MARTIN LUTHER COLLEGE

# Office of Continuing Education

## FACULTY HANDBOOK

**2026 - 2028**

Every effort has been made to ensure that the information contained in *Office of Continuing Education Faculty Handbook* is complete and accurate. Martin Luther College reserves the right to modify the information in this handbook as needed.


MARTIN LUTHER COLLEGE
1995
VIA VERITAS VITA

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## 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. Martin Luther College is located on Center Street between Highland and Summit Avenues. For more information, visit the Martin Luther College website at **www.mlc-wels.edu**.

## Accreditation

Martin Luther College is accredited as a baccalaureate and master's degree-granting institution by The Higher Learning Commission of the North Central Association of Colleges and Schools. (**www.hlcommission.org**, 312-263-0456)

## Registration

Martin Luther College is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. (Minnesota Office of Higher Education / 1450 Energy Park Drive, Suite 350 / St. Paul, MN 55108 / **www.ohe.state.mn.us** / 651-642-0533)

## 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 Policy

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

## Family Education Rights and Privacy Acts (FERPA)

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

1. **The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.**
   Students should submit to the Records Office, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**
   Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**
   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Governing Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Martin Luther College to comply with the requirement of FERPA.**

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

## Sexual Harassment Policy

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

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

1. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, physical contact of a sexual nature (such as brushing against bodies or deliberately touching the body parts of another person) and verbal or physical conduct of a sexual nature (such as the telling of dirty jokes or 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 on the campus of MLC. Note: Faculty and students of MLC will also be held accountable to the Christian principles of marriage. These principles prohibit any form of sexual intercourse and related activities leading to sexual intercourse outside the marriage bond.
3. Violence is defined as the unjust use of physical force so as to injure or harm an individual. Acts of violence are contrary to our Christian principles and Minnesota state law, both within and outside of the sexual assault context. Such acts will not be tolerated on the campus of MLC. If you are the victim of sexual harassment, rape, or violence, you have the following rights under this policy.

**Faculty**

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

**Staff and Employees**

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

**Students**

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

Title IX Reference: **https://mlc-wels.edu/student-life/title-ix-policy/**

Title IX Coordinator
Michelle Markgraf, Title IX Coordinator
Martin Luther College
1995 Luther Court
New Ulm, MN 56073
507-354-8221 ext. 387
**markgrml@mlc-wels.edu**



## 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.

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 and continuing education using the Faculty Grievance Form. This form is found in the Graduate Faculty Resources folder on Moodle, under Documents. If the director of graduate studies and continuing education is the subject of the grievance, the form is submitted to the vice president for academics. Normally, the director of graduate studies and continuing education 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 and continuing education 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 continuing education and two other graduate faculty council members. If the director of graduate studies and continuing education 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.

## Students with Disabilities

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

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

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

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

## Overview

The Continuing Education Office administers the following programs. Information about the Office of Continuing Education is found on the MLC website (www.mlc-wels.edu) under *Academics*.

- Summer Program
  - Off-campus
    - Face-to-face Continuing Education Courses
    - Immersion Programs
- Year-round Programs
  - Online Courses
  - Study Tours for Credit
  - In-service Courses and Workshops

## Director of Continuing Education

The Administrative Council appoints the director of continuing education from the faculty. This position receives a six-credit-hour reduction in teaching assignments. The director initiates, manages, and promotes programs of continuing education and certification for early childhood teachers, elementary and secondary school teachers, and staff ministers. The director is responsible to the vice president for academics.

John Meyer, Director of Graduate Studies & Continuing Education
Martin Luther College
1995 Luther Court
New Ulm, MN 56073
507-354-8221 ext. 398
meyerjd@mlc-wels.edu



## Specific Responsibilities of the Director of Continuing Education

The director is responsible for

- Advertising courses, tours, and programs
- Promoting and soliciting the development of new courses
- Scheduling courses with instructors
- Receiving tuition and other fees
- Paying instructors and expenses
- Contacting our Lutheran school and ECE district coordinators
- Keeping records
- Maintaining the website
- Oversight of the New Teacher Induction program

## Office Personnel

Jonathan Schaefer, Professor - Continuing Education
Martin Luther College
1995 Luther Court
New Ulm, MN 56073
507-354-8221 ext. 352
schaefjm@mlc-wels.edu

Lisa Fenske, Administrative Assistant
Martin Luther College
1995 Luther Court
New Ulm, MN 56073
507-354-8221 ext. 365
fenskelk@mlc-wels.edu

Lisa Goeglein, Administrative Assistant
Martin Luther College
1995 Luther Court
New Ulm, MN 56073
507-354-8221 ext. 368
goegleal@mlc-wels.edu



## General Policies

The director of the Continuing Education Office is responsible for scheduling courses and registering students for courses. Courses are scheduled online and at off-site locations. Graduate, undergraduate, and in-service courses are scheduled. The Continuing Education Office provides additional services as part of its program, including courses at satellite campuses, and an immersion program.

## New Courses

The Director of the Continuing Education Office promotes the development of new courses. New courses that are **NOT** part of the regular undergraduate curriculum require a syllabus that follows this approval path:

Professor → Division → Academic Policies & Curriculum Committee

New courses that **WILL** be part of the regular undergraduate curriculum require a syllabus that follows this approval path:

Professor → Division → Academic Policies & Curriculum Committee →
Faculty → Administration → Governing Board

All syllabi should follow the format of the syllabus template (Appendix A).

## Faculty

Full-time MLC faculty may serve as instructors for continuing education courses offered during summer session. An academic division recommends non-resident faculty to the Vice President for Academics for approval.

## 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. The syllabus is submitted to the Office of Graduate Studies and Continuing Education.
- Instructors must arrange to be available to students by creating regular online “office” hours, responding to student questions within 24 hours, and giving substantive feedback within a week of assignment due dates.
- Grades are submitted online within ten days after the conclusion of a course. In addition, faculty members attend the graduation exercise and attend graduate faculty meetings.
- The faculty has the privilege and responsibility to serve on committees and to voice opinions on issues at meetings.

## Regular & Substantive Interactions

Online Faculty Guidance

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).

**Use of AI** This course will adhere to the AI Assessment Scale, which outlines the appropriate use of AI tools for assignments and coursework. Students are expected to understand and apply the guidelines for each level of AI integration, from 'No AI' to 'AI Exploration.' Specific expectations for AI use will be detailed for each assignment, emphasizing the development of critical thinking, independent learning, and the responsible application of AI as a learning and problem-solving tool. Any use of AI that does not comply with the guidelines set forth in the AI Assessment Scale will be considered a form of academic dishonesty, specifically plagiarism, and will be subject to the school's academic dishonesty policy.

## Instructor Payment

Payment takes into account four categories: level of the course (undergraduate or graduate), credit value of the course, earned degree level of the instructor, and course enrollment (See Appendix B). The payment schedule applies to all courses taught during the designated school year, including semesters 1, 2, 3, E, and J.

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

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

## Student Textbooks and Materials

Each semester before online registration begins, instructors should inform the MLC bookstore manager of required textbooks and possible online vendors through which students may purchase them. Students will be able to view the required textbook list on the MLC Portal.

## Remuneration

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.



## 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 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.

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*

## Grading

| | |
|---|---|
| A | 4.00 per semester hour |
| A- | 3.67 per semester hour |
| B+ | 3.33 per semester hour |
| B | 3.00 per semester hour |
| B- | 2.67 per semester hour |
| C+ | 2.33 per semester hour |
| C | 2.00 per semester hour |
| C- | 1.67 per semester hour |
| D+ | 1.33 per semester hour |
| D | 1.00 per semester hour |
| D- | 0.67 per semester hour F |
| | 0.00 per semester hour |

Other symbols (Non-GPA)

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

Comprehensive examinations and capstone projects are graded P (pass) or NP (no pass).

## 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 second semester, a second semester Incomplete by July 31, and a summer session Incomplete by midterm of first semester, or the permanent grade is recorded as an F. Faculty members have the responsibility of submitting a grade change when a student completes the necessary work. The Grade Change Form is online at **mlc-wels.edu/academics/academic-forms**.

