



FACULTY MEMBER HANDBOOK

2024-2025 VOLUME 8



METROPOLITAN
INTERNATIONAL UNIVERSITY



METROPOLITAN INTERNATIONAL UNIVERSITY
FACULTY MEMBER HANDBOOK

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FACULTY HANDBOOK ACKNOWLEDGEMENT

Each faculty member must acknowledge receipt of the Faculty Handbook. You must agree to abide by the terms and conditions contained within the current version prior to receiving a teaching contract. The Handbook Acknowledgement Receipt form is on the last page of this Handbook.

This Faculty Member Handbook is “2024 -2025 Volume 8”

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Welcome to MIU.

Dear Metropolitan International University Faculty Member:

The Metropolitan International University learning community and the Registrar, wish to extend a warm and personal welcome to you as a new faculty member at MIU. The faculty and staff of MIU share the aspiration that our courses will accomplish the bold purpose of changing our students' lives for the better. We want MIU courses to be transformative experiences for our learners, stimulating them with new knowledge, new experiences, and new challenges. We have confidence that our faculty have designed effective programs of study that will connect both students and faculty to our own learning community and to the highly complicated and engaging arena of the business professions on a worldwide basis.

Metropolitan International University works as a truly unusual institution of higher learning with three distinctive differences for our students: First, we originated as a “virtual” institution, giving us the advantage that our courses and programs were designed precisely, carefully, and deliberately for the distance learning environment. We aren't a University that is doing distance learning as a secondary activity and we don't treat our distant students as second-class citizens

We understand that:

- Knowledge resides in a discipline; yet
- Knowledge exists in community; so that
- Learning is situated in particular professional
- Contexts; and the situated learner is engaged

Second, we as a faculty also deeply understand distance learning and the nature of teaching in the virtual environment. Our faculty's course designs and assignments prompt students to interact extensively within our community – not only with our faculty but with fellow students and other members of our extended virtual environment, so that the learning experience occurs at the deeper levels associated with real-world learning and the use of high-performance teams in businesses and service organizations.



We understand that effective teaching:

- Introduces learners to ways of thinking within a discipline; but also
- Provides community – a social context for learning; and Shapes authentic experiences, in which students work through real-world problems; and stimulates deep engagement with both the content and their fellow community members; while the teaching also
- Inspires reflection and stable, positive changes in the learner's thoughts, behaviors, and habits.

Finally, we are an institution that values the individuality of each student. At MIU, students are respected

as unique individuals and not treated as anonymous, passive participants in large-scale, impersonal courses with no authentic teacher-student interaction. We offer courses that are organized in manageable

groups so that students receive both individualized attention and the opportunity to be known within our community for their own unique viewpoint and contributions. We hope that we have a long association with you as you contribute your academic expertise to our community, form associations with your fellow faculty and students, and continue your own lifelong development as you participate in our learning organization.

We wish you all the best in your Metropolitan International University experience

Sincerely,



Andrés Pastrana V, PhD.
President

Metropolitan International University





I- OVERVIEW



METROPOLITAN
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I. Overview

About Metropolitan International University

Metropolitan International University is an online distance-education institution, offering a diversity of high quality online degree programs. Several learning strategies are applied to provide our students with the necessary tools, skills, and knowledge to enable them to be competitive, updated and productive in the workplace. Our online instructional activities allow participants to have more freedom with their personal or work schedules because instructional activities do not occur at the same time. Technically this is called asynchronous interaction. For example, one member of the class may send a question in the morning and have a fellow participant reply later that day or a day later. Typically, the faculty member for each course determines the guidelines and how it will be taught. His or her role changes from instructor to facilitator and his or her assistance is essential and continuous during the entire course. Our courses have an online course syllabus that summarizes the goals and objectives of the course. Our online lectures consist of a combination of text, group discussions, forums, chats, group and individual projects, video conferences and other types of learning activities.

Metropolitan International University (MIU) , located in Pembroke Pines, Florida. We are licensed by the State of Florida Commission for Independent Education to offer online courses at the undergraduate and graduate levels. All of our courses are offered in both English and Spanish, and are facilitated by qualified professionals following our collaborative teaching/learning model.

Our Student Interactive Collaborative Teaching/Learning Model

Metropolitan International University online teaching/learning model is based on an Interactive Collaborative Learning model developed by online instructional designers and practitioners.

This model is based on asynchronous and collaboration that allows for reflective learning, where learners have the time to think through the questions they ask and the answers they give. It combines the strengths of interactive assignments and group-based learning with the flexibility of individual study. It enables learners to move deeper into learning than ever before, and to challenge themselves, their fellow learners, and their faculty member. This flexibility enables learners and faculty members alike to balance their work, school, and family life.

The model also offers synchronous participation, allowing students to clarify any subject that they have questions in real time, and to give the course a more traditional face-to-face interactivity to complement the asynchronous side. One of the synchronous activities that are scheduled during a course is a weekly video conference to discuss a predetermined topic that has been established at the course syllabus. Therefore, students have the opportunity to be prepared for the discussion in order to gain the most from the interaction. These discussions are also recorded and archived so that students can



revisit them for further insight. In addition to these weekly video conferences, students have accessibility to a Chat where these synchronous activities can also take place. While each faculty member facilitates the learning process, providing their unique practical practitioner knowledge, and continual assistance throughout the course, each learner takes a very active role in his or her own growth and development. Learners make use of the latest technological advances in course delivery via the Internet, combining texts, (at times in the form of e-books), with numerous electronic library materials and other resources that are integral to an exceptional learning experience. Additional learning occurs in the teams of three or four students. The teams focus on projects that bring practical, hands-on, experience involving real world issues to the forefront. This focus combined with communications issues and team dynamics adds significantly to the learning process.

Through the use of electronic resources, group discussions, forums, individual assignments and group projects, and other performance-based online learning activities, this online interactive collaborative teaching/learning model provides each student with the necessary tools, skills, and knowledge to be competitive, up-to-date, and productive in their workplace.

Mission

Metropolitan International University is a learning institution whose purpose is to participate and contribute with the community by providing ease and quality in higher education using the highest benchmarks available today. The focal point of our existence is to promote research, innovative ideas, teamwork and intrapersonal relationships acquired through the latest technology means. We believe that creating a new trail that will endure a lifetime will ultimately serve as a guideline for following generations to use, explore and grow their horizons.

Licensure

Metropolitan International University has been granted a License by the State of Florida Commission for Independent Education. Additional information regarding Metropolitan International University or other matters relating to private Universities in the State of Florida may be obtained from the State of Florida Commission for Independent Education. The Commission's contact information is:

**Commission for Independent Education State of Florida,
Department of Education 325 W. Gaines St., #1414 Tallahassee, Florida 32399-0400
Phone: (850) 245-3200 Call Free: (888) 224-6684 Fax: (850) 245-3233 or (850) 245-3234
Website: www.fldoe.org/cie**

Accreditation

Metropolitan International University is currently not accredited. MIU will seek full accreditation status in 2017 from the Distance Education Training Council, an accrediting agency that is recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.





II-ORGANIZATION STRUCTURE OF THE UNIVERSITY



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II. Organization Structure of the University

Board of Directors

Metropolitan International University (MIU). Its Board of Directors provides the University with a business and education perspective.

