



# Office of Continuing Education

## FACULTY HANDBOOK

**2016-2018**

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.

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## MARTIN LUTHER COLLEGE- GENERAL INFORMATION

### 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](http://www.mlc-wels.edu).

### Accreditation

Martin Luther College is accredited as a baccalaureate degree and master degree-granting institution by The Higher Learning Commission of the North Central Association of Colleges and Schools. ([www.hlcommission.org](http://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](http://www.ohe.state.mn.us) / 651-642-0533)

### MLC Mission Statement

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

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

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

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

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

## Non-Discrimination Policy

Martin Luther College does not discriminate on the basis of race, color, national and ethnic origin, age, sex, or marital status in the administration of its educational policies, admission policies, scholarship and loan programs, athletics, or other college-administered programs, policies, and practices. Martin Luther College, as the Wisconsin Evangelical Lutheran Synod's college of ministry, serves all without exception who meet the biblical and synodical standards for service in the ministry of the WELS.

Martin Luther College adheres to the requirements of Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, and the ADA policy of 1990.

## Family Education Rights and Privacy Act (FERPA)

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

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

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

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

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

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

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

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

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

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

### **Sexual Harassment Policy**

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

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

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

### **Faculty**

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

### **Staff and Employees**

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

### **Students**

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

### **Internal Response**

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

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

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

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

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

### **External Options**

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

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

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

*Policy adopted by the MLC Board of Control, August 1995*

## 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 decisions are final in all case.

## OFFICE OF CONTINUING EDUCATION

### 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](http://www.mlc-wels.edu)) under *Academics*.

- Summer Programs
  - On-campus
    - Summer Sessions
    - Pastors' Institute courses and WLS Summer Quarter
  - Off-campus
    - Satellite Campuses
    - Immersion Programs
- Year-round Programs
  - Online Courses
  - Master of Science Programs
    - Master of Science in Education
    - Master of Science in Education Administration
  - Off-campus Courses
  - Study Tours for Credit
  - In-service Courses and Workshops
    - Program for Early Childhood Education
      - Early Childhood Educator Series
      - Early Childhood Synod Certification
      - Early Childhood Outreach Essentials
    - Program for Lutheran Teachers
    - Organist and Choir Director 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 E. 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](mailto: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/ New Teacher Induction  
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1995 Luther Court  
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## GENERAL POLICIES

### General Policies

The director of the Continuing Education Office is responsible for scheduling courses and registering students for courses. Courses are scheduled on the MLC campus and at off-site locations. Graduate, undergraduate, and in-service courses are scheduled. Various camps for children and teenagers may also be part of the summer school offerings. The Continuing Education Office provides additional services as part of its program, including residence hall housing, meal service through the MLC cafeteria, pastor education courses, courses at satellite campuses, and an immersion program.

### **New Courses**—*that do not apply toward MLC undergraduate or graduate degrees*

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 → Curriculum Oversight Committee

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

Professor → Division → Curriculum Oversight 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, and the syllabus is submitted to the Office of Graduate Studies and Continuing Education. Instructors need to make arrangements to be available to students online by creating an “office” online and checking that posting regularly. Grades are submitted online within ten days after the conclusion of a course. In addition, faculty members attend the graduation exercise and attend graduate faculty meetings. The faculty has the privilege and responsibility to serve on committees and to voice opinions on issues at meetings.

### 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 C).

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

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

## **Student Textbooks and Materials**

Each semester before online registration begins, instructors should inform the MLC bookstore manager of required textbooks and perhaps online vendors through which students may purchase them. Students will be able to view the required textbook list through the [Portal Book List](#).

## ACADEMIC POLICIES

### 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.

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

*Adopted January 1999*

### Grading

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

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

### Incompletes

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

## Enrollment Policies

Courses are available for the following students.