## Enrollment Policies

Courses are available to the following students:

1. **Martin Luther College Undergraduate Students**
   Students eligible for fall semester enrollment may enroll online in summer session courses. Generally, undergraduate students do not enroll for semester 1 and 2 courses through the Office of Continuing Education. Exceptions are considered on an individual basis.
2. **Teaching Ministry and Staff Ministry Certification Students**
   Only students **accepted** into the teaching ministry or staff ministry certification program may enroll in ministry certification courses. To inquire about the teaching ministry or staff ministry certification program, contact our acting director of ministry certification, Prof. John Meyer (meyerjd@mlc-wels.edu). For a list of certification courses, see Projected Schedule of Online Religion Courses.
3. **Minnesota State Licensure Students**
   Students holding a baccalaureate degree in education who desire Minnesota licensure may enroll in courses necessary for licensure. To inquire about the Martin Luther College post-baccalaureate program, contact Dr. Cindy Whaley, MLC licensure officer (whaleyce@mlc-wels.edu).
4. **Students Desiring Graduate Credit**
   To inquire about the Master of Science in Education, Master of Science in Administration, Master of Science in Special Education, and Master of Arts in Theological Studies programs, contact Prof. John Meyer, director of graduate studies (meyerjd@mlc-wels.edu).
   Other students who hold a baccalaureate degree in education may enroll in Master of Science in Education and Master of Science in Administration courses. A maximum of nine graduate credits may be taken before enrollment in the master's program is required. Applicants must be approved for graduate courses by the director of graduate studies. Students holding a baccalaureate degree in theology may enroll in Master of Arts in Theological Studies.
5. **General Students**
   Transfer students and individuals taking courses for professional development may also enroll. Applications are evaluated on an individual basis.

Tuition is waived in the following circumstances:

a. MLC faculty may take courses for credit or audit with no cost.
b. Teaching staff and adjunct instructors may take courses for credit or audit with no cost.
c. Non-teaching staff may audit courses with no cost.
d. Faculty spouses may audit courses with no cost for personal enrichment. There is no recording of the audit but permission of the instructor is required. Courses taken for credit incur the established costs.
e. Current and future supervising teachers may take *EDU9249 Workshops for Supervisors of Student Teachers* for credit with no cost (costs are covered by the Education Division).

## Calendar

Current course offerings are found on the **Current Course Offerings page** on the MLC website.

## Student Credit Load

For graduate students, full-time status requires enrollment in at least six credit hours. Graduate students may enroll in a maximum of nine credit hours during the summer or twelve credit hours during the fall or spring semester. Approval from the Director of Continuing Education is required to exceed these limits.

For students enrolled in continuing education certificate, associate degree, or ministry certification programs, full-time status requires enrollment in at least twelve credit hours per semester.

## Credit Hour Policy

A class hour is defined as 50 minutes. The definitions below refer to the number of class hours during a 15-week semester, or an equivalent amount of time for terms of shorter duration. These definitions conform to commonly accepted practices in higher education.

1. One on-campus class credit is defined as: 1 class hour of direct faculty instruction per week and 2 class hours of out-of-class student work each week.
2. One distance-learning or hybrid class credit is defined as: an equivalent amount of instruction and student work leading to equivalent learning outcomes as required for an on-campus class as defined above.
3. One laboratory credit (science or music) or one physical education activity credit is defined as: 2 class hours of direct faculty instruction and 1 class hour of out-of-class student work each week.
4. One studio private music lesson credit is defined as: .5 class hour of direct faculty instruction and 5 class hours of individual practice.
5. One laboratory piano credit is defined as: 3 class hours of direct faculty instruction and 3 class hours of individual practice.
6. One ensemble music credit is defined as: 3-5 class hours of supervised rehearsal each week, attendance at performances, and attendance at special rehearsals.
7. One internship, clinical, or student teaching credit is defined as: at least 45 hours of supervised work in a field placement, within or outside of the academic calendar.
8. One individualized study credit (e.g., thesis, capstone project, directed study, independent study) is defined as: 3 class hours of direct instruction and/or individual work each week.
9. A course offered in a term shorter than 15 weeks shall contain the same class hours, preparation time, content, and requirements as the same course or an equivalent course offered over a 15-week semester.
10. Undergraduate class hours (classroom and out-of-class) consist of all educational activities associated with achieving the student outcomes, including any combination of the following: seat time; assigned readings; participation in discussion; listening to or viewing required instructional presentations; collaboration with classmates around a given task; creating and implementing research projects; preparing for quizzes and examinations; internships, clinicals, student teaching; and other academic work as outlined in the course syllabus.
11. 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 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.

## Withdrawals

Undergraduate and continuing education students who wish to withdraw from courses must notify the Office of Continuing Education and the instructor. For undergraduate students who are taking only online courses (not hybrid) the withdrawal notification date marks the last day of attendance for financial aid purposes. For undergraduate students who are taking hybrid or only face-to-face courses, the last date of in-class attendance marks the last day of attendance for financial aid purposes.

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

## Withdrawals - Grades and Refunds

**Withdrawals and Grades**

| **Length of the Course** | **Time period within which an approved withdrawal may be made *(Grade is recorded as a W)*** | **Time period in which a student can no longer withdraw *(Grade is recorded as an F)*** |
|---|---|---|
| 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 |
| 2 weeks | The first week | The second week |
| 1 week | Beginning of course through the third day | The fourth day or beyond |

**Withdrawals and Refunds**

| **Length of the** | **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 |
| 2 weeks | First two days |
| 1 week | First day |
| Less than 1 week | Before the course begins |

## Copyright Policy

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

## Academic Requirements for Teaching Online Courses

All instructors must complete six credits of instruction in online teaching or have equivalent experience. Eligible coursework includes EDT9501 Teaching Online and EDT9502 Designing and Constructing Online Courses. These courses are offered online each year. The director of academic computing will make determination of online teaching competency.

## Instructor Course Load

Instructors are limited to teaching a maximum of six (6) credits during the summer session. Undergraduate online courses limit enrollment to 20 students. Graduate online courses limit enrollment to 15 students.

## Student Evaluation of Online Courses

Students are requested to evaluate each online course they complete. The director of academic computing informs teachers and students of the evaluation procedure.

## Online Course Revision

In cooperation with the director of academic computing, online courses must be revised after being taught for the first time.

## Minimum Enrollment

A minimum enrollment of three students is generally required for courses to be offered. Ultimately, it is the decision of the director of graduate studies whether a course is offered.



## Online Course Management

**General Assistance for Faculty / Students**

- Documents to assist students and faculty in setting up their accounts and accessing Moodle are available on the MLC KnightHelp webpages at **help.mlc-wels.edu/**.
- The Continuing Education Faculty Handbook and help with Moodle are available on the Continuing Education webpages at **mlc-wels.edu/continuing-education/faculty-information/**.
- If you need help setting up or managing your course, please email moodle@mlc-wels.edu.

**Prior to the Beginning of a Semester**

1) **Preparing your MLC courses in Moodle**
   Each instructor has a *MASTER COURSE* that can be updated and worked on at any time. This course is not populated with students. Use the master course to make any changes or updates. IT Services will activate the semester-specific course shell and populate it with students prior to the new semester. This course shell is empty and hidden from students by default.

2) **Moving course content**

   a) Your semester course is available 6 weeks prior to the semester start date. At that time, you can transfer course content from your master course to your semester course.

   b) Instructions to *transfer* course material are available on the MLC KnightHelp webpages at **help.mlc-wels.edu/**.

3) **Class rosters and getting information to your students**

   a) **Class rosters** are available to you via the MLC Portal. After logging into **Portal**, find the **Directory** menu, select **By Course**, then the correct **Semester**, and click on your course selection. A list of students currently 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.*

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

i) welcome your students to the course;
ii) mention the date when the course will begin;
iii) attach a copy of the course syllabus;
iv) mention the required textbooks and any additional information they will need to know;
v) inform them that the course will be accessible in Moodle during the week prior to the start date, so they can view the preliminary course information.
vi) remind them that you will use their MLC emails exclusively from this point on, and they should make sure to activate and check their MLC email regularly.

**c)** **Ask them to reply to your email message so that you know they received it.** (Some students might not receive the original email because they didn't provide a correct address or the message was flagged by their email server as "bulk" or "spam," and therefore was not delivered.) If any students have not responded after several days, please contact them by phone to make sure they are receiving the information. Online students really appreciate personal contact from the course instructor. It helps to lessen the feeling of isolation within an online course.

**d)** **Please note:**

i) Messaging students directly 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.
ii) When viewing the class roster, you can click on individual students to view their address, phone number, etc.
iii) After this initial email, use only the students' MLC emails.

4) **Orientation course for new students**

A self-paced orientation course, EDT0001 Introduction to Online Learning, is available for all students through Moodle. The director of academic computing will guide students who have self-registered for EDT0001 through the orientation process. EDT0001 is free and will open one or two weeks prior to the start of each new term. If you would like to view the materials covered in EDT0001, simply contact the director of academic computing.

5) **Making your course visible to students**

By default, your Moodle course is hidden from students. To make the course visible, please do the following:

a) Access your course in Moodle.
b) Select **Settings** from the upper menu to open the **Edit Course Settings** window.
c) In the **General** group, find the **Visible** line and set it to **Show**.
d) Scroll to the bottom and select **Save Changes**.