Metropolitan International University Administration

The Metropolitan International University Leadership Team (LT) is comprised of the University's administration. This Leadership Team provides the necessary day-to-day operational guidance and policies for the institution. Members of the Leadership Team are as follows:

- | | |
|--------------------------------------|--------------------------|
| • President & Chancellor | Andrés Pastrana, PhD |
| • Director of Administrative Affairs | Maria A. Pastrana, MBA |
| • Director of Academic Affairs | Gregth R. Hernández, PhD |
| • Director of Admission Affairs | Maria A. Pastrana, MBA |
| • Director of Financial Services | Andrés Pastrana, PhD |
| • Director of Placement | Andrés Pastrana, PhD |

Institutional Effectiveness Team

The University institutional effectiveness structure allows for faculty member input in program determination, curriculum development, and evaluation. Further, the organization maximizes faculty participation to ensure communication between the faculty and administrative team. The President appoints an Institutional Effectiveness Team to assist him in this process.

Faculty Member Effectiveness

Metropolitan International University is committed to providing our students with a quality education. Instrumental in this commitment is the selection and support of our faculty. As a faculty member, you are expected to maintain proficiency by your personal commitment to lifelong learning, follow MIU administrative requirements, and uphold the highest standards of excellence at all times.

Further guidance is provided throughout this handbook. Should you feel a need for clarification, or assistance with a specific issue, you are encouraged to contact the MIU administration.



University Curriculum Validation Committee

This committee is appointed and chaired by the Chief Academic Officer and is comprised of appropriate faculty members in the fields of study and disciplines offered by the University. The Committee recommends to the Institutional Effectiveness Team additions, deletions, and revisions to all University course work and degree programs of study.

Academic Quality Evaluation System

Metropolitan International University has implemented a system for assessing and managing the quality of educational processes and providing feedback for continuous improvement. The goal of this evaluation system is to ensure that academic and service quality is maintained by assessing on a continuous basis training and development needs, standards compliance, and teaching practices.

There a minimum of eight (8) measures and tools that will be used to evaluate and monitor students, faculty members, alumni, and institutional performance:

1. Student in-course survey
2. Student end-of-course survey
3. Faculty Member Mentoring
4. Faculty Member end-of-course survey
5. Alumni survey
6. Student Exit survey
7. Faculty Member Exit survey
8. Institutional survey

These tools are used by the institution through the Chief of Academic Affairs. In the event that there are items and/or areas for improvement they are provided to the Institutional Effectiveness Team. This quality evaluation system ensures that the decision making process is based on comprehensive measures that cover every aspect of our educational system.





III-FACULTY MEMBER STANDARDS



METROPOLITAN
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III. Faculty Member Standards

Professional Behavior

Metropolitan International University encourages faculty members to follow standards of professional behavior including but not limited to the following.

- **Concentrate on learning results**

The primary instructional goal of MIU is the students' achievement. Therefore, faculty members should focus on student mastery of course objectives and learner outcomes.

- **Demonstrate respect for students**

Faculty members are to: foster an atmosphere of trust by respecting people; create an environment of openness to different ideas; and support a communication process that encourage discussions and a spirit of scholarly discourse.

- **Be available to your students**

Faculty members are to be available to students for advising, consulting, and course-related issues by email and/or phone, during their course. Faculty members should make clear "office hours" at the beginning of their course.

- **Protect confidential and sensitive information**

Faculty members must observe and be sensitive to the privacy rights of students, staff, and other faculty members. In the classroom, faculty members must be cautious in distributing papers, grades, and sharing information about individual students and other faculty members.

- **Participate in faculty development sessions**

Faculty members should actively participate in:

1. training and development programs,
2. Orientation programs, and
3. Faculty meetings

- **Avoid conflict of interest**

Faculty members are expected to avoid outside influences regarding their teaching decisions and activities. MIU faculty members are encouraged to make objective decisions in the best interest of MIU and its students.



- **Follow MIU's ethical standards for faculty members**

Faculty members are expected to follow MIU's ethical guidelines with students, staff, colleagues, and supervisors. These standards provide guidance for conduct and relationships in carrying out the responsibilities consistent with MIU's faculty member obligations.

Procedural Requirements

Although MIU makes every effort to minimize administrative functions for our faculty members, the following basic, general, and particular academic and administrative procedures are considered crucial for the daily operations at MIU.

General Procedures Requirement

It is essential to teach each course following the course design on our learning platform. Faculty members must ensure that grades are submitted without delay. Timely submission of grades helps students in the ongoing registration process.

Particular Requirements for Online Teaching

Based on the general requirements, additional procedures are essential for online learning.

1. Conduct class for the period indicated in your contract
2. Provide weeks course materials at least by the day before the week begins
3. Actively facilitate classroom activities in the course newsgroups a minimum of three times per course week.
4. Return student homework assignments and feedback following the course milestone guidelines.
5. Advise MIU's technical assistance center if you or any of your students experience any access problems.
6. Make sure that the information for each course is provided in your course Syllabus at the beginning of the course. There are a minimum of nine (9) topics that include:
 - Course module and learning materials.
 - Grading criteria and expectations.
 - Assignment expectations.
 - Learning teams process and procedures.
 - Attendance policy.
 - Late assignment policy.
 - Course week schedule.
 - housekeeping items
 - Your contact information.
 - Final proctored examination



Faculty Member Guidelines

Metropolitan International University has created faculty member guidelines for students, academic, administrative, and professional development.

- **Students**

- Counsel students who are having academic difficulties; and when appropriate, provide them with access to additional resources to assist in their academic success.
- Require adherence to University Policies and Regulations regarding the University's Student Honor Code, and immediately report to the University administration any known instance of academic dishonesty.
- Monitor each student's progress and ensure that any of your students who are showing academic problems by mid-term are aware of the problems and consequences of grades following below the University's standards.
- Serve as individualized learning facilitators to all students enrolled in Metropolitan International University course work and degree programs, including explaining and discussing course materials, selecting specific assignment items where the course syllabus provides that scope, timely grading of assignments and final exams, and providing prompt feedback to each student after an assignment or exam (except the final exam) is graded.
- Return student assignments in a timely manner with specific, objective feedback that will assist them in learning from the experience.
- Contact the students enrolled in the assigned course, via email, and prior to the beginning of the term. This email should include a Welcome to the Class message, your Instructor Bio, how to contact you information, "office hours", and a brief summary of the course content.
- Be a coach during the course to promote student wellness.
- Help students master the learning platform for course interaction.
- Facilitate your class via Video Conference, Forum and Chat tools.



Academic Guidelines

Become familiar with the different delivery systems implemented at MIU, particularly with the learning platform.

- Become familiar with and adhere to the course syllabus, textbook, and assignments and supplemental information provided by MIU
- Be responsible for “front line” evaluation of the process of instructional delivery, with a focus on improvement.
- Submit student records to the University in accordance with the University’s requirements.
- Foster an atmosphere of trust by avoiding language, humor, or materials that create an offensive environment on the basis of race, age, ethnicity, gender, or sexual orientation. Communication that threatens, demeans, or intimidates others is contrary to the spirit of scholarly discourse.
- Ensure that evaluation surveys are administered at least at the end of each course.

Administrative Guidelines

- Prepare for distribution to different audiences, all instructional degree program information.
- Follow MIU’s course milestone guidelines.
- Immediately contact the MIU Administration of any communication or system problems.
- Save all emails, and any other discussions or correspondence that you have with a student.