1. **Martin Luther College Undergraduate Students**  
Students eligible for fall semester enrollment may enroll in summer session courses. Generally undergraduate students do not enroll for semester one and two courses through the Office of Continuing Education. Exceptions are considered on an individual basis.
2. **Synod Certification Students**  
Only students accepted into the synod certification program may enroll in synod certification courses. To inquire about the synod certification program, contact our acting director of synod certification, Prof. John Meyer ([meyerjd@mlc-wels.edu](mailto:meyerjd@mlc-wels.edu)). For a projected schedule of online religion 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 Minnesota licensure. To inquire about the Martin Luther College post-baccalaureate program, students contact Dr. Cindy Whaley, MLC licensure officer ([whaleyce@mlc-wels.edu](mailto:whaleyce@mlc-wels.edu)).
4. **Students Desiring Graduate Credit**  
To inquire about the Master of Science in Education program, students contact Prof. John Meyer, director of graduate studies ([meyerjd@mlc-wels.edu](mailto:meyerjd@mlc-wels.edu)).

Other students who are not enrolled in the master's program may enroll in graduate courses. Students must hold a baccalaureate degree in education to enroll. A maximum of nine graduate credits may be taken before enrollment in the master's program is required. Applicants for graduate courses need director of graduate studies approval.

5. **High School Students**  
Qualified high school students may enroll in select online college courses, (See Appendix B).  
*Note: Martin Luther College participates in the Minnesota Post-Secondary Enrollment Option (PSEO) program. To inquire about the PSEO program, students contact Prof. Mark Stein, director of admissions ([steinma@mlc-wels.edu](mailto:steinma@mlc-wels.edu)).*
6. **General Students**  
Transfer students and individuals taking courses for professional development may enroll. Applications are evaluated on an individual basis.
7. **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; 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 MLC website ([www.mlc-wels.edu](http://www.mlc-wels.edu)) under *Continuing Ed Student*.

## Student Credit Load

A student may take a maximum of nine credits in a summer session. A maximum of six credits may be taken online in a summer session, semester one, or semester two. Online courses may be taken concurrently with face-to-face instruction.

## Credit Hour Policy

A class hour is defined as 50 minutes. -The definitions below refer to the number of class hours during a semester that is approximately fifteen weeks long, 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 of less 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; finding, gathering, and reviewing resources; preparing and sharing papers, projects, 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.

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 ( <i>Grade is recorded as a W</i> ).	Time period after which a withdrawal will result in a grade of 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 course	Time period within which a withdrawal may be made with a full refund, minus any registration and technology fee(s).
Regular semester	First two weeks
8 week	First week
3 week	First three days
2 week	First two days
1 week	First day

## Copyright Policy

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

## Intellectual Property Rights

### Specifically Pertaining to MLC Online Courses

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

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

### **Other Intellectual Property Rights**

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

1. There is a contractual statement stating otherwise.
2. The production is included in position descriptions.
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

## ONLINE COURSE POLICIES AND PROCEDURES

### Academic Requirements for Teaching Online Courses

Eligibility to teach online courses requires the completion of EDT9501 Teaching Online, and EDT9502 Designing and Constructing Online Courses. These courses are offered online each year.

### 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 – Moodle Directions

#### General Assistance for Faculty/ Students

- Documents to assist students and faculty with accessing Moodle for the first time are available on the MLC graduate studies webpages at [www.mlc-wels.edu/go/grad](http://www.mlc-wels.edu/go/grad), under Policies and Information, Online Learning.
- General informational documents and tutorial videos about working with Moodle are available to faculty once you log into Moodle in the course site titled **Moodle Tips for Faculty**.

#### Personal Assistance

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

#### Prior to the Beginning of a Semester

##### 1) Creating Scheduled MLC Courses in Moodle

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

- a. Enter the **MLC Portal** <http://portal.mlc-wels.edu> and log in. (Use your regular username and password.)