You should make your course visible to your students by one week prior to the official course start date. This will allow students to access the course, familiarize themselves with the course layout, and in general allow them time to 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 the course visible to them. This does not imply that all of your lesson materials within the course need to be visible at the start of the course. In fact, it is good practice not to make new lesson materials, especially discussion and activity submission areas, visible 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 instructor, you have the ability to hide materials from 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 and Continuing Education, the roster change will automatically take place in Moodle and the student will be added to or deleted from your course.

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

## During the Course

**1) Helping Your Students Succeed**

a) As an online course instructor, you are expected to monitor your students' activity so you can intervene if a student begins to fall behind. Selecting the **Participants** menu from your course home page will allow you to see when each student has last visited your course. If a student has been inactive for several days, please contact them via email and/or a phone call to see how things are going. The student will appreciate the personal interest and this will help to reduce feelings of isolation they may be experiencing.

b) 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.

c) *Regular and Substantive Interactions* (see page 13). Online instructors must ensure regular and substantive interactions with their students. To that end, each faculty member follows these practices and publishes them in their course syllabi:

- 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).

## After the end of a Semester / Course

1) **End of Course Survey for Online Courses**

a) 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 emailed to your students by the director of academic computing and online learning. 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.

b) 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.

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

**2) Entering / Viewing Course Grades:**

a) 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:

i) Log into the Portal with your regular username and password.
ii) Under **Grades,** select **Enter grades**.
iii) Click on the appropriate course name. A listing of your students will appear.
iv) Enter and submit your grades by following the instructions on the screen.

b) Once you enter a grade for a student, you cannot change it yourself. Instead, you must fill out a **Change of Grade Form** and send it to the MLC Records Office. If you have any questions, contact the MLC Records Office at 507-354-8221.

c) Inform your students that they will be able to view their course grade by logging into the MLC Portal, selecting the **Grades** link, and then selecting either **Grade Report** to see their grades for the current term, or **Unofficial Transcript** to see their grades from past terms too.

**3) Hiding Your Course From Students**

Due to copyright concerns, you should hide a course from your students a week or two after the course ends. To do so, follow the instructions listed previously 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 still see it on your Moodle dashboard.

**4) Accessing Advisee Information**

Some online faculty members have advisees. You and your advisees may access transcript information via the MLC Portal, as follows:

a) Log into the Portal with your regular username and password.
b) Under **Grades,** select **Unofficial Transcripts**.
c) You should see a listing of your advisees. Click on an advisee's name and a copy of their transcript will appear.



## Off-Campus Courses

Off-campus courses are scheduled in off-campus locations according to expressed need in a particular area and instructor availability. The director of continuing education schedules these courses.

For scheduling of other courses, the director consults with parish school coordinators and teachers conference personnel.

## Study Tours

Participants may earn academic credit or audit these tours. **Study Tours & Immersion Trips** are available on the MLC website. Faculty members desiring to lead a study tour follow the college's Study Tour Policy (see Appendix C). The tour leader includes his/her salary in the cost of the tour. Since institutional and administrative costs are figured into the cost of the tour, students do not pay for study tour credits.

## Satellite Courses

Martin Luther College offers both credit and non-credit satellite courses designed for teachers. The **Continuing Education Course Catalog for satellite courses** is available on the MLC website. Each satellite course involves 12.5 hours of face-to-face instruction. When taken for credit, the student can expect an additional 25 hours of pre-course reading or preparation, and assignments or a test to be completed after the course. Satellite courses may be scheduled on weekends, evenings, or during the day. Satellite courses are designed especially for persons in the field, to add breadth to education experiences that impact their teaching. Credits or clock hours earned through in-service courses are often used to maintain teaching licenses. Credits earned are undergraduate credits.

The purpose of satellite courses for Lutheran teachers is to broaden teachers' understanding of a particular academic area, to strengthen and encourage the teachers through the study of God's Word, and to acquaint teachers with what research, theory, and practice suggest are effective procedures, techniques, methods, and materials in a particular subject.

These courses are intended to improve the quality of instruction in teachers' classrooms. We encourage schools to incorporate this program into their faculty in-service activities. Unless specified, courses are intended for teachers of all grade levels. Some flexibility in course content is possible, depending upon the particular interests of the sponsoring group and the consent of the college instructor. Requests are made to the Continuing Education Office. Credits earned are undergraduate credits.

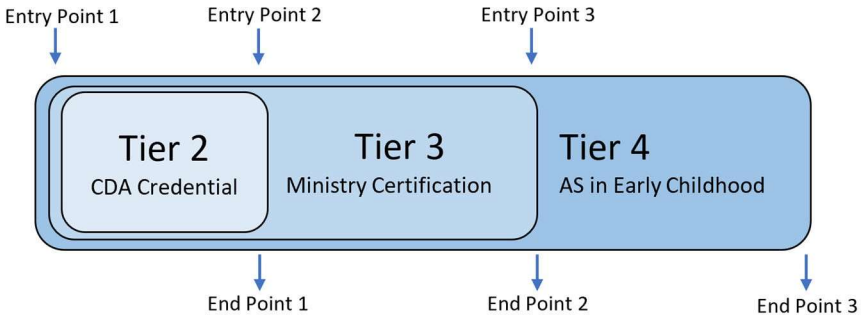
The Continuing Education Office strives to meet the needs of the synod's districts by bringing satellite courses to the people in the field. Requests for **hosting satellite courses** are made to the district coordinator or to the director of continuing education. Arrangements for scheduling are made by the Graduate Studies and Continuing Education Office. The district coordinator or a designate helps publicize the course and makes whatever local arrangements are necessary. The Graduate Studies and Continuing Education Office advertises, registers, collects tuition, and pays instructors. These courses are typically taught in summer, but may also be requested during the school year.

## Programs for Early Childhood Education

These religion and professional education courses are designed to help early childhood educators who teach or provide care for children from birth to age 8. The courses are designed to increase participants' understanding of children's physical, cognitive, language, emotional, and spiritual development; help them better understand the important relationships among home, church, and school; and broaden their perspective on approaches and programs in early childhood education. Requests for courses are made to the Continuing Education Office. Credits earned are undergraduate credits. The Four Tiers of support for early childhood are as follows:

The Martin Luther College Office of Continuing Education supports early childhood teachers in Lutheran schools with developmentally appropriate professional and theological training. We realize that many early childhood teachers enter the field as adults with limited or no previous early childhood training. The continuing education options below are designed to help busy adults in any geographical area carry out their roles as early childhood teachers in Lutheran schools.

Early childhood teachers come to the position with varying backgrounds and education levels. MLC's supports are tiered, with varied entry and exit points to accommodate people where they are at currently. Tier 1 is a basic support for use at individual schools as needed. Tiers 2-4 are stackable, meaning they build upon one another so that completion of lower tiers apply toward higher tiers. For example, the three credits earned in Tier 2 fulfill three of the credits required for Tier 3. The diagram below illustrates the flexibility and stackability of these tiered supports.




## Tier One: Early Childhood Teaching and Ministry Overview

The MLC Continuing Education website contains resource materials for onboarding **Early Childhood** teachers and aides at the local level. Resources provide a basic introduction to developmentally appropriate practice and ministry.

## Tier Two: CDA Credential Training

MLC Continuing Education provides 120 hours of online instruction in the 8 required subject areas for the CDA Credential. The **CDA Credential** is provided by the Council for Professional Recognition as a nationally recognized initial qualification for early childhood teachers. MLC's training is completed in one semester through three one-credit online courses. These courses help candidates learn the material to pass the exam, build their professional portfolios, and prepare for their Observation Visit. More information about the credential can be found on the Council for Professional Recognition website **www.cdacouncil.org**.

## Tier Three: Early Childhood Teacher Ministry Certification

MLC Continuing Education provides the theological and ministry training required for early childhood teachers in Wisconsin Evangelical Lutheran Synod schools. In addition to meeting job requirements, the **Early Childhood Teacher Ministry Certification** enables early childhood teachers who also meet or exceed the state requirements to be locally called by their congregation or school. Those with this certification and an associate or bachelor degree in early childhood may be called between schools and congregations. The program involves 18 credits, of which 12 theology and ministry courses must be obtained through Martin Luther College.

## Tier Four: Associate of Science in Early Childhood Education

This degree is designed for individuals who are currently serving in early childhood education settings without an early childhood degree. The degree may meet minimum state qualifications for early childhood teachers, but it does not lead to a license. This degree may qualify individuals to receive divine calls in Wisconsin Evangelical Lutheran Synod (WELS) early childhood ministries.