Professional Development Guidelines

- Be actively involved in appropriate state, regional, national, and international professional entities.
- Maintain high ethical standards.
- Continue your own professional development in the areas of distance education and your specialties so that you continue to be current in both your area(s) of content expertise and in distance education delivery.
- Maintain contact with appropriate professional groups and organizations related to your specialty field.

Faculty Member Teaching Expectations

In keeping with MIU’s mission, to provide high quality, online, educational programs to students’ worldwide, faculty members are expected to take a serious and professional attitude towards the responsibilities of being a facilitator.



- **Our expectations include:**

- Adopt the MIU collaborative teaching/learning model as your own.
- Continue to be current in your field.
- Develop and use strategies that enhances student learning.
- Creatively use the technology tools available.
- Be open to new and creative ways to increase the effectiveness of your facilitation. Share this knowledge with colleagues.
- Be fair and objective when grading.
- Maintain control of your “class” and ensure students are provided with a sound and effective learning environment.
- Complete all administrative requirements on time.
- Foster an atmosphere of trust. Do not use language that may be construed as offensive. This includes communication that threatens, demeans, or intimidates others on the basis of race, age, ethnicity, gender, or sexual orientation.
- Maintain the highest standards of ethical behavior, at all times.
- Faculty members are expected to participate fully in the process of course presentation and improvement. This includes maintaining up-to-date any course related links to Internet sites.
- Promote student wellness.
- Fully support students using the Internet and MIU learning platform for course interaction.
- Encourage substantive and interactive contact.
- Monitor the quality and substance of student participation in the Forum.
- Encourage appropriate use of the Forum.
- Establish very clear assignment and test deadlines, with clear penalties (if appropriate) for missed deadlines.
- Advise and work with students so they understand expectations provided in the course Syllabus and how and when to transmit their assignments.
- Promote a positive learning environment for your course.
- Advise the MIU Administration of issues related to student retention and adverse situations.
- Complete and submit to your department chair an end of course survey, with recommendations regarding course and/or delivery improvements.

Your diligence, self-motivation, initiative, and thoroughness, will contribute to MIU's expectations of high standards of excellence of our faculty members. We trust you will do the best you are capable of doing – your students deserve it.



Course Facilitation Procedures

Below are the key procedures faculty members are to follow in teaching MIU courses:

Forum Monitoring	Monitor the activities in the Forum in your course. Log in at least six (6) times per course week to check discussion progress and to answer any questions that may have arisen. During your log in, return and/or send messages, and use the Forum for posing and answering questions. Attempt to contact students who are not participating in the Forum discussions. MIU academic staff will also monitor course Forums. MIU archives all messages for purposes of accreditation, course evaluation, and faculty member assessment.
Ongoing Communication	Maintain regular communication with your Faculty Coordinator through all available means. Interact with one another, the Registrar, and the President using the Faculty Forum, as well as through other means.
Video Conference	Every week a class discussion using Video Conference has to be scheduled as part of the course. The topic of each discussions needs to be provided on the Syllabus for students to be prepared for these discussions.
Mid-Term-Reports	Submit mid-term reports to the Faculty Coordinator according to the deadline stipulated in the Milestone Guidelines.
End-of-Term Reports and Documentation	Submit all of the following at the end of each term: <ul style="list-style-type: none">• Final Grade Report• Student Interaction Logs• Grade spreadsheets/records with assignments attached• Emails and archives• All documentation regarding Incomplete grades

Course General Guidelines

In pursuit of excellence, we have developed the following general guidelines to assist you with the delivery of your courses. We will also use these guidelines as a measure of performance, together with end-of-course surveys, to provide quality feedback and performance evaluations. These guidelines are subject to change and or updates as required.

- MIU courses start on a specific Monday and end on Sunday, eight (8) weeks later.
- Each course is divided into eight (8) sessions, one per course week.
- Each session is to be designed to have 6 hours of class work and 12 hours of out-of-class work for each student.
- You are to teach the course as designed by MIU.
- You are expected to interact with students in the learning platform at a



- frequency no less than six (6) times per session.
- The maximum time permitted for returning graded student work is one session (4 days). However, you are encouraged to return graded work as soon as possible. You must also post in-class grades to the learning platform.
- The maximum time permitted for replying to student's inquiry is 48 hours.
- Strive to maintain a neat and orderly Forum. Should you need assistance contact Metropolitan International University Technical Support at: ***techhelp@metrouni.us***.
- Our courses follow a syllabus that includes pre-established grading criteria.
- You may administer exams, test, quizzes, etc. if deemed appropriate, within the constraints of the available technology.

Course Milestone Guidelines

The following are session specific actions that are common to most courses.
Prior to course commencement:

Receive list of enrolled students from MIU.

Post/update your Faculty Member Profile in the learning platform.

Session 1

	Commence the session by posting a short welcome message using the "announcement" feature of the e-education platform. In the welcome message, direct students to the Forum to participate in Session 1 activities.
	Verify the list of students with those registered.
	Divide your class into Learning Teams of 3 or 4 students. Create the Learning Teams in the e-education platform, and notify the students.
	Read the student's biographies and post comments to each student individually.
	Direct students to view and comment on each other's biographies.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the sessions learning objectives.
	Discuss the details of any assignments due in Session 1. You can use the discussion Forum and the Video Conference for this task.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a Summary of the key points covered during Session 1. Post the Summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 1 contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 2.



Session 2

	Return Session 1 graded assignments, with your feedback.
	Post a message to the Forum highlighting common errors found on Session 1 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 1 information to the current discussion.
	Discuss, with the students, the details of any assignments due in Session 2. Use the discussion Forum and the Video Conference for this task.
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a Summary of the key points covered during Session 2. Post the Summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 2; contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 3.

Session 3

	Return Session 2 graded assignments, with your feedback.
	Post a message to the forum highlighting common errors found on Session 2 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 2 to the current discussion.
	Discuss the details of any assignments due in Session 3 using the Video Conference
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a summary of the key points covered during Session 3. You should post the summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 3; contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 4.



Session 4

	Return Session 3 graded assignments, with your feedback.
	Post a message to the forum highlighting common errors found on Session 3 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 3 to the current discussion.
	Discuss the details of any assignments due in Session 4 using the Video Conference.
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a summary of the key points covered during Session 4. You should post the summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 4; contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 5.

Session 5

	Return Session 4 graded assignments, with your feedback.
	Post a message to the forum highlighting common errors found on Session 4 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 4 to the current discussion.
	Discuss the details of any assignments due in Session 5 using the Video Conference.
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a summary of the key points covered during Session 5. You should post the summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 5; contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 6.



Session 6

	Return Session 5 graded assignments, with your feedback.
	Post a message to the forum highlighting common errors found on Session 5 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 5 to the current discussion.
	Discuss the details of any assignments due in Session 6 using the Video Conference.
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a summary of the key points covered during Session 6. You should post the summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 6; contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 7.

Session 7

	Return Session 6 graded assignments, with your feedback.
	Post a message to the forum highlighting common errors found on Session 6 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 6 to the current discussion.
	Discuss the details of any assignments due in Session 7 using the Video Conference.
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a summary of the key points covered during Session 7. You should post the summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 7; contact our Admissions Department in a timely manner.
	Post any specific course materials for Session 8.