- b. Click on the **Moodle Courses** link located in the **Scheduling** section in the listing on the left.
- c. Follow the instructions and click on the **Activate** button for the courses you wish to use. **Note:** There is a time delay, up to 24 hours, between activating the course and the courses appearing in Moodle. If you do not see an **Activate** button by your course, you have already activated the course and it should be visible to you in Moodle.

## 2) Moving Course Content

- a. If you have course content from a previous offering of the course, or if you have been given a “temporary” course area to begin putting your course together, please contact the director of academic computing to receive assistance with getting the content into the correct course area in Moodle for the upcoming term.
- b. If you prefer, you may attempt to import content on your own and contact the director of academic computing if you need help. Additional information on how to transfer course materials is available on the Moodle Tips for Faculty course site mentioned earlier.

## 3) Class Rosters and Getting Information to Your Students

- a. **Class rosters** are available to you via the MLC **Portal**. After logging into Portal (see step 1.a.), in the **Directory** section in the listing on the left, **select By Course**, then the correct **Semester**, and click on your course section. A list of current students enrolled in the course should appear. (If you have difficulty accessing your course roster, please let the Office of Graduate Studies and Continuing Education know at [continuinged@mlc-wels.edu](mailto: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 address. 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 student preferred email addresses populating the To box. In your email you should:
  - 1) Welcome your students to the course
  - 2) Mention the date when the course will begin
  - 3) Attach a copy of the course syllabus
  - 4) Mention the required textbook information, and any other information you think they would like to know
  - 5) Inform them when you will make your course site visible to them in Moodle during the week prior to the start date of the course so they can at least look around at the preliminary course information.
- 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 because the email was flagged by their email server as “bulk” or “spam” and therefore was not delivered.) If you have students that 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. Usually student names will not appear in your course in Moodle until about a week prior to the start of the course.

d. **Please note:**

- 1) Emailing (messaging) students directly from within Moodle uses whatever email address is currently listed in each student's Moodle profile, which might not yet be their preferred email address. Students are instructed to update their email address in their Moodle profile during orientation for new students, which is explained in the next section.
- 2) When viewing the class roster, you can also click on individual students to view their address, phone number, etc.

**4) Orientation Course for New Students**

A self-paced orientation course site, EDT0001 Introduction to Online Learning, is available for students new to online learning through Moodle. The director of academic computing will guide students that 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**

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

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

Generally, you should make your course visible to your students at least several days prior to the official course start date. This will allow students to access the course, familiarize themselves with the course layout, and in general 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 course instructor you have the ability to hide materials from students until you want them to see them.

**6) Roster Changes: (Adding/removing students)**

When a student adds or drops a course via the MLC Records Office, 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 instructor in an online course, once your course begins, you are expected to monitor your students' activity so you can intervene if a particular student begins to fall behind. From your course home page, you can check which students have been active in your course by going to the **Navigation** block and selecting **Participants**. This will allow you to see when each student has last visited your course. If a student has been inactive for several days, please contact him/her via email and/or a phone call to see how things are going. The students will appreciate the personal interest and this will help to reduce the feeling of isolation they may be experiencing.
- b. As the course instructor, you should be checking in on your course at least once a day, if possible. Many online students will do the bulk of their work on weekends and may need a response from you on something prior to the following Monday. If you will be away from your course for several days, please let your students know ahead of time.

## After the end of a Semester/Course

### 1) End of Course Survey 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 sent to your students by the director of academic computing via the News Forum in your course. The survey is conducted via the MLC Portal, where you will be able to view a compilation of the survey results. Once the survey is completed, the results are shared with the appropriate person(s) in the MLC administration and with the course instructor.
- 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 grade:
  1. Access the **MLC Portal** page <https://portal.mlc-wels.edu>.
  2. Log into the Portal (left side-bar area) with your regular username and password.
  3. Under **Grades**, select **Enter grades**.
  4. Click on the appropriate course name. A listing of your students will appear.
  5. 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. You should 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, normally a week or two after a course ends you should hide the course from your students. To do so, follow the instructions listed previously in point 5 above for "**Making your course visible to students**" but set the "**Visible**" setting to **Hide**. Once you hide a course your students will no longer see it, but you will still see it on your Moodle homepage with the course name in a gray font color instead of red.