All required theology and professional courses are available online and at least 30 credits must be earned through MLC. General education course requirements may be completed through previous coursework at an accredited college, through online MLC courses, or through another approved institution. Candidates may be directed to approved institutions to complete general education requirements.



## Clinical Courses: Early Childhood Continuing Education Courses

Applies to the following:

- EDU8105 Encouraging Literacy Development
- EDU8113 Assessment of Young Children
- EDU9109 Bible Storytelling in Early Childhood
- PED8101 Physical and Motor Development for Pre-primary

**Purpose**

The Associate of Science in Early Childhood Education degree is for off-campus, nontraditional students. The ideal candidate is someone who is currently serving in an early childhood classroom as a teacher, assistant teacher, or aide. Remote students demonstrate their competence through practical teaching experience with guided feedback. The clinical experiences are embedded in online coursework to provide the practical experience.

**Clinical Goals**

The clinical experiences are intended to accomplish the following:

- Enable candidates to demonstrate their understanding and skills in an actual teaching environment.
- Provide candidates with instructional feedback on performance.
- Foster reflective teaching practices.
- Master instructional practices and skills relative to course content.

**Clinical Process**

Candidates will create an instructional plan that incorporates course objectives and designated instructional skills. The candidates will video record the implementation of the instructional plan in real teaching contexts with young children. The course instructor will provide feedback on the lesson plan and the recorded lesson, with suggestions on where and how to improve. Instructors are encouraged to create a second opportunity for candidates to incorporate suggestions and demonstrate improved performance.

*Video Recording* must be done through a secure video-recording platform that is private for the instructor and candidate. The camera should be positioned behind the students, so that teacher behaviors are recorded with minimal student recognition.

*Caregiver Permissions* need to be secured for students to appear on camera. Many schools secure such permissions as part of their regular enrollment documentation. In cases where permissions to record students are not given, candidates should use the MLC instructor-provided form.

*Clinical Instructions* should be provided in the syllabus and the online course material, including (a) objectives, (b) process, (c) rubric, (d) the candidate's responsibility for securing a clinical location and parent permissions, and (d) acceptable clinical formats. Acceptable formats include (a) one's own classroom with young children, (b) a cooperating classroom with young children, and (c) a group of four or more young children organized for the purpose of demonstrating the skill.

**Clinical Information in the Student Handbook**

Some courses require clinicals. The clinical requires candidates to video record themselves implementing the skills as outlined by the course instructor. Candidates make their own clinical arrangements. Since the ideal candidate is already an early childhood teacher, assistant teacher, or aide, the clinical will typically be accomplished in one's own classroom. Candidates not in a classroom will need to find an acceptable setting to fulfill the clinical requirements. Candidates not in a classroom should gain permission to use a particular setting from the classroom instructor. Instructors will have information regarding video recording permissions.

## Master's Degree Programs

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

  The **Master of Science in Education** degree from Martin Luther College is designed primarily for persons who have an undergraduate degree in education from an accredited college or university. Individuals with other degrees and who are teaching would also benefit from this degree program. Participants complete their program in one of the following areas of emphasis:

  - Educational Technology
  - Instruction
  - Leadership
  - Special Education

- **Master of Science in Special Education**
  The Master of Science in Special Education is an online degree program that contributes to the professional growth of teachers by equipping them with skills to identify, evaluate, plan, and implement meaningful intervention and instruction for children with diverse learning needs. Those completing the degree will gain knowledge of pedagogy and evidence-based practices, and develop skill in consuming and conducting applied research.

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

- **Master of Science in Educational Administration**
  The Master of Science in Educational Administration is an online degree program that prepares educators to become visionary, collaborative, relational, and spiritual leaders in early childhood director, principal, and technology director roles.

  The **Master of Science in Educational Administration** degree from Martin Luther College is designed primarily for persons who have an undergraduate degree in education from an accredited college or university and who are either currently serving in or preparing to serve in early childhood, elementary, or secondary administration roles. Participants complete their program in one of the following areas of emphasis:

  - Early Childhood Director
  - Principal
  - Technology Director

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

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

## Organist and Choir Director Program

This program offers off-campus training for organists and choir directors. Typically, the synod's district worship coordinators determine the need for a workshop for organists or choir directors in their district and make arrangements to hold these courses at a specific site and date through the Continuing Education Office. The music division chairman is contacted for suitable workshop leaders. All financial and coordinating arrangements are handled through the Continuing Education Office.

## Immersion Programs

The Continuing Education Office works with the course instructor to administer a five-week Spanish Immersion Program.

## Travel Arrangements and Reimbursements

Instructors make their own travel arrangements for off-campus seminars or courses, either paying for their expenses and submitting receipts for reimbursement or using the college credit card.

Martin Luther College maintains a vehicle pool for the purpose of sending instructors to various off-campus sites. Schedule the use of a vehicle via Portal/Tools/Vehicle Request. Off-campus instructors may reserve a vehicle through the Office of Continuing Education. When instructors use their own vehicles, the instructors pay for fuel and then record and submit their mileage (Appendix E); the Office of Continuing Education reimburses the instructors at the current mileage reimbursement rate. When instructors rent cars, instructors provide receipts for the cost of fuel, and the Office of Continuing Education reimburses the cost of the rental car and gas used. If the cost of the fuel on the receipt includes travel unrelated to conducting the course, the office will prorate the reimbursement according to mileage used for the travel to and from the satellite course location.

The Office of Continuing Education will reimburse meal expenses after submission of receipts up to $60 per diem.

# Appendix A - Online Syllabus Template

**Course Title & Number**

Credits

Semester & Year

**Instructor:**

**Office:**

**Email:**

**Phone:**

**Office Hours:**

- Days and Times for your office hours

**Course Description:**

**Required Textbooks:**

**Martin Luther College 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.

**College Goals:**

Of the college's seven goals, this course primarily endeavors …

- To assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning.

**Student Learning Outcomes:**

The students will …

**Martin Luther College Academic Policies**

Martin Luther College policies are published in the *Undergraduate Catalog* and in the *Student Handbook* which are on the MLC website. It is the student's responsibility to review these policies.

Academic Integrity

When writing papers, be mindful of the "Student Integrity in Academics" statement in the *Student Handbook*. Giving credit for someone else's words and ideas by citing sources is part of academic integrity. Your instructor is available to help you avoid unintended plagiarism.

Plagiarism is using someone else's work as your own without citing the source. Direct copying, rephrasing, and summarizing, as well as taking someone else's idea and putting it in different words, are permissible if the source is cited. In cases of plagiarism, the instructor reserves the right to reduce the grade of a particular assignment, give a failing grade for the assignment, or give a failing grade for the entire course.

Use of AI

This course will adhere to the AI Assessment Scale, (https://aiassessmentscale.com/) which outlines the appropriate use of AI tools for assignments and coursework. Students are expected to understand and apply the guidelines for each level of AI integration, from 'o AI' to 'AI Exploration.' Specific expectations for AI use will be detailed for each assignment, emphasizing the development of critical thinking, independent learning, and the responsible application of AI as a learning and problem-solving tool. Any use of AI that does not comply with the guidelines set forth in the AI Assessment Scale will be considered a form of academic dishonesty, specifically plagiarism, and will be subject to the school's academic dishonesty policy.

Regular & Substantive Interaction (RSI)

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 follow these practices:

- Responds to student questions communicated vial email, Moodle messenger, or an open forum within 24 hours.
- Gives substantive feedback and scores to students in discussion forums within 72 hours of the forum's due date.
- Evaluates student assignments with instructive comments within 7 days of the assignment due date.
- Schedules, publishes, and attends 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).

Students with Disabilities

The MLC website at **mlc-wels.edu/student-life/students-with-disabilities/** states the policy and procedures for students with disabilities. Reasonable accommodations are available to help students be successful in this course. It is the responsibility of students to contact the Dean of the student's area of study to request accommodations as soon as possible. While accommodations can be designed to meet individual needs, they will not change course goals, content, or performance standards.

**Course Information**

Credit Hour Policy

For a 15-week semester, each credit hour represents one hour of classroom or direct faculty instruction and a minimum of two hours work outside of class per week. For terms of less than 15 weeks, students should also spend a minimum of two hours outside of the class for every hour in class. One distance-learning or hybrid class credit is defined as an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class. Academic activities include but are not limited to reading, writing, studying, research, and collaboration with classmates.