Session 8

	Return Session 7 graded assignments, with your feedback.
	Post a message to the forum highlighting common errors found on Session 7 assignments.
	Use the Forum to present and discuss the session topics. Be sure to cover the information that supports the session learning objectives and relate Session 7 to the current discussion.
	Discuss the details of any assignments due in Session 8 using the Video Conference.
	Provide students and/or the Learning Teams with instructions on any assignments or projects.
	Post explanations to questions the students may have asked. Use discretion with personal matters.
	Prepare a summary of the key points covered during Session 8. You should post the summary on the last day of the session.
	Should there be a student enrolled who has not participated in the activities of Session 12; contact the Department Chair in a timely manner.
	Submit final course grades to MIU no later than 1 week after completion of classes.

Grading and Evaluation

Faculty members have the responsibility of providing to the student, and submitting to the University, an individual evaluation of each student's performance for each course. A student's grade should reflect the student's demonstration of mastery of course objectives. Grades are entered after the end of each semester into the student's records.

Grade Criteria

The following grading criteria have been adopted by MIU. It is the policy of MIU to provide job-search assistance to graduates in good standing in the field for The provisions of this law provide students the following privileges:

A = Exemplary performance

Clearly stands out as an exemplary performer.

Shows superior analysis of assignment.

Has unusually sharp insight into material and initiates thoughtful questions.

Sees many sides of an issue.

Articulates extremely well and writes very logically and clearly.

Develops an original and provocative thesis that illuminates the topic under consideration.

Integrates ideas previously learned from other disciplines; anticipates next steps in progression of ideas.



A- = Excellent performance

Clearly stands out as an excellent performer.

Shows excellent analysis of assignment.

Has very sharp insight into material and initiates thoughtful questions.

Sees many sides of an issue.

Articulates well and writes logically and clearly.

Develops an original and provocative thesis that illuminates the topic under consideration. Integrates ideas previously learned from other disciplines; anticipates next steps in progression of ideas.

B+ = Strong, solid performance

Thoroughly researched, clearly presented, complete, and done to form.

Grasps subject matter at a level considered to be excellent.

Shows a solid analysis of assignment.

Provides appropriate selection of content, organization, and wording of material to fit the needs of the particular situation.

Uses style that is fluent and coherent.

Shows great insight, perceptiveness, originality, and thought, but a little too brief or general on some points.

B- = Good performance

Good research, clear presentation, general but covers the subject

Significantly above level necessary to meet course requirements

Grasps subject matter at a level considered to be very good.

Has thorough, well-organized analysis of the assignment.

Participates actively in class discussion.

Writes well.

Produces high quality work.

C+ = Performance with minor lapses

Good research, clear presentation, too general and brief.

Meet course requirements.

Has a fair analysis of the assignment.

Shows coherent presentation of material.

Supports ideas well with concrete details.

Has interesting, precise, and clear style.

Is free of major writing errors.

Strong, interesting work, although minor problems remain.

C = Average

Has not done a lot of research, too general and too brief.

Presentation either faulty or incomplete.

Demonstrates a satisfactory comprehension of the subject matter.

Communicates in writing at an acceptable level for a University student.

Has a good understanding of all basic concepts.

Accomplishes more than the minimum requirements.

Writing errors may be present.

C- = Below Average Performance

Has not done a lot of research.

Provides satisfactory analysis of the writing task, subject, and audience.

Accomplishes its purpose with adequate content.

Uses some details, organization, and expression appropriate for the rhetorical context.



Meet the requirements, including deadlines of the course.
Has average understanding of basic concepts.
Lackluster presentation.
Writing errors may be present.

D+ = Flawed performance

Have done some research.
Quality and quantity of work is below average.
Has met the requirements, including deadlines of the course.
Has writing errors.
Does not have a clear understanding of basic concepts in parts of the assignments.

D = Serious flawed performance

Has not done any research.
Poor presentation.
Does not meet all of the assignment and is weak in several the major areas (content, organization, style, and writing) or offers a routine and inadequate treatment.
Shows generally substandard work with some redeeming points.
The academic work barely acceptable.
Has writing errors.
Has serious problems in formulating the idea, pursuing a logical course of organization and development, using evidence.
It shows definite weakness in analytic thinking

F = Failure

Quality and quantity of work is unacceptable. Academic credit is not earned for an F. F work does not qualify the student to progress to a more advanced level of course work.

Grade Standards



Below are some recommendations for grading assignments, tests and academic evaluation activities:

Focus your grading on measurable objectives:

Timely feedback based on objective criteria should be measurable and specific. It has been demonstrated that accurate feedback helps students to improve their academic performance.

Use different methods to assess learner outcomes:

You are encouraged to explore a variety of evaluation methods, including but not limited to group discussion, written papers, summaries, quizzes, case studies, session summaries, current event analysis, and others deemed important to accomplish the objectives.

Our instructional designers are available to discuss other supplementary tools to assist you in developing the best strategies to assess learning.

You may find it useful to not only formally evaluate your students through testing and participation, but also to use a more informal approach in collecting data to determine:

- Student comfort with the method used to deliver the course.
- Appropriateness of assignments.
- Clarity of course content.
- Whether “class time” is well spent.
- Teaching effectiveness.
- How this course can be improved.

As an evaluation guide, you may consider the following tips:

- Check out and adapt already published questionnaires; there’s no need to re-invent the wheel.
- Draft and revise questions; change if necessary.
- Try to determine the level of difficulty for each question.
- Make use of follow-up probes.
- Sequence your questions for best effect - go ahead and ask for suggestions for improvement before asking for what is good.
- Place open ended questions after quick answer questions. This gives students built-in thinking time.
- Try to get both positive and negative feedback. It is important not only to know what is not working, but also what is working.
- In general, use evaluation as a method for understanding teaching and learning

Give quality feedback after each evaluation activity:



Students shall be given definite, constructive feedback on their performance, especially on the assessment items that is formative rather than summative. The feedback should be consistent with the evaluation criteria. An assessment feedback sheet or another identified mode of feedback may be used for this purpose. It is expected that the use of the feedback sheet or other mechanisms will explain more fully the student's performance and reduce the need for further queries regarding the grades.

The goal of our feedback procedure is to:

- link the assessment feedback to the evaluation criteria stated at the beginning of the section
- explain clearly what criteria the student needed to have met
- explain the extent to which they have done so or failed to do so
- record the mark or grade for the assessment item.

Stress the importance of written communication:

You are expected to provide detailed comments on all written assignments, pointing out both strengths and areas for improvement. It is important to stress that written communication is a very important competence to be developed by the students at MIU.

Reward on-time assignments:

Late assignments should be discouraged. It is MIU's policy to assess a penalty for late work. It is advised that penalties for late work should be clearly outlined in your course syllabus.

Follow the course evaluation designed by MIU:

It is your responsibility as a faculty member to follow the course evaluation outlined in your course syllabus. We encourage you to state your expectations at the beginning of the course with the purpose of ensuring a continuous evaluation environment in our classes. It is important to spread out over the session when assignments are due so that students do not submit a session's worth of assignments on one day. This helps your students pace themselves and it allows you time to evaluate each assignment.