### 4) Permanently deleting courses from a previous semester

- a. Most online instructors do not want to delete their course once they have taught it. Instead they want to keep the course in Moodle so they can refer back to it the next time they teach the course. However, if you would like a course PERMANENTLY deleted from Moodle, please do the following:
  1. Access your course in Moodle.
  2. From the **Administration** block on the left, select **Edit settings** to open the **Edit Course Settings** window.
  3. In the **Course Full Name** box, add the word **Delete** in front of the course number so Delete is the first thing in the box, i.e., Delete EDT1001 01: Digital Literacy (2016171).
  4. Scroll to the bottom and select **Save changes**.
- b. The director of academic computing will periodically search in Moodle for courses that begin with the word *Delete* and will permanently delete them from Moodle.  
*Caution: Once a course is deleted, it is erased and cannot be retrieved.*

### 5) Accessing Advisee Information

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

- a. Access the MLC Portal page <https://portal.mlc-wels.edu>.
- b. Log into the Portal (left side-bar area) with your regular username and password.
- c. Under Grades select Unofficial Transcripts.
- d. You should see a listing of your advisees. Click on an advisee's name and a copy of their transcript will appear.

## POLICIES GOVERNING OTHER OFFERINGS

### 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 staff ministry certification and synod certification, the director consults with the director of staff ministry and/or the director of synod certification. The scheduling of these three-credit extension courses is varied to accommodate the instructor and participants. These may be scheduled for one evening a week over an extended period of time, or as intensive weekend modules, or as a very intensive week-long course.

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

### Study Tours

Participants may earn academic credit or audit these tours. [Study abroad information](#) is available on the MLC website. Faculty members desiring to lead a study tour follow the college's Study Tour Policy (see [Appendix D](#)). A \$20 per person fee must be figured into the cost of the tour. The tour leader also includes his/her salary into 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, which includes 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.

The courses are intended to improve the quality of instruction in teachers' classrooms and to encourage schools to incorporate this program into their faculty in-service activities. Unless specified, the courses are intended for teachers of all grade levels. Some flexibility in the content of the courses 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 satellite courses are made to the district coordinator or directly 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 there may also be requests for them during the 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 following are the three Early Childhood Education Program Series options:

- **Early Childhood Educator Series**

- **Purpose:** The Early Childhood Educator Series is being designed to provide current early childhood teachers with a comprehensive understanding of developmentally appropriate practices in early childhood: spiritual, intellectual, physical, and emotional.
- **Program:** Early childhood teachers are encouraged to take all 11 courses (almost all 1-credit). These courses are also being aligned to the Child Development Associate (CDA) national credentialing program so that teachers completing all 11 courses will be prepared to apply for the CDA credential. These courses are being offered online or face to face at your location.
- **Who should enroll:** Anyone who does not have an early childhood education degree, including teachers who have an elementary or secondary education degree.

- **Early Childhood Synod Certification**

- **Purpose:** WELS Early Childhood Teacher Certification is intended for early childhood teachers only. It does not certify early childhood directors, elementary teachers, or secondary teachers. The synod's preference is that men and women qualify themselves as early childhood teachers by graduating from Martin Luther College (MLC). However, because not all ECE teachers are graduates of MLC, these certification guidelines developed by the Conference of Presidents (COP) of the Wisconsin Evangelical Lutheran Synod seek to establish an adequate standard of teacher training that will ensure proficiency in carrying out the aims and objectives of WELS early childhood programs. In addition, these guidelines make it possible to carry out an orderly program of in-service training for early childhood teachers who are rendering a needful and valuable service in our schools but who have not yet fulfilled baccalaureate or certification requirements. Synod certification is required for early childhood directors. Registered early childhood teachers are encouraged to seek synod certification, but are not required to do so.
- **Program:** Participants in the program will complete 12 courses (1-credit and 3-credit) plus a five-week clinical. These courses are offered online or face to face at your location.
- **Who should enroll:** Called early childhood teachers who are not synod certified or licensed early childhood teachers who want to prepare to teach in a WELS school.