Attendance Policy

Grading Policy

The following grading scale will be used:

| | | |
|---|---|---|
| 100.00% | 95.00% | A |
| 94.99% | 93.00% | A- |
| 92.99% | 91.00% | B+ |
| 90.99% | 88.00% | B |
| 87.99% | 85.00% | B- |
| 84.99% | 82.00% | C+ |
| 81.99% | 79.00% | C |
| 78.99% | 77.00% | C- |
| 76.99% | 74.00% | D+ |
| 73.99% | 72.00% | D |
| 71.99% | 70.00% | D- |

Course Schedule

**Additional Information**

## Face-to-Face Syllabus Template

**Course Title & Number**

Credits

Semester & Year

**Instructor:**

**Office:**

**Email:**

**Phone:**

**Course Description:**

**Required Textbooks:**

**Martin Luther College Mission Statement**

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Students with Disabilities

The MLC website at **mlc-wels.edu/student-life/students-with-disabilities/** states the policy and procedures for students with disabilities. Reasonable accommodations are available to help students be successful in this course. It is the responsibility of students to contact the Dean of the student's area of study to request accommodations as soon as possible. While accommodations can be designed to meet individual needs, they will not change course goals, content, or performance standards.

Academic Resources

MLC offers resources to students in need of academic assistance.

- **Academic Advisor**
  The director of continuing education and his assistant serve as student advisors. They provide information about programs, registration, academic standing, and graduation.
- **Professors**
  In addition to seeking help from fellow classmates, students should meet with their professor for help with academic issues. Syllabi and Moodle course shells list office hours.
- **Library**
  Library resources are available on the library website at **https://guides.mlc-wels.edu/**. Select "Library Info for Online Students" from the **By Topic** dropdown menu.
- **Academic Success Center**
  The Academic Success Center, located in the upper level of the library across from the library offices, offers free tutoring services for all students in need of academic help. Consult with the director of continuing education to set up times for virtual meetings. Instructors may request assistance for students through Portal > Forms > Tutoring Request.
- **Writing Center**
  MLC offers free guidance from experienced student coaches on writing projects. This service is available Sunday-Thursday evenings. Students interested in services should contact Prof. Paul Grubbs (**grubbspj@mlc-wels.edu**) to set up virtual meetings and/or assistance.

## Course Information

Credit Hour Policy

For a 15-week semester, each credit hour represents one hour of classroom or direct faculty instruction and a minimum of two hours work outside of class per week. For terms of less than 15 weeks, students should also spend a minimum of two hours outside of the class for every hour in class. One distance-learning or hybrid class credit is defined as an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class. Academic activities include but are not limited to reading, writing, studying, research, and collaboration with classmates.

Attendance Policy

Grading Policy

The following grading scale will be used:

| | | |
|---|---|---|
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| 92.99% | 91.00% | B+ |
| 90.99% | 88.00% | B |
| 87.99% | 85.00% | B- |
| 84.99% | 82.00% | C+ |
| 81.99% | 79.00% | C |
| 78.99% | 77.00% | C- |
| 76.99% | 74.00% | D+ |
| 73.99% | 72.00% | D |
| 71.99% | 70.00% | D- |

Course Schedule

**Additional Information**

# Appendix B - Compensation Table for Instructors

## Compensation for Adjunct, Continuing Education, & Summer Session Instructors

**July 1, 2026 - June 30, 2027**

All pay rates are per credit hour.

### Undergraduate Face-to-Face and Online

| | Instructor Degree | | | |
|---|---|---|---|---|
| | **Undergrad** | **Bachelor's** | **Master's** | **Doctorate** |
| **# Students** | | | | |
| 1-2 | 143 | 143 | 143 | 143 |
| 3-5 | 426 | 566 | 713 | 853 |
| 6-10 | 566 | 713 | 853 | 1,000 |
| 11-15 | 713 | 853 | 1,000 | 1,139 |
| 16-20 | 853 | 1,000 | 1,139 | 1,279 |
| 21+ | 1,000 | 1,139 | 1,279 | 1,426 |

| | | | | |
|---|---|---|---|---|
| **Choir** | 1,359 | 1,626 | 1,766 | 1,899 |

Online enrollment capacity is 20 students.

| | |
|---|---|
| Class Piano | Follows the face-to-face schedule. |
| Individual Music Lessons - Adjunct | $16.07 per 25-minute lesson for 16 weeks, no mileage reimbursement |
| Individual Music Lessons - Contracted | $20.40 per 25-minute lesson for 16 weeks. Commuting instructors with eight (8) or fewer lessons per week, in lieu of mileage reimbursement, will be compensated for two (2) additional lessons per week. The compensation for two additional lessons per week excludes virtual instructors. |
| Independent Study and Directed Study | $143 / credit / student |
| Online Course Development | $566 per undergraduate credit / $713 per graduate credit, with half paid when the course is taught the first time and half paid when the course is revised and taught the second time. |
| Team-Taught Courses | Each instructor receives 50% of the compensation. |

## Graduate

| | Instructor Degree | |
|---|---|---|
| | Master's | Doctorate |
| **# Students** | | |
| 1-2 | 287 | 287 |
| 3-5 | 853 | 1,139 |
| 6-10 | 1,000 | 1,279 |
| 11-15 | 1,139 | 1,426 |
| 16-20 | 1,279 | 1,566 |

Online enrollment capacity is 15 students

| | |
|---|---|
| Comprehensive Examination Committee Member | $71 |
| Advisor, 3-credit capstone project | $503 |
| Advisor, 6-credit capstone project | $1,007 |
| Review Committee, 3-credit capstone project | $168 |
| Review Committee, 6-credit capstone project | $336 |

** This schedule applies to all courses in the 2026-2027 school year, including semester 1, 2, 3, E, and J.*



## Appendix C - Study Tour / Immersion Policies and Procedures

1. **Definition:** A study tour or immersion experience is a course that is offered for credit that may be applicable to graduation and that incorporates travel to off-campus locations, either domestic or foreign, as an integral part of the learning experience. Course instructors serve to provide meaning and understanding for the participants by helping them place experiences in their historical and cultural contexts. On occasion, study tours or immersion experiences are conducted in cooperation with another college or university. In such cases, the tour leaders from MLC and students who enroll for credit at MLC will comply with the policies and procedures of MLC. (See Appendix G for MLC policy on domestic and foreign travel opportunities that are not-for-credit.)

2. **Development and Approval:** Proposals for study tours and immersion experiences should receive initial discussion at the division level. A professor will then develop a course proposal using the study tour course proposal form. The form is on the network's G drive in the Faculty folder, sub-folder Forms, and is entitled "Study Tour / Immersion Course Proposal Form." A copy of this form is in Appendix D. The form will be presented to the division. If the division gives it approval, the division chair forwards the proposal to the Vice President for Academics who takes the proposal to the Curriculum Oversight Committee. For new tours, the COC recommends the tour to the plenary faculty for adoption.

   Once a tour is approved, it is an MLC course and does not need approval if offered again. The amount of changes within any repeated course, whether study tour or immersion program, will impact the need for review. All study tours and immersion travels (including repeat tours and immersions) are submitted to the Vice President for Academics. The VP for Academics reports the tour to the Curriculum Oversight Committee. The VP for Academics recommends to the COC whether or not the course needs to be approved again.

4. **Credit Awarded:** Credit awarded for a study tour will be based on the learning activities involved, not on the length of the tour itself. These activities could include lectures, lab work, reading observations, work in schools, visiting historical and cultural sites, collaborative group work, writing assignments, and examinations. A typical study tour will carry 3 credits, but more or less credit may be awarded depending on the amount of formal learning activities that the course requires or a comparable amount of work. Credit participants receive priority in enrollment. Auditors may be accepted on a space-available basis; they will participate in all of the activities of the course, but will not be required to take tests or write papers.

5. **Applicability of Credit:** Divisions will make a recommendation to the Curriculum Oversight Committee whether or not to accept credits toward graduation in an emphasis, a subject matter major, or as a free elective.

6. **Impact on Credit Load:** Study tours may be offered during the summer, Winterim, or Spring Break. As a general rule, study tours should not intrude on scheduling for the regular semesters, and thus credits earned during these courses will not be counted as part of a student's credit load for either the first or second semester. Exceptions to this rule will be made only if pre- or post-course requirements are significant enough to warrant their inclusion as part of a student's regular semester workload. The division submitting a proposal will include a rationale for either exclusion or inclusion of the credits in a given semester, and a decision will be made by the Curriculum Oversight Committee.

7. **Cap on Study Tour Credit:** A total of six credits earned through study tours may be used to meet graduation requirements.

8. **Participation Eligibility:** The general policy is that any student in academic good standing with no financial holds is eligible to enroll for credit in study tour courses. Specific courses, however, may have limiting requirements established by the division approving a course. These may include factors such as course prerequisites or the limitation of enrollment to upper-level students. Priority in enrollment is given to those applying as credit participants. Within the total number of applicants, priority is given to MLC students. Participation is also open to other college students, to teachers in our schools and other church workers, and to adults who are interested in continuing education. Select high school students who have the recommendation of one of their high school instructors may also enroll, but only as audit participants.