Building Team Competence:

One of the most important features of our collaborative teaching/learning model is team competence. The goals of this learning model regarding learning team work are:

- Provide the online environment to build and maintain learning teams
- Help students to become more effective as team members.
- Help students improve interpersonal communication skills.
- Enhance transfer of knowledge among students.
- Provide experience in team activities that simulate the workplace environment.
- Evaluate team activities.



Proctored Examination Requirement

Each course at MIU requires the completion of a final examination that is administered by a proctor. To reach this goal, Metropolitan International University has partnered with Software Secure to provide remote proctor examinations to students using this company “Remote Proctor Now” system.

Finals Examinations grade percentage has to be defined in the course syllabus. Usually this final examination will have a 20-30% of the total grade at the instructor discretion. These Final examinations are to be designed in a way that student can complete it in less than 2 hours. It is recommended that the final examination is design to “measure what you value most.” This might mean designing exams that ask your students to do the work of the discipline—for instance, to develop an argument from textual data, to analyze a phenomenon through a theoretical perspective, or to solve an open-ended problem. Of course, for a student to be able to successfully complete the examination, he/ she has to know the course material. The following suggestions are intended to help you think about designing a final exam that tests what you value:

- Provide a context for your exam questions. Be creative; develop questions that test your students’ knowledge and skills in particular situations or for particular audiences.
- Pose complex problems that require students to integrate course skills and knowledge.
- Make the final exam a cumulative one, requiring students to make connections among various concepts or ways of thinking.
- Develop a self-assessment exercise as part of the exam. Ask your students to evaluate how their intellectual development has been influenced by the course content.

Quality Points by Grade

Grade	Scale Points
A	96 - 100
A-	92-97
B+	88-91
B	84-87
B-	80-83
C+	76-79
C	72-75
C-	68-71
D+	64-67
D	60-63
F	59 and below



Grading Scale

The Grading system is as follows:

Grade	Scale Points
A	96 - 100
A-	92-97
B+	88-91
B	84-87
B-	80-83
C+	76-79
C	72-75
C-	68-71
D+	64-67
D	60-63
F	59 and below

Other symbols used to indicate the status of the grade. These symbols are not used in the calculation of grade point averages.

AU Auditing (course not registered to receive a grade)

I Incomplete

P Pass (successful completion of course without specifying a grade)

R Repeated course (followed by grade)

U Unsatisfactory (no credit)

W Withdrawn officially from the course

Appealing a Grade

Metropolitan International University students may appeal a grade that they believe has been assigned as a result of instructor error or capriciousness. Students may appeal within 30 calendar days following the posting of the course grade. Capricious Grading can be defined as the assignment of a grade to a particular learner on some basis other than performance in the course; the assignment of a grade to a particular student by demanding different standards than those applied to other students in that course; or the assignment of a grade that is a substantial departure from the faculty member's established criteria as stated in the course syllabus.



Initial Resolution Process:

1. If a Student believes that a grade has been assigned capriciously or erroneously, the student must first confer with the faculty member. The aim of such a conference is to reach a mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade.
2. If the problem cannot be resolved, the learner has the right to appeal the grade through the Formal Resolution Process.

Formal Resolution Process

1. The student must submit a request to the Registrar for review of the grade and provide evidence that the grade is either incorrect or capricious as defined in this policy.
2. The student must provide a comprehensive statement that fully describes and documents all evidence that supports his or her claim. Upon receiving the student's appeal request, the Registrar will notify all involved parties that a formal resolution process has been initiated and that the appeal is being referred to an independent review panel.
3. The panel designee will request the faculty member involved in the appeal to submit a written response to the learner's appeal.
4. The panel designee will convene the panel once all materials regarding the appeal have been received.
5. The panel designee must provide the panel with the following information:
 - A brief narrative of the circumstances surrounding the appeal. Any efforts to resolve the matter during the initial resolution process.
 - The corrective action the learner is seeking.
6. The faculty member(s) against whom the appeal is directed.
7. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as possible.
8. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.
9. The panel designee will report the panel's decision to all involved parties as soon as practicable. A record of the panel's decision will become part of the student's official academic record.
10. Both parties have the right to appeal the panel's decision.
11. If either party chooses to appeal the panel's decision, he or she must submit a formal, written appeal request to MIU President.
12. The appeal request must be submitted via regular mail or email to **president@metrouni.us** and within 10 calendar days of the being sent notification of the panel's decision.
13. The president designee will receive and review all evidence, records, evaluations, and faculty member and panel decisions.
14. The decision of the president designee is final.



A record of the final decision and all related materials will become part of the student's official academic record and upon request, will be made available to all MIU boards and any appropriate regulatory bodies.

Incomplete Grade

In the event that a student is unable to complete the course requirements by the course end date due to unavoidable and unforeseen circumstances, the student must request an Incomplete ("I") grade from the instructor. The instructor may choose to grant a grade of "I" only if the student can complete the remaining assignments independently (the student only has assignments and not discussions to complete). Incompletes must be requested by the student in an email to the instructor. Requests should be made 24 hours prior to the course end date. If the instructor grants the request for an ("I"), a student will then have an additional one month to complete the course and earn a grade. There is a fee of \$100.00 per course associated with this incomplete process. Any student that fails to complete the requirements by the established extension shall be awarded an ("F"). The student will then be required to reenroll in the course for the tuition effective at the time of enrollment.

Repeating Courses

Students are allowed one opportunity to repeat a course they have completed for which they have been assigned a grade, and receive a higher grade that will replace the previous lower grade. When a course is repeated, the grade considered for credit and grade point average (GPA) calculations will be the highest grade earned. Courses from which learners withdraw and receive a Withdrawal ("W") grade on their transcript are not considered completed courses; therefore, the single repeat restriction does not apply.

Academic Early Alert Program

Metropolitan International University provides an academic alert program for students who are experiencing difficulty in course work. Determination of academic alert status is based on mid-course grade reports. Students are notified of problems and of the consequences of allowing their GPA to drop below the allowable minimum.

Satisfactory Academic Progress

Students at Metropolitan International University must maintain Satisfactory Academic Progress (SAP) in order to advance toward completion of their degree programs. The SAP policy applies to all students enrolled at Metropolitan International University. Each student will be evaluated against these standards at the end of every two terms. Failure to maintain SAP may limit a student's eligibility to remain enrolled at MIU. Students must meet the Cumulative Grade Point Average described as follows:



Undergraduate SAP Standards

- Cumulative grade point average of 2.0 (“C”) or better is required.

Graduate SAP Standards

- Cumulative grade point average of 3.0 (“B”) or better is required.

Academic Warning, Probation and Suspension

SAP status is checked at the end of every two terms at MIU. Students (not currently on SAP Warning or SAP Probation) who are not meeting SAP standards at the next regular SAP check will be placed on SAP Warning. Students who are on SAP Warning who do not meet SAP standards at the next regular SAP check will be suspended from the University for six months. Students facing SAP Suspension for the first time may appeal the suspension by submitting to the Registrar a SAP Academic Plan developed with his/her Student Advisor. The SAP Academic Plan must include an explanation of the special circumstances that led to the student’s failure to meet SAP standards, along with a description of the changes in the student’s situation that will allow the student to meet SAP standards in the future. The University will review the appeal and if it is approved, will place the student on SAP Probation for the two subsequent terms. At the next regular SAP check, the student’s academic progress will be measured against the terms set forth in the SAP Academic Plan. If the student is meeting the terms of the SAP Academic Plan, he or she will be considered to have returned to good standing. If the student does not meet the terms of the SAP Academic Plan, he or she will be suspended from the University for six months.