- **Early Childhood Outreach Essentials**

- **Purpose:** Lutheran early childhood teachers strive to connect their students and families to Christ and the local congregation.
- **Program:** Participants in the program will complete five basic courses (1 credit each). These courses are offered online or face to face at your location.
- **Who should enroll:**
  - Licensed and synod-certified early childhood teachers who want to maximize the outreach potential of their preschools.
  - Anyone who does not have an early childhood education degree or teachers with an elementary or secondary education degree.

## **Master of Science Programs**

- **Master of Science in Education**

The Master of Science in Education is an online degree program offered to Christian educators and leaders who want to make a positive difference in their churches, schools, and communities. Students are encouraged to be reflective, competent, and dedicated educators of children. More [Master of Science in Education information](#) is available on the MLC website.

Students in this program choose to focus their studies in one of four areas of emphasis:

- Instruction
- Leadership
- Special Education
- Educational Technology

- **Master of Science in Educational Administration**

The Master of Science in Educational Administration is an online degree program that provides training to meet the Wisconsin Evangelical Lutheran Synod principal and early childhood director standards. It is designed for persons who have an undergraduate degree in education from an accredited college or university. Upon successful completion of the graduate program, students are awarded the Master of Science degree in Educational Administration (MS Ed Admin). More information about the [Master of Science in Educational Administration](#) is available on the MLC website. Students in this program choose to focus their studies in one of two areas of emphasis:

- Principal
- Early Childhood Director

## **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 Graduate Studies and Continuing Education Office. The Music Division chairman is contacted for suitable workshop leaders. All financial and coordination arrangements are handled through the Graduate Studies and Continuing Education Office.

## **Pastors' Summer Quarter and Institute**

Wisconsin Lutheran Seminary offers a one-week Pastors' Summer Quarter course for credit every summer on the MLC campus. [Register](#) through the Wisconsin Lutheran Seminary website.

## **Immersion Program**

The Continuing Education Office works with the course instructor to administer a five-week Spanish Immersion Program and a six-week Chinese Immersion Program. For more information contact Prof. Paul Bases at [basespa@mlc-wels.edu](mailto:basespa@mlc-wels.edu) about the Spanish Immersion Program and Prof. Tingting Schwartz at [zhangt@mlc-wels.edu](mailto:zhangt@mlc-wels.edu) about the Chinese Immersion Program.

## **Caribbean Christian Training Institute (CCTI)**

The Office of Continuing Education works together with the MLC director of international services and Antiguan administrators to provide MLC courses for the CCTI teachers in Antigua. These courses are offered for credit or audit; the instructor determines who will receive credit or audit. The instructor makes all necessary travel and lodging arrangements directly with the CCTI. All incurred expenses are billed by MLC to the CCTI. Students [register online](#) through the Martin Luther College website as either a new student or a returning student. The instructor enters all grades through Portal upon completion of the course.

## **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 owns cars and seven-passenger vans 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; 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 \$35 per diem.

## Appendix A – Online Syllabus Template

### Course Title & Number

Credits

Semester & Year

Instructor:

Office:

Email:

Phone:

Course Description:

### Required Textbooks:

#### Martin Luther College Mission Statement

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

#### College Goals:

Of the college's four 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.

##### Students with Disabilities

The MLC website at <https://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 of outside class-work per week. For terms that are 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

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

### College Goals:

Of the college's four 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.