9. **Administration:** All study tours and immersion trips will be offered through the Director of Continuing Education to provide uniform procedures and administrative oversight. The tour leaders will make specific arrangements for the tour, while the Continuing Education Office will be responsible for publicity, registration, collection of fees, payment of expenses, and enforcing policies.

    a. *Application:* The study tour/immersion application (see Appendix F) must be submitted to the Director of Continuing Education at least six months prior to the tour start date. Late applications will not be accepted.
    b. *Website:* The tour/immersion trip organizer, Director of Continuing Education, and the Mission Advancement web designer will work together to get all pertinent information on the website for potential participants.
    c. *Release of Liability Form:* This form is created from a template in consultation with the Director of Continuing Education for each tour. It is collected by the tour organizer for each participant and submitted with the Participant Registration list. Participants under age 18 must also have written parental consent.
    d. *Participant Registration:* A list of all participants and a Release of Liability Form for each person will be submitted to the Director of Continuing Education by the registration deadline. No additions or changes can be made to participation after the registration deadline passes. Immersion trips may have a registration date and a final registration deadline, after which no changes or additions will be made.
    e. *Non-MLC Student Participants:* Participants not in MLC's database will need an account created. The tour organizer will need to present the following information for each non-MLC participant to the Director of Continuing Education with the Participant Registration information.

        i. Full Legal Name (First, Middle, Last)
        ii. Address
        iii. Phone Number
        iv. Email Address
        v. Citizenship
        vi. Date of Birth
        vii. Social Security Number (for 1098T forms)

    g. *Deposits:* The non-refundable registration deposit of $550 must be paid within ten days of the registration deadline. People with unpaid deposits by the deadline will not be permitted to participate in the study tour or immersion trip.
    h. *Final Payment:* A date for the final payment is established and agreed upon by the tour/immersion trip organizer and the Director of Graduate Studies. The final payment date must occur before any tour payments must be made by the college. Late payments will be subject to a late payment fee of $50. Participants not making full payment, including late fee, within 10 days of the final payment date will be excluded from the tour and lose their non-refundable deposit. Full payment (minus awarded scholarships, grants, financial aid) is required by the final payment date. No payment plans will be accepted.
    i. *Grades:* Final grades must be submitted by the instructor by the end of the grading period for the semester in which the tour occurs, in accordance with the policies set forth in the undergraduate catalog.

10. **Finances:** The tour/immersion trip budget is set in coordination with the Financial Services Accountant. The budget includes tour/immersion costs, instructor costs, and an administrative fee. Financial Services establishes a project code for each study tour. Financial Services will keep a balance sheet for each study tour.

    a. *Tour/Immersion Costs:* Include detailed costs for transportation, food, lodging, and activity/tour fees.
    b. *Instructor Costs:* Include instructor honorarium and any instructor expenses beyond honorarium that are covered by tour participants. Consult with the Accountant regarding honorarium and acceptable covered expenses.
    c. *Administrative Fee:* An administrative fee of 5% of the trip total is required.

*With the approval of the MLC Administrative Council, administrative overhead is assessed on self-supporting programs at MLC. Central administrative services include but are not limited to information technology, human resources, regulatory compliance, financial services, and other critical support required to carry out self-supporting programs. Central administrative services make up 10-12% of the MLC budget, and are not covered by income. Revenues generated from overhead fees are used specifically to support administrative services that benefit the entire college but are not easily assignable to any one unit. An administrative overhead rate of 5% is to be applied during the 2023-2024 fiscal year. Administrative overhead will not be assessed to any programs funded by federal or state grants or other programs where prohibited by regulations.*

d. *Tuition:* Students do not pay for study tour or immersion credits. The cost for credit or audit is the same.
e. *Non-Refundable Deposit:* A $500 deposit must be paid to secure a spot on the study tour/immersion trip. This deposit is not refunded if the participant later cancels.
f. *Refunds:* Because tours are nonprofit enterprises, unused funds in excess of $200 shall be returned to the participants. Participants will receive a full refund, including the deposit, if the trip is canceled.
g. *Billing:* All billing is from the Office of Continuing Education. Electronic statements are available in the MLC Portal under GS/CE Statement.
h. *Payments:* All payments are made through Financial Services. Students should specify that the payment is for a study tour/immersion trip to ensure it is credited to the proper account.

    i. *Payments by Check* in drop box with a note indicating how the payment is to be applied (study tour/ immersion trip).
    ii. *Payments Online* should be accompanied by an email to Financial Services (Jackie Dalueg) that the online payment should be applied to a study tour/immersion trip.

11. **Study Tour / Immersion Organizer Responsibilities:** The organizer/lead instructor is responsible to create, plan, and execute the course; communicate study tour details, requirements, and deadlines; gather participant information and registrations; and work with the Office of Continuing Education and Financial Services. Specifically, the organizer does the following:
    a. Obtains division approval to offer the study tour/immersion trip.
    b. Proposes the course (if new).
    c. Plans the educational experience and itinerary, including making all travel, lodging, food, and activity arrangements.
    d. Coordinates the budget, cost per participant, and minimum/maximum participants with the Financial Services Accountant.
    e. Coordinates scholarships or financial aid with the Financial Aid Officer.
    f. Submits the Study Tour/Immersion Application form to the Director of Continuing Education at least 6 months prior to the trip start date.
    g. Works with the Director of Continuing Education to set the payment and registration timeline and coordinate communication.
    h. Recruits participants.
    i. Collects Release of Liability Forms.
    j. Assists the Office of Continuing Education with communicating billing and payments.
    k. Contacts **WELS Risk and Treasury Management Coordinator** (Beth Thornton: **riskmanagement@wels.net**) 30 - 90 days before the trip to authorize the event and make a Foreign Travel Insurance Request.
    l. Communicates trip details with participants.
    m. Teaches the course.
    n. Submits grades by the end of the grading period.
    o. Submits requests for authorized expenses through Financial Services.

## APPENDIX D

**Undergraduate & Continuing Education**
**Study Tour Course Proposal Template**

| | |
|---|---|
| **Topic** | |
| **Proposed Instructor** | |
| **Proposed Name** | |
| **Number of Credits + Number of hours needed to meet those credits** | |
| **Format (online, face-to-face, hybrid, study tour, etc.)** | |
| **Explain how this course will fulfill the credit hour requirements** | |
| **How does this course help prepare students for public ministry?** | |
| **Rationale / Purpose for the Course** | |
| **Course Description (tentative)** | |
| **Textbook / Required Readings** | |
| **Suggested Dates** | |
| **Approximate Cost / Student (Include travel, instructor** | |

| **Connection to Standards (if applicable)**<br>(i.e., PERCA; Standards of Effective Practice; WELS Teaching Standards; Licensure) |
|---|
| |

| **Connection to Program Goals**<br>(i.e., Pre-Seminary; Staff Ministry; Elementary Ed … ) |
|---|
| |

| **Learning Outcomes:**<br>*The students will …* | **Assessment**<br>(e.g., a paper) | **Description of the Assessment**<br>(e.g., a 5-10 p. research-based paper):<br>*Describe how students receiving credit will be evaluated (if not described above).* |
|---|---|---|
| 1. | | |
| | | |

| **Sample** | | |
|---|---|---|
| **Learning Outcomes:**<br>*The students will …* | **Assessment**<br>(e.g., a paper) | **Description of the Assessment**<br>(e.g., a 5-10 p. research-based paper):<br>*Describe how students receiving credit will be evaluated (if not described above).* |
| 1. distinguish between teacher coaching and teacher evaluation. | (In class, small group work) created a T chart with examples of coaching on one side and examples of evaluation on the other. | |
| 2. select strategies to foster continuous teacher improvement. | Final Paper: Formative Culture Plan | A 4-5 page paper in which participants select at least three strategies from class and explain about each a) the intended goal, b) the implementation plan (with timeline), and c) how it will be assessed.<br><br>The paper is worth 50 points and is assessed according to the following criteria:<br><br>• Number of strategies<br>• Appropriate applications<br>• Plan viability<br>• Assessment quality<br>• Academic writing |

## APPENDIX E

**Agreement and Release of Liability and Language Pledge**

*(Read carefully before signing)*

1. I, _____("Registrant"), have applied for and intend to participate in the Spanish Immersion Program (sites may vary) offered and/or coordinated by the Office of Continuing Education at Martin Luther College and the instructor. I understand that program dates may vary based on the location of the Program and credit needs of the participant.