Maximum Time Frame

Course Number	Course Name
Bachelor of Science	6 years
Master’s Degree	4 years





IV- FACULTY QUALIFICATION



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IV. Faculty Qualification

General Qualifications

Our faculty members are subject-matter experts of the highest caliber, offering an ideal balance of in-depth theoretical knowledge and real-world practice to best prepare tomorrow's leaders. Our entire faculty subscribes to a scholar-practitioner approach, where learners are encouraged to apply theoretical principles and research to their professional practice. To qualify as a Metropolitan International University faculty member you must possess the following credentials:

A master's or doctoral degree related to the subject you would teach, that must have been earned a minimum of two (2) years prior to appointment.

- Your degree is to be from an institution that is accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education, or the equivalent from institutions in other countries.
- Ample work experience related to the subject that you want to teach.
- Specific experience will be required to teach specific courses.

Metropolitan International University faculty members must also meet the following program specific requirements:

- Bachelor of Science Degree Program - For teaching in these programs, faculty members must possess, at a minimum, a Master's Degree in the assigned teaching field or a Master's Degree constructive to the program being offered. The degree is to be from an institution that is accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education, or the equivalent from institutions in other countries. Metropolitan International University prefers that the majority of its baccalaureate degree faculty members possess a terminal degree.
- Master of Science Degree Programs - All Master of Science program faculty members are to have a terminal degree from an institution that is accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education, or the equivalent from institutions in other countries. The degree major must be constructive to the program being offered. Faculty members will be assigned responsibilities in terms of their major and minor areas of expertise.



Definition of Faculty Member

A faculty member is a guide, a coach, a facilitator, and a teacher. Metropolitan International University faculty members are responsible for providing high quality professional, yet personal, academic supervision and support to MIU students enrolled in undergraduate and graduate degree programs. The success of the faculty member, and thus the success of the learner, turns on the ability of the faculty member to:

- Develop an understanding of the characteristics and needs of online learners.
- Adapt teaching styles that take into consideration the needs and expectations of multiple, often diverse audiences.
- Possess a working understanding of delivery technology while remaining focused on the facilitator role.
- Functions effectively as a facilitator, and
- Functions as an effective bridge between the University and the student.

Required Faculty Member File Documentation

The following records are kept on faculty members in order to satisfy State and accreditation criteria:

- Formal education transcripts (degrees earned and institutions attended).
- Faculty member's resume.
- Special training certifications.
- Experience for the position held.
- Professional educational courses and degrees completed.
- Training and experience in distance education.
- Membership in professional associations.
- Continuing professional development in the content field and in distance education.
- Faculty member – student ratios.
- Student and University evaluations.

Optimum Part-time Faculty Members

Metropolitan International University utilizes only part time faculty members based upon necessity.



Academic Rank

The University currently only recognizes one academic rank which is Instructor, at this time, with certain minimal requirements for appointment that were listed earlier. It is expected that a minimum requirement for holding traditional academic rank is teaching ability at the University level. At the same time, it is to be recognized that effective University-level teaching, to which this University is dedicated, is itself dependent on professional proficiency and continued professional growth, to which the University is equally dedicated. Professional growth may be evidenced through meaningful contributions to a discipline, as appropriate, in the form of conference presentations, papers, and publications, active participation in learned and professional associations, curriculum development, research projects, workshops, creative works, and involvement in civic and community affairs.

Appointment and Reappointment Policy

The appointment and reappointment process in the University is initiated by a review of the candidate's performance in reference to the criteria specified by the University for successful professional performance. Each renewal shall require a separate recommendation by the Chair of Academic Affairs, as appropriate. The appointment is activated when a candidate for the position is recommended to the Dean, and the Vice President for Academic Affairs, as appropriate, and then to the President for approval. The President extends the offer of employment and contract for a faculty position. The contract is for a term with a review performed and notice of reappointment or non-renewal given at the end of the contract period.

Reappointment of Contract

Faculty members holding a contract appointment must be reviewed for their performance in teaching, scholarship, and service at the end of each contract. In the case of a positive decision by the President, the faculty member will be renewed for another one-term appointment. The review process shall be the same as that described earlier in this handbook. The Chief of Academic Affairs shall have the discretion to extend the contract review period for another term. In that instance, all notice and review dates will be moved forward. In the case of a negative decision, the faculty member will be given notice of non-renewal with no expectations for continued employment one week after the contract terminal date.

Faculty members shall be advised through email, of the time when review will take place, and will be given the opportunity to submit appropriate material for review.

Non-Renewal of Faculty Member Appointment

In the event of a decision not to renew the appointment, the faculty member shall be informed of the decision through email and in writing. The faculty member who is not reappointed shall have the opportunity to request reconsideration to the Chief of Academic Affairs. This appeal process serves to guarantee that the decision of non-renewal did not violate the faculty member's academic freedom, stated review procedures, and was not based on discriminatory practices. If the issue cannot be resolved during this appeal



process, he/she may petition the Chief of Academic Affairs to appoint a committee to review his/her complaint. The burden of proof will be upon the appealing faculty member to show that the non-renewal was inappropriate. The committee shall report its recommendations to the Chief of Academic Affairs who shall make the final and binding decision.

MIU's Position on Academic Freedom in Teaching

Faculty members are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their duties but research for pecuniary return should be based upon agreement with the University and must be in compliance with the University policy on copyrights and patents.

Faculty members are entitled to discuss their subject freely in the classroom, but are expected to exercise professional judgment in doing so. Controversial subject matters that have no relevance to the subject should be avoided. Faculty members are citizens, members of a learned profession and representatives of an educational institution. When speaking or writing as citizens, they are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As professional teachers, scholars, educational officers and researchers, they should remember that the public will judge their profession and University by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, and show respect for the opinions of others.

Number of Hours per Course Week Expected for Teaching

Since all of our professors are part-time faculty members, we expect you to provide the time necessary to evaluate their student's assignments, post discussion questions on the Chat line, Video Conference, and Forum, and communicate to their students via email for questions and course discussions. You need to be online at least four (5) days during the course week, to receive assignments from his students and to reply to their questions, and post Chat discussion comments. The University recommends that you be online for at least two (2.0) hours on the days when you log into the course. The University does not require additional time for research activities and other professional duties at this time.

Office Hours

Since all faculty members are available continuously through email and by messages they do not hold regularly scheduled "office hours." The University requires that you provide your students with these two means of communications so that they will be able to consult with you. You will note the methods by which your students can contact you are in the course syllabus. Academic advisement can be done through this means.

Requirements for Course Approval

Faculty members who are eligible to teach courses at Metropolitan International University should be aware of the central importance of the academic and professional qualifications in the teaching process. Metropolitan International University's goal is to



provide students with faculty members who have the advance academic training to teach discipline-specific theory and current practical professional experience to support our collaborative teaching/learning model. The Metropolitan International University faculty member profile outlines the minimum requirements for a faculty member to be approved to teach any course. The Chief Academic Officer, Faculty Coordinator and subject matter experts will analyze and recommend the educational and experience qualifications included for each course. Faculty members should satisfy these criteria. Once a faculty member is approved, their files are forwarded to the Faculty Coordinator who reviews and officially approves the faculty member to teach specific courses. Course approvals are audited periodically to ensure that those approved to teach continue to have relevant work experience and appropriate training. Faculty member files are also made available to accreditation agencies.