#### Students with Disabilities

The MLC website at <https://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 Support Services

Academic support is available in the library for all students. Providers include

- Reference librarian
- Academic Learning Center where course specific tutors and writing tutors are available.

## **Course Information**

### Credit Hour Policy

For a 15-week semester, each credit hour represents one 50-minute period of classroom or direct faculty instruction and a minimum of two 50 minute periods of outside class-work per week. For terms that are less than 15 weeks, students complete meet the same student outcomes and course requirements of a regular semester course. This one credit face-to-face course, therefore, meets for 12.5 hours of in-person instruction and requires an additional 25 hours of work outside of class to meet the course requirements. Outside of class 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**

## Appendix B – Online Courses for High School Students

Qualified high school students may enroll in select online college courses to earn college credit.

- Admission requirements:
  - senior students with a cumulative GPA of 3.25 or higher, or high school junior student with a cumulative GPA of 3.5 or higher
  - approval of high school's guidance counselor or principal
  - adequate computer skills
- Students need a scheduled time during the school day for the course and need school internet access. The high school needs to assign a faculty member who will act as proctor for the class, arranging for local support and guidance, as well as test proctoring.
- Course offerings change over time, but the following is an example of courses offered for dual college and high school credit:

ENG1303          Rhetoric & Composition



## Appendix C – Compensation Table for Instructors

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

July 1, 2017-June 30, 2018

All pay rates are per credit hour.

#### Undergraduate-Face to Face and Online

# Students	Instructor Degree			
	Undergrad	Bachelor	Maste rs	Doctorat e
3-5	343	456	574	686
6-10	456	574	686	804
11-15	574	686	804	917
16-20	686	804	917	1,030
21+	804	917	1,030	1,148

1-2 students = \$115/credit/student regardless of faculty degree

Choi r	1,094	1,308	1,421	1,528
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Online enrollment capacity is 20 students.

Class Piano	Follows the face to face schedule
Individual Music Lessons - Adjunct	\$14.84 per 25 minute lesson for 16 weeks, no mileage reimbursement
Individual Music Lessons - Contracted	\$14.84 per 25 minute lesson for 16 weeks. Due to the small number of lessons given, mileage for 30 miles each way is reimbursed for instructors traveling 30 miles or more. Mileage reimbursement is paid for one trip per week for 16 weeks. (adopted January 1, 2011)
Independent Study and Directed Study	\$115/credit/Student
Online Course Development	\$456 per undergraduate credit/\$574 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-Online enrollment capacity is 15 students

# Students	Instructor Degree	
	Maste rs	Doctorat e
3-5	686	917
6-10	804	1,030
11-15	917	1,148
16-20	1,030	1,260

1-2 students = \$231/credit/student regardless of faculty degree

Online enrollment capacity is 15 students

Comprehensive Examination Committee Member	\$57
Advisor - 3 credit capstone project	\$405
Advisor - 6 credit capstone project	\$810
Review Committee - 3 credit capstone project	\$135
Review Committee - 6 credit capstone project	\$270

## Appendix D – Study Tour Policies and Procedures

### Martin Luther College

1. **Definition** A study tour 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 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.
2. **Development and Approval** Proposals for study tours and field courses should receive initial discussion at the division level. A professor will then develop a course proposal using the study tour proposal form. The form is on the network's G drive in the Faculty folder, sub-folder Forms and is entitled "Study Tour Proposal Form." A copy of this form is in Appendix B. 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 and recommendation to the administration and Governing Board.

Once a tour is approved, it is a MLC course and does not need approval again 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.

3. **Credit Awarded** Credit awarded for 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 three credits, but more or less credit may be awarded depending on the amount of formal learning activities that the course requiring 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.
4. **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.
5. **Impact on Credit Load** Study tours may be offered during the summer, over the Christmas vacation, or during 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-post-course requirements are significant enough to warrant their inclusion as part of a student's regular semester work load. 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.