2. I have voluntarily enrolled in the Program knowing that it includes travel outside of the United States of America to Argentina and possibly other countries. I have made a non-refundable deposit of $500 that has been paid to the Financial Services Office to apply against the costs of tuition, transportation, housing, and other goods and services to be arranged for me by the instructor, the Office of Continuing Education, any host or destination facilities, and/or cooperating agencies or organizations.

   **I understand that the $500 deposit is <u>completely</u> non-refundable regardless of the circumstances that would lead me to not participate in the Program. Withdrawal from the Program may also carry additional penalty fees as deemed necessary by the Language Institutes and/or the instructor.**

   **Please initial here indicating you understand that the $500 deposit is non-refundable and you will not request a refund if you are unable to participate in the Immersion Program. (Make the check out to *Martin Luther College*)**

   **Initials:** _____

3. I understand and am aware that my participation in the Study Tour / Immersion Program may expose me to certain risks and dangers, including but not limited to the hazards of travel by various means of conveyance; the hazards of politically unstable areas; the dangers of civil disturbances and war; the forces of nature; acts or omissions of Martin Luther College, the Office of Continuing Education, the instructor, the host school and/or their respective agents, employees, officers, directors, associates, affiliated companies, subcontractors, or cooperating agencies or organizations; and accident or illness in places without access to medical facilities, transportation, and/or means of rapid evacuation or assistance.

4. I am aware that my participation in the Study Tour / Immersion Program and my use of transportation, housing and dining services, and other goods and services in connection with my participation in the Program may carry a risk of serious personal injury, serious illness, death, and property damage or loss. I expressly and voluntarily assume all risk of injury, illness, death, and property damage or loss that may result from my participation in the Program and/or my use of goods and services in connection with my participation in the Program.

5. In consideration for being permitted to participate in the Program, I hereby RELEASE AND DISCHARGE Martin Luther College, including the Office of Continuing Education, the instructor, the host school and their respective agents, employees, officers, directors, associates, affiliated companies, subcontractors, or cooperating agencies and organizations ("the Released Parties") from any and all liability for injury, illness, death, or property damage or loss arising out of the arrangement or provision of transportation, housing, dining, or other goods and services, or arising out of any other activity incident to my participation in the program.

6. I agree not to sue or make claim against the Released Parties for injury, illness, death, damage, or loss sustained as a result of participation in the Program or the use of goods and services in connection with my participation in the Program. I will indemnify and hold harmless the Released Parties from all claims, judgments, and costs, including attorneys' fees, incurred in connection with any action relating to my participation in the Program. **I also agree to reimburse Martin Luther College and/or the instructor for any sums they may advance for the purchase of goods or services on my behalf in connection with my participation in the Program.**

7. I further agree to abide by all applicable rules and regulations of Martin Luther College, the Office of Continuing Education, and the Study Tour / Immersion Program and its staff, representatives, or designees; all instructions of its staff, representatives, or designees while participating in the Program; and the laws of the governmental jurisdictions at the place or places of program offering. I understand that noncompliance may result in expulsion from the Program and forfeiture of program fees. I agree that if I violate any applicable rule, regulation (including the Spanish language pledge in the Argentina Program), instruction, or law at any time during the Program I may be sent home immediately at my own expense. I agree to reimburse Martin Luther College, the Office of Continuing Education, and/or the instructor for any and all costs associated with sending me home. I agree to indemnify and hold harmless the Released Parties from all claims or losses resulting from my failure to abide by such rules, instructions, and laws. I further agree that Martin Luther College, the Office of Continuing Education, the instructor, and/or their respective staff, representatives, or designees may send me home at any time during the Program if they determine that my continued participation in the Program will adversely affect my health, safety, or welfare or the health, safety, welfare, or enjoyment of other program participants.

8. I understand that Martin Luther College and/or the instructor may notify the person or persons listed as an emergency contact on my application form in the event that I become seriously ill or injured or am involved in an emergency situation during the Program. In the event that I am unable to make my own medical decisions, Martin Luther College, the Office of Continuing Education, and/or the instructor may have to make those on my behalf.

9. Should any of the provisions of this Agreement and Release, or portions thereof, be found to be invalid by any court of competent jurisdiction, the remainder of this Agreement and Release shall nonetheless remain in full force and effect. This Agreement and Release shall be construed under the laws of the State of Minnesota.

10. IMMERSION PROGRAM ONLY: I understand and agree that an MLC Spanish major must have a 2.5 GPA in their Spanish courses to participate in the SPN4011 Spanish Immersion Program (6 credits). If a Spanish major's GPA should fall below the required 2.5, he/she may still take part in the Program but he/she would have to repeat previous Spanish courses to bring up the GPA to a 2.5. Consequently, said student would still be required to participate in a future Spanish Immersion Program should he/she continue as a Spanish major. If a student falls below the 2.5 GPA mark and decides to not participate in the Spanish Immersion Program, said student will lose the deposit of $500 and risks losing up to the full amount of the total cost of the Program.

11. **Language Pledge for students participating in the Spanish Immersion Program**

    **The Martin Luther College Spanish Immersion Program exists to enable future teachers and pastors to increase their proficiency level in Spanish. The Immersion Program also helps students gain confidence in using Spanish and acquire a cultural base from which to operate. One of the requirements for participation**

**in the program is to agree to use only Spanish during your entire stay abroad. This is an exciting task and requires a real commitment to want to increase your level of Spanish proficiency. By signing this language pledge you agree to not speak any English while abroad. Deliberate use of the English language will be grounds for failing the course and/or being sent back to the United States at your expense.**

**I agree to the Spanish Immersion Pledge:**

**Signed** _____ **Date** _____

I HAVE CAREFULLY READ THIS AGREEMENT AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS.
I SIGN IT OF MY OWN FREE WILL.

_____

REGISTRANT'S SIGNATURE DATE

_____

REGISTRANT'S NAME (PLEASE PRINT) DATE OF BIRTH

Please list an emergency contact person's name and a phone number:

_____

EMERGENCY CONTACT NAME PHONE NUMBER

**For students not currently enrolled at MLC, please add the following:**

Social Security # _____

Race / Ethnicity _____

Phone Number _____

Email Address _____

Address _____

City _____ State _____ Zip Code _____

Please return this form to the tour organizer by the Registration due date.

## APPENDIX F

**Study Tour / Immersion Trip Application Form**

Submit to the Director of Continuing Education at least six months before the trip start date.

1. **Name of Person Submitting this Form** _____
2. Name of Study Tour / Immersion Trip leader(s) (if different than above):

   _____
3. Courses
   a. Number: _____ Name: _____ Credits: ____
   b. Number: _____ Name: _____ Credits: ____
   c. Number: _____ Name: _____ Credits: ____
4. Dates
   a. Start Date: _____
   b. End Date: _____
5. Description (location, purpose) _____

   _____

   _____
6. Cost per participant _____

   *Attach expense details determined in cooperation with Financial Services. If costs vary for participants, include details of each person's cost. The expense details should include **charge ID** and **expense codes** as determined by Financial Services.*
7. Instructor Honorarium (consult the honorarium schedule)
   a. Instructor: _____ honorarium _____
   b. Instructor: _____ honorarium _____
   c. Instructor: _____ honorarium _____
8. Number of participants: *minimum* _____ *maximum* _____
9. Registration deadline _____

   *Submit to Continuing Education a list of participants along with (a) a Release of Liability form for each person on the list and (b) personal information for each non-MLC participant by this date.*
10. Deposit deadline _____ (10 days after registration deadline)

11. Vendor Payments Due

    a. Tour Company

        i. Name: _____

        ii. Address: _____

        _____

        iii. Date Due: _____

        iv. Amount Due: _____

    b. Immersion School

        i. Name: _____

        ii. Address: _____

        _____

        iii. Date Due: _____

        iv. Amount Due: _____

12. Student Full Payment Due Date: _____

    *Must be prior to the vendor payment due date(s) above.*

13. Instructor Agreement: *I agree to abide by the policies for MLC Study Tours & Immersion Trips, to communicate registration and payment due dates clearly to students, and to cooperate with Continuing Education and Financial Services in collecting student fees and paying tour/immersion expenses.*