Technological Competencies

Faculty members are expected to be able to execute the following tasks:

- Access course and program material on the Moodle platform on the Web.
- Communicate with MIU students, staff, and other faculty members using email.
- Send attachments and files using email.
- Prepare, send and receive assignments by email.
- Read and print emails from students, staff and other faculty members.
- Use the MIU library for research.
- Incorporate Internet research and activities into course assignments.
- Redirect Internet links to students.





V-FACULTY MEMBER TRAINING, DEVELOPMENT AND ASSESSMENT



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V. Faculty Member Training, Development, and Assessment

New Faculty Assessment

MIU conducts ongoing assessment of course quality and teaching faculty effectiveness. This is accomplished through monitoring and archiving electronic course interactions, as well as conducting quantitative and qualitative student evaluations of courses and teaching faculty. The results of the students' surveys are distributed to the teaching faculty with the student's comments related to the particular course. The Chief of Academic Affairs, Faculty Coordinator, and Registrar discusses any specific concerns raised by the assessments with the teaching faculty member. Assessment related actions are documented in the teaching faculty files. The relationship between faculty and MIU is contractual and is governed by the specifics of the individual contracts and policies described in this Handbook.

New Faculty Orientation

All Metropolitan International University faculty members are required prior to active service with the University to complete an orientation that covers such processes and products as. Each faculty member is required to take the Online Faculty Development course which is a course based on how to use the course platform software and it covers the following topics:

- Access the course site and all of its available resources successfully.
- Access the assistance you require when you need it, in order to continue to participate in and complete your online course.
- Give feedback through the Feedback tool.
- Plan and track your progress working through an online course using the Student Syllabus and Course Calendar.
- Access the Course Content pages and find the various online resources.
- Introduce yourself to the class using the Profiles Tool.
- Exchange private mail messages with your students, checking for messages daily.
- Participate in an asynchronous class discussion, checking for messages daily.
- Participate in a synchronous class discussion.
- Define the terms learning and teaching.
- Build a test that will assess student performance.
- Posts timely announcements about changes and updates to course.
- Mark tests and assignments and submit the scores to the grade book.
- Configure the Grade Book so students can review their grades.
- Edit any of the text in the content pages in order to customize the course to meet your class's needs.
- Facilitate effective asynchronous class discussions.
- Facilitate effective synchronous class discussions either with the scheduled



chat sessions or drop in office hours.

- Setup and encourage collaborative learning in Learning Teams.
- Manage the topics and messages of the forum tool.
- Monitor the progress of students and diagnose and remedy common problems.

Faculty Training and Development Process

A series of training program will be offered in a regular basis by Metropolitan International University. As a minimum requirement, all faculty members must complete at least eight continuing hours of training offered by Metropolitan International University in an annual basis since it is a requirement for Florida licensed institutions. Every training session specifies the number of continuing hours of training. Development program for International University faculty members includes the following courses:

- Online Policies and Procedures
- What's Different About Distant Teaching
- Course Facilitation Skills
- Improving planning and organization
- Meeting student needs
- Improving interaction and feedback
- Use effective teaching skills
- Identifying and addressing plagiarism

Metropolitan International University supports and encourages its faculty to participate in faculty development activities. An objective of faculty development is to enhance faculty teaching skills and increase faculty discipline knowledge. Faculty Development activities are directly related to the faculty member's teaching duties, curriculum development, or course preparation activities. Faculty Development activities may include but are not limited to credit and non-credit courses, workshops, seminars, online credit and noncredit courses/tutorials, and teleconferences. These activities may may be offered by the MIU Instructional Technology and Faculty Development office.

Mentoring Faculty Process

The goal of the Metropolitan International University mentorship program is to help new faculty members get acquainted with our online teaching model. Faculty members have the opportunity to share and learn from other colleagues.

Objectives:

The objectives of the experience are to:

- Give MIU's new faculty members the opportunity to assist with the planning and presentation within a class.
- Provide an opportunity for faculty members to learn more about the planning and administration processes of teaching a variety of courses and



- provide the faculty member with assistance with a class.
- Provide an opportunity for MIU faculty members to expand or make modifications to the existing courses.
- Allow faculty members to have assessment of the course throughout the academic term.

Expectations:

It is our goal that this program will be a learning/growth experience for both the new faculty and her or his mentor. The following are some activities that mentors and faculty have to accomplish:

- Faculty will attend and participate in all scheduled times of the class.
- There will be scheduled meeting (at least once a week) between mentor and faculty.
- Both the mentor and the faculty will attend three meetings during the (first week, fifth week, and last week of class).

From the faculty member's perspective, the objectives of this program are:

- Become familiar with curriculum modules and administrative requirements
- Get acquainted with faculty standards
- Develop teaching facilitation skills
- Enhance teaching facilitation skills
- Establish, maintained and evaluate learning teams
- Develop skills in evaluating student work
- Share ideas with a successful colleague
- Apply MIU teaching/learning model
- Assess faculty strengths and weaknesses

Based on the mentor's perspective, the objectives of this program are:

- Help new faculty to create syllabus and course materials
- Be available to guide new faculty on processes, best practices and policies
- Provide feedback and best facilitation practices and grading system during the entire duration of the course

It is Metropolitan International University policy that new faculty members receive feedback from mentors during their first teaching experiences. This feedback is also shared with the Chief of Academic and Faculty Coordinator. The mentor assesses the effectiveness of the new faculty member and makes recommendations to his or her mentee giving documented feedback as appropriate



Peer Feedback

Metropolitan International University ongoing system of faculty evaluation provides opportunities for faculty members to request and receive peer feedback. Experienced faculty members perform in-class observations and hold feedback sessions to assist their faculty peers in enhancing their teaching skills.

Faculty Evaluation Process

The administrative evaluation is based on the Course Facilitation Guidelines. As part of the administrative evaluation, teaching faculty may submit additional documentation in the form of messages sent by students. The criteria are:

- Contacts all students at the beginning of the course by email (evidence is email archive).
- Interaction with the whole class through messages posted on the Forum, Chat, Video conferences, group and individual email (evidence is Forum, Video and email archives).
- Discussion on the forum and other tools used in the course with at least two messages a week during formal discussions.
- Results of students' evaluations.
- Course drop rate (student retention) where cause is determined to be teaching style.
- Metropolitan International University Academic and Administrative staff has access to course and may periodically observe the course.