6. **Cap on Study Tour Credit** A total of six credits earned through study tours may be used to meet graduation requirements.
7. **Participation Eligibility** The general policy is that any student in academic good standing 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.
8. **Administration** All study tours 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, and payment of expenses.
9. **Finances** The tour budget will remit \$20 for every student registered for the tour, whether for credit, non-credit, or audit. The tour leader also includes his/her salary into 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. Because tours are nonprofit enterprises, unused funds in excess of \$200 shall be returned to the participants. (See Policies Governing Other Offerings/Study Tours, p. 16).

Financial Services establishes a project code for each study tour. Financial Services will keep a balance sheet for each study tour.

**Proposal Form  
Study Tour  
Martin Luther College**

Read the Study Tour Policies and Procedures before completing this form.

**1. Course Title** \_\_\_\_\_

**2. Course Description** \_\_\_\_\_

**3. Academic Division(s)** \_\_\_\_\_

**4. Instructor(s)** \_\_\_\_\_

**5. Dates** \_\_\_\_\_

**6. Student Learning Outcomes (Objectives)** \_\_\_\_\_

**7. Curricular Activities (how instruction is delivered)** \_\_\_\_\_

**8. Assessment(s) of Student Learning Outcomes** \_\_\_\_\_

**9. Other Information** \_\_\_\_\_

**10. Approximate Costs** \_\_\_\_\_

**11. Credit Information**

Amount of credit  
requested: \_\_\_\_\_

How is the request amount of credit justified?

\_\_\_\_\_ Carnegie Units: One credit = 15 hours of learning activities

\_\_\_\_\_ Patterned after similar course at another college (explain)

\_\_\_\_\_ Other (explain)

Application of credit:

\_\_\_\_\_ Emphasis (education)

\_\_\_\_\_ Major (education)

\_\_\_\_\_ Free elective (staff ministry & pre-seminary)

\_\_\_\_\_ Other

Is there significant enough of an impact on an academic semester to justify including the credits in the credit load for that semester?

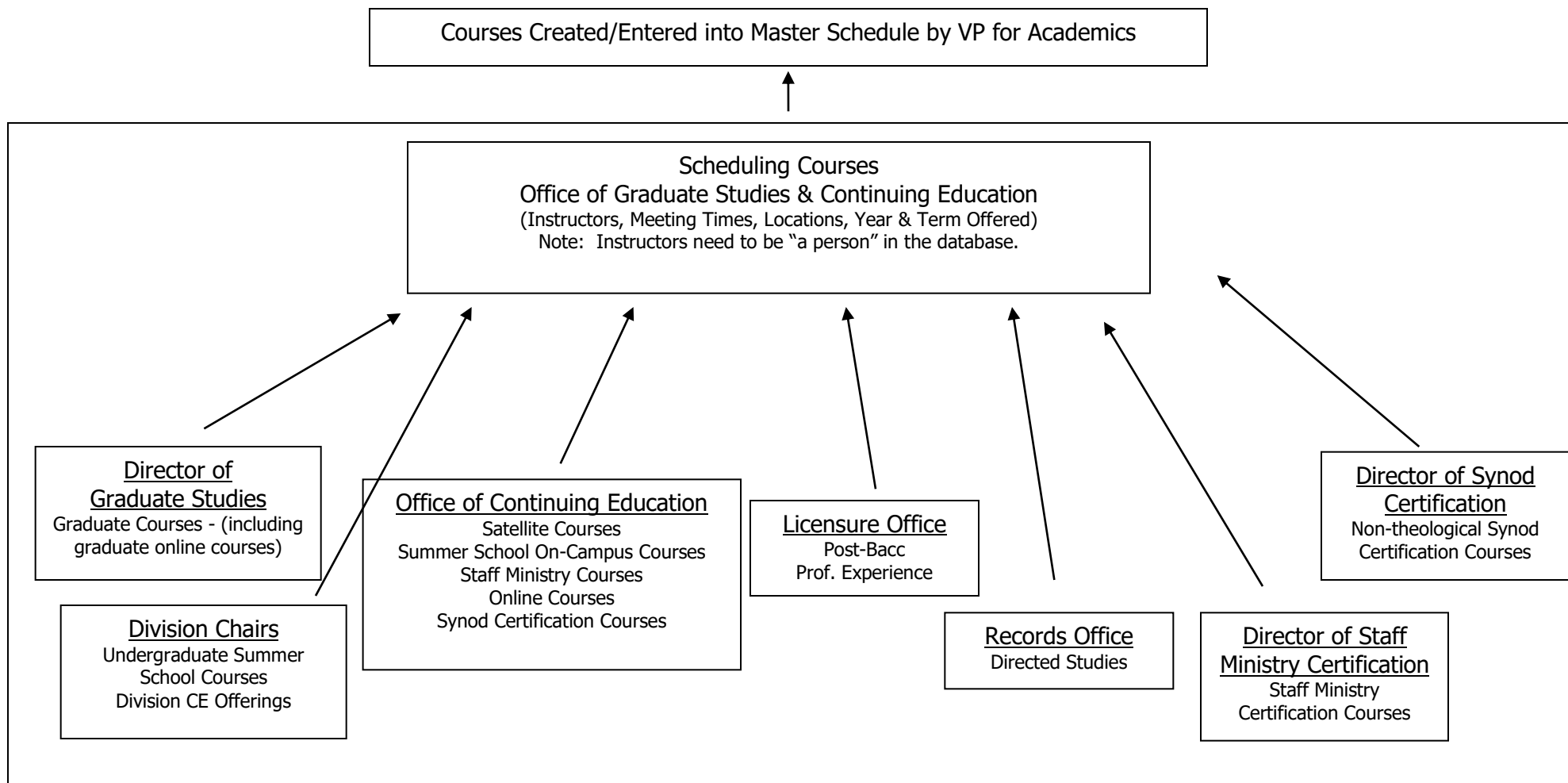
\_\_\_\_\_ Yes

\_\_\_\_\_ No

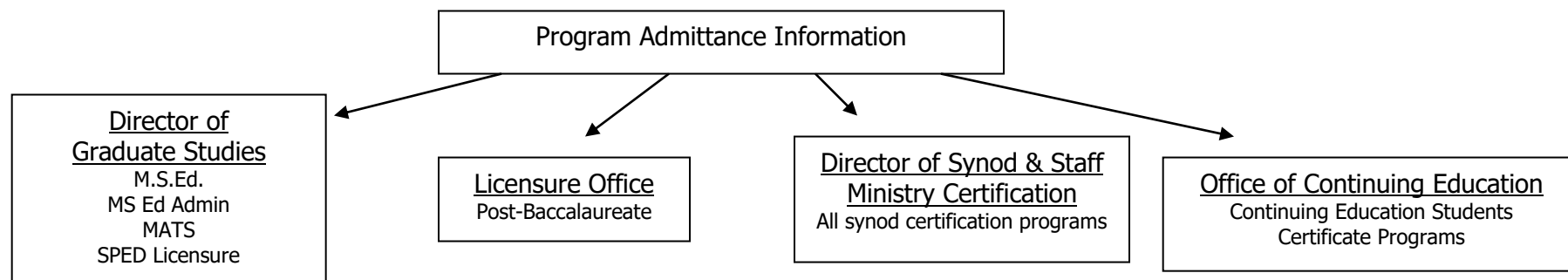
**12. Attach Tentative Itinerary.**

Faculty adoption:  
10/29/1996  
Updated: 2/2001  
Updated: 12/2004  
Updated 8/2005  
Updated 12/16/2008

## Appendix E – Scheduling Courses



## Appendix F – Program Admittance Information



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 information.