Signature _____ Date _____

## APPENDIX G

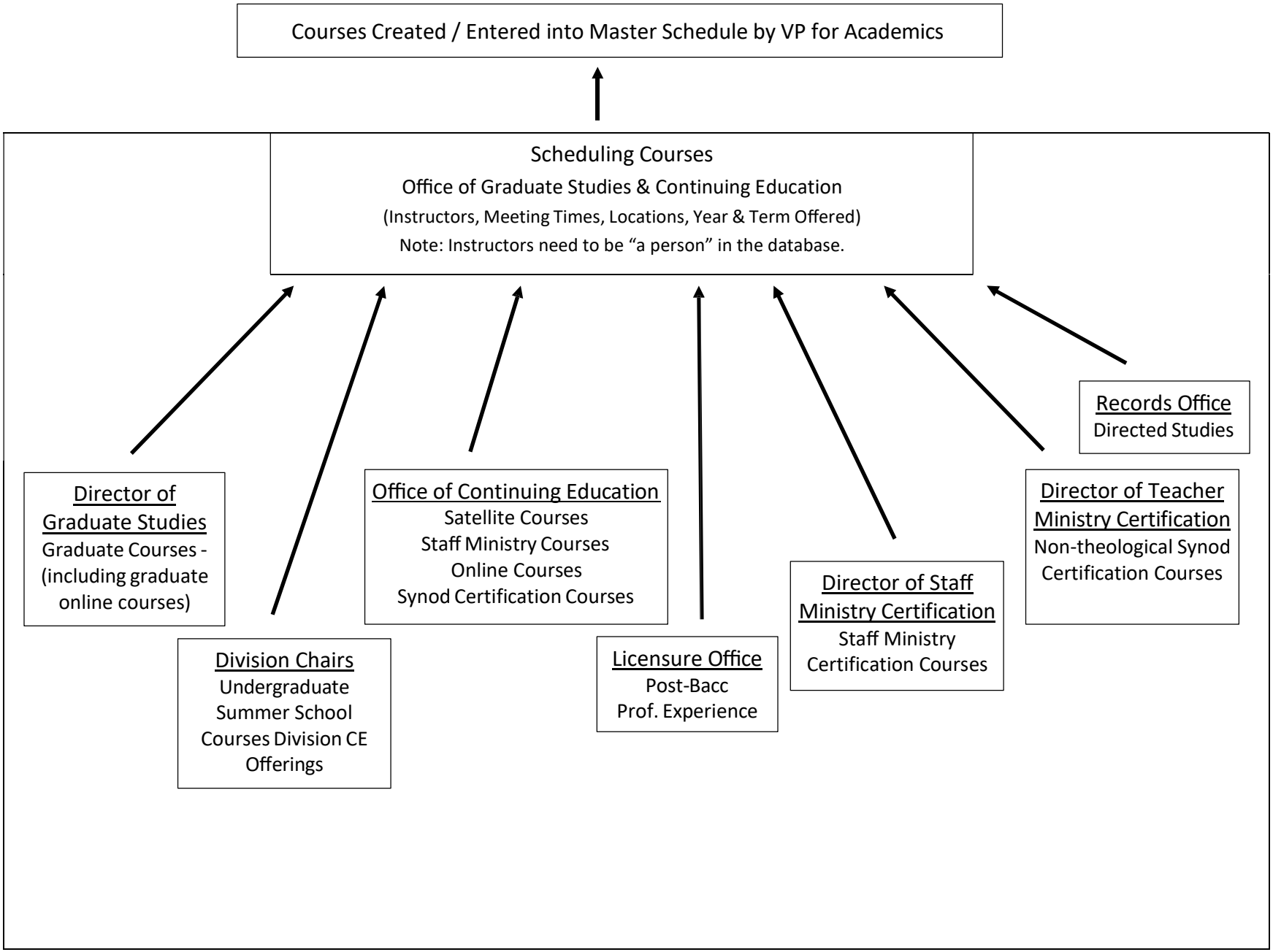
**POLICY FOR DOMESTIC AND FOREIGN TRAVEL OPPORTUNITIES THAT ARE NOT FOR CREDIT**

Rationale: On occasion, some MLC instructors may desire to lead a tour group strictly for personal enhancement. MLC does not discourage such ventures since we believe that travel at home and abroad is an enriching experience for our students. However, since such travel is not for credit, tours of this nature are not to be designated as events officially sponsored by Martin Luther College.

Since such travel opportunities are not officially sponsored by Martin Luther College, the following policies concerning non-credit tours apply:

1. To clarify, although a tour may be organized and led by an MLC professor, this does not *per se* make the tour an MLC-sponsored event.
2. Tour leaders much ensure that all tour participants are covered with necessary and adequate insurance *prior* to travel. Since MLC is not officially sponsoring the tour event, the tour will not be covered under synodical insurance policies, nor will MLC be held liable in the case of an unfortunate situation or accident.
3. Tour leaders are not to collect funds directly from students nor pay for major (core) tour expenses on personal credit cards with the intent that participants will directly reimburse the tour leader. Incidental expenses and/or arrangements made by the tour leader while on tour for convenience or emergency may be handled by the tour leader.
4. Tour leaders are directed to make arrangements for non-credit tours with a fully licensed and insured tour company who will be responsible for all arrangements and fund collection.
5. Promotion of not-for-credit tours *may* utilize on-campus communication channels, but all such promotional material must add a disclaimer that the proposed tour is not an officially sponsored MLC event.
6. Students participating in non-credit tours may not receive financial assistance from Martin Luther College for participation in the tour. However, they may apply, as normal, for government loans to cover expenses if they so desire.
7. Any arrangements for travel using MLC vehicles (e.g., shuttle to the airport) are to be made by the tour leader. Expenses for using MLC vehicles are to be built into the tour cost.

# APPENDIX H - Scheduling Courses



# APPENDIX I - Program Admittance Information

**Program Admittance Information**

**Director of Graduate Studies**
MS Ed
MS Ed Admin
MATS
MS SPED

**Licensure Office**
Post-Baccalaureate

**Director of Teacher Ministry & Staff Ministry Certification**
All ministry certification programs

**Office of Continuing Education**
Continuing Education Students
Certificate Programs

1. If the applicant is already in the database, the above offices enter the applicant's program information.
2. If the applicant is NOT in the database, the above offices contact Jill Roux who makes the applicant "a person" in the database using the student application information. After the applicant is "a person," the above offices enter the applicant's program

**Course Registration**

**Licensure Office**
Professional Experience

**Office of Graduate Studies & Continuing Education**
Satellite Courses
Staff Ministry Courses
Online Courses
Teacher Ministry Certification Courses

**Records Office**
Directed Studies

**Billing**

**Financial Services**
Directed Studies

**Grades Entered into Portal by Instructors or Offices Above**
Offices above are responsible for ensuring that grades are entered by posted deadlines (generally within 1 week of the completion of the course). Instructors notify offices of any exceptions.

## APPENDIX J - Expense Reimbursement Form

**Martin Luther College**
**1995 Luther Court**
**New Ulm, MN 56073**

Pay To: _____ Invoice Date: _____

_____

_____

_____

| Date | Item or Description of Expense | Unit Cost | Extension |
|---|---|---|---|
| | | $ | $ |
| | | | |
| | | | |
| | | | |
| | | | |
| | Invoice Total | $ | |

_____
(Signature required only if NOT returned electronically)

————— For Office Use Only —————-

| Charge | Acct. No. |
|---|---|
| $ | |
| $ | |
| $ | |
| $ | |

Payment Requested by: _____

Approved by: _____

Title: _____

| **Semester I - Fall** | **2026-2027** |
|---|---|
| Online Registration Begins | July 1 |
| Graduate Student Priority Deadline | August 3 |
| Classes Begin (Monday) | August 24 |
| Add/Drop Period Ends | September 4 |
| Online Registration Begins – Spring Semester | October 15 |
| Deadline: Removal of "I" grade from Summer Semester | October 15-18 |
| Midterm Break | October 19 |
| Final Date: Withdrawal from courses – with permission | October 28 |
| Thanksgiving Break | November 25-29 |
| End of Fall Semester | December 11 |
| Grades Due by Saturday 8 am | December 19 |
| | |
| **Semester II - Spring** | **2026-2027** |
| Graduate Student Priority Deadline | January 4 |
| Classes Begin (Wednesday) or (Thursday) | January 25 |
| Add/Drop Period Ends | February 5 |
| Online Registration Begins – Summer Semester | February 15 |
| Deadline: Removal of "I" grade from Fall semester | February 27-March 7 |
| Midterm Break (on-campus) | March 8 |
| Final Date: Withdrawal from courses – with permission | April 2 |
| Easter Break | March 25-29 |
| End of Spring Semester | May 11 |
| Commencement - Saturday 10:00 am | May 22 |
| Grades Due by Monday 8 am | May 24 |
| | |
| **Semester III - Summer** | **2026-2027** |
| Graduate Student Priority Deadline | May 17 |
| Classes Begin | June 7 |
| Add/Drop Period Ends | June 11 |
| Online Registration Begins – Fall Semester | July 1 |
| Final Date: Withdrawal from courses – with permission | July 9 |
| Deadline: Removal of "I" grade from Spring Semester | July 30 |
| End of Online Summer Semester | July 31 |
| Grades Due by Monday 8 am | August 10 |



MARTIN
LUTHER
COLLEGE