Surveys

Students and faculty have checkpoints to ensure that quality is maintained thorough their experience with Metropolitan International University. Five surveys are planned to be administered on a continuous basis providing valuable assessments that can be measured against the University quality criteria. The faculty members are reviewed by compiling a score from the following surveys:

Student Course Survey

The student's course survey is based on student experiences distributed at the mid and conclusion of each course. MIU processes results of mid/end-of-course student questionnaires and distribute reports to the faculty. The reports are useful to faculty for improving subsequent offerings of the same or related courses. Metropolitan International University encourages and assists faculty in constructing and interpreting mid/end-of-course feedback instruments and procedures. Mid/end-of-course surveys are completed anonymously and are collected by the Registrar who delivers them when appropriate. Survey reports are made available to the instructors immediately after each administration. Here are some areas that will be covered in this survey:



- Use of Technology
- Teaching facilitation skills
- Active Learning
- Collaborative Learning
- High Expectations for All Students
- Rich and Rapid Feedback
- Using Time Productively
- Engagement in Learning
- Faculty-Student Interaction
- Cognitive and Creative Outcomes
- Time on Task
- Respect for Diversity

Faculty Survey

Faculty who teach courses as part of their role at Metropolitan International University will be asked to respond to a series of questions about the methods, strategies, resources, and materials they employ. Faculty will be asked about their current and expected future practices as needed.

Alumni Survey

Although Metropolitan International University is a new educational institution, it is our goal to prepare an alumni survey to strengthen contacts with its alumni on a continuous basis. As part of this initiative, we will be soliciting information from alumni in order to ensure that MIU meets their needs and interests. Metropolitan International University will use some of the information from these surveys to compile a directory of Metropolitan International University alumni experts from its many different scholar programs. We hope this directory will also help our alumni keep in touch with each other, form new professional relationships, or locate old friends and colleagues.

Exit survey

Students who are applying to graduate are asked to submit a completed exit survey with their application. A five-point scale will be used to rate satisfaction with various aspects of the academic program. Exit surveys are conducted within each of the Metropolitan International University's programs.

Employer Survey

This survey intends to identify qualities employers expect in the employees they hire. The feedback generated will be used to incorporate into our curriculum changes needed to improve the acquisition of knowledge, skills and abilities deemed necessary to succeed in the workplace.



Suggested Reading

Keeping up to date with the changes occurring in the area of Distance Learning, and specifically Online Learning is difficult because there is so much information at our fingertips, not because there is so little. Like many of us, Metropolitan International University recommends a number of electronic newsletters that assist in this process. DAILY NEWS - Distance-Educator.com, topics change with each issue. To subscribe go to: <http://www.distance-educator.com>.

The University of Wisconsin-Extension offers an excellent list of Journals, Newsletters, and Magazines in their Distance Education Clearinghouse. This is a free service at: <http://www.uwex.edu/disted>.





VI- APPENDICES



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VI. Appendices

Contracts for Teaching and Course Development Assignments

A contract is written upon appointment as a faculty member. A separate contract is written for Course Development. Each contract indicates the compensation for that activity.

Ethical Standards for Faculty

- **Responsibilities to Students**

- As teachers, scholars, counselors, mentors, and friends, University faculty and administrators can profoundly influence students' attitudes concerning professional competence and responsibility. University faculty and administrators should assist students to recognize their responsibility to advance knowledge, practice, and justice.
- Because of their crucial function as role models, University faculty and administrators should be guided by ethical and professional standards.
- University faculty should seek excellence in teaching and administration and to mastery of their subjects and responsibilities. Faculty should prepare conscientiously for class and employ teaching methods appropriate for the subject matters and objectives of their courses. The objectives and requirements of their courses, including applicable attendance and grading rules, should be clearly stated.
- University faculty has the obligation to treat students with respect and to foster a stimulating and productive learning environment in which the pros and cons of debatable issues are fairly acknowledged. University faculty and administrators should nurture and protect intellectual freedom for their students and colleagues.
- Evaluation of student work is one of the fundamental obligations of University faculty and administrators. Examinations and assignments should be conscientiously designed, and all student work should be evaluated with impartiality. Grading should be done in a timely fashion and should be consistent with standards recognized as legitimate within the University and the professions. A student, who so requests, should be given an explanation of the grade assigned.
- University faculty should be reasonably available to counsel students about academic matters, career choices, and professional interests. In performing this function, University faculty and administrators should make every reasonable effort to ensure that the information they transmit is timely and accurate. When, in the course of counseling a student, a faculty member or administrator receives information that the student may reasonably expect to be confidential, the faculty member or administrator should not disclose that information unless required to do Metropolitan International University so by



University rule or applicable law. Faculty and administrators should inform students concerning the possibility of such disclosure.

- University faculty should be as fair and complete as possible when communicating evaluative recommendations for students and should not permit invidious or irrelevant considerations to infect these recommendations. If information disclosed in confidence by the student to the MIU faculty and administrators makes it impossible for them to write fair and complete recommendations without revealing the information, the University faculty should so inform the student and refuse to provide the recommendation unless the student consents to full disclosure.
- Discriminatory conduct based on such factors as race, color, religion, national origin, sex, sexual orientation, disability, age, or political beliefs is prohibited at the University. University faculty should seek to make the University a hospitable community for all students and should be sensitive to the harmful consequences of professional or student conduct or comments in online classroom discussions or elsewhere that perpetuate stereotypes or prejudices involving such factors. University faculty and administrators should not sexually harass students and should not use their role or position to induce a student to enter into a sexual relationship or to subject a student to a hostile academic environment based on any form of sexual harassment.
- Sexual relationships between University faculty members and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the University faculty has a professional responsibility for the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Even when a University faculty member or administrator has no professional responsibility for a student, the University faculty should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A University faculty member who is closely related to a student by blood or marriage or who has a preexisting analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible.
- Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class may appear to be coercive and are discouraged.
- At Metropolitan International University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

• Responsibilities to Colleagues.

- University faculty shall treat colleagues and staff members with civility and respect.
- University faculty shall comply with institutional rules or policies requiring confidentiality concerning oral or written communications. Such rules or policies frequently will exist with respect to personnel matters and evaluations of student performance. If there is doubt whether such a rule or policy is in



- effect, a University faculty member or administrator should seek clarification.
- An evaluation made of any colleague should be based exclusively upon appropriate performance criteria fairly weighted in accordance with standards understood by the University faculty and administrators.

• **Conflict of Interests**

- Faculty members who are employed part-time commonly have major obligations and commitments not only to the University, but also to one or more outside agencies. The resulting conflicts of commitment are frequently troubling or severe. Accordingly, part-time employees are expected to disclose their conflicts to the appropriate supervisory administrator and exercise special care in fulfilling their multiple obligations.
- A conflict of interest exists whenever an administrator, faculty member or employee, or a member of his/her immediate family, has an interest of a direct or indirect nature in any entity dealing with or in competition with the University, and the interest is of such a nature that his/her decisions regarding University policy or other University matters may be affected by it. In case of doubt as to whether acceptance of an outside appointment or participation in an outside activity would be in conflict with one's University responsibilities, the employee will request in writing from his or her director or dean, and the Vice President for Academic Affairs, as appropriate, an opinion as to whether a conflict exists.
- All employees are required to report to Administration upon initial employment all current and prospective activities and material interests for the following 12 months that may constitute a conflict of interest as outlined in this policy. Employees are obligated to report y additional activities or material interests as they arise.

Academic Honesty and Plagiarism

Academic honesty is highly valued at Metropolitan International University. Metropolitan International University requires honesty of all staff, faculty, and students. Honesty is an integral part of the learning environment that Metropolitan International University seeks to foster and a cornerstone for the protection of intellectual property. Breaches of academic honesty include plagiarism, cheating, fabrication, facilitation, misrepresentation, bribery, and the unauthorized distribution (electronic or hard copy) of documents not formally released by instructors. Students must always submit work that represents original effort and ideