed cycle for evaluating courses and analyzing data:

- ◆ Initial Full Course Review with Assessment Tool
 - ◇ Estimated time: 3-4 hours for each course
- ◆ Initial Full Course Learning Review with course instructor to discuss results, identify target areas for improvement, and outline an Action Plan for making improvements
 - ◇ Estimated time: 1.5-2 hours for each course
- ◆ Initial Full Course Action Plan Development and Delivery Support
 - ◇ Estimated time: 1-2 hours for each course
- ◆ Follow-up Action Plan meetings to provide implementation support
 - ◇ Estimated time: 1-2 hours for each course
- ◆ Follow-up Course Review should require less time, depending on initial Action Plan items.
- ◆ Analyzing and reporting other collected items and data per course.
 - ◇ Estimated time: 2-3 hours, depending on semester and number of course offerings.
- ◆ Collaborating with instructors on new online course design and following up to ensure assessment rubric integration.
 - ◇ Estimated time: 2-3 hours per course
- ◆ Overview:
 - ◇ Initial Full Course Review with Assessment Tool, reviewing Student Surveys, and developing an Action Plan with follow-up meetings: 10-15 hours per course reviewed
 - ◇ Second round of Full Course Review: 8-10 hours per course reviewed
 - ◇ New online course collaboration to ensure appropriate course design and instruction to meet assessment criteria.

Compensation	FTE	Honorarium \$1,027/credit*
Fall Semester	1.5 credit hours	\$1,540.50
Spring Semester	1.5 credit hours	\$1,540.50
Summer Semester	1.5 credit hours	\$1,540.50
TOTAL for Fall, Spring, and Summer	4.5 credit hours	\$4,621.50

*2022-2023 rate

Annual Registrations	Annual Credits	Increase / Credit	Revenue Increase
300	900	\$5	\$4,500.00

* **Proposed Revenue:** Increase tuition \$5.00 / credit to \$330. One course still under \$1000 (990)

APPENDIX F – Graduate Faculty Review Schedule

On-Campus	First	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038
Last	James	X					X					X				
Carlovsky	Benjamin			X					X					X		
Clemons	Kelli				X					X					X	
Green	Timothy					X					X					X
Grundmeier	Martin		X					X					X			
Lagrow	Robert															
Martens	John			X					X					X		
Meyer	Kari				X					X					X	
Muente	Lawrence					X					X					X
Olson	Mark	X					X					X				
Paustian	Jonathan			X										X		
Roux	Jonathan		X					X					X			
Schaefer	Keith				X					X					X	
Wessel	Cynthia					X					X					X
Whaley	Jeffery	X					X					X				
Wiechman	Rachel		X					X					X			
Youngblom																

APPENDIX F – Graduate Faculty Review Schedule

Last	First	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038
Adjunct																
Boeder	John				X					X					X	
Bakken	Richard		X					X					X			
Berg	Michael			X					X					X		
Cherney	Kenneth				X					X					X	
DeLorme	Carolyn					X					X					X
Grunwald	James		X					X					X			
Hanneman	Daryl	X					X					X				
Holtz	Lowell			X					X					X		
Huebner	Philip					X					X					X
Johnson	Daniel				X					X					X	
Klindworth	Robert		X					X					X			
Kolander	John					X					X					X
Lemke	Jeffrey						X					X				
Lienig	Alanna	X	X					X					X			
Lowrey	Jason			X					X					X		
Mears	Joshua					X					X					X
Pfeifer	Carrie	X					X					X				
Pfeifer	Gene		X					X					X			
Plath	Timothy			X					X					X		
Pless	Joel				X					X					X	
Potratz	Gail					X					X					X
Rathje	Ryan	X					X					X				
Roelch	Kristina			X					X					X		
Russ	Todd				X					X					X	
Sallquist	Julie					X					X					X
Schmidt	Jason	X					X					X				
Schuetze	John		X					X					X			
Smith	Michael			X					X					X		
Spriggs	Martin				X					X					X	
Steinberg	Paul				X					X					X	
Tackmier	Bill					X					X					X
Wendland	Paul	X					X					X				

APPENDIX G – Graduate Academic Calendar

Semester I - Fall	<u>2024-2025</u>	<u>2025-2026</u>
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
Semester II - Spring	<u>2024-2025</u>	<u>2025-2026</u>
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
Semester III - Summer	<u>2024-2025</u>	<u>2025-2026</u>
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



MARTIN LUTHER COLLEGE

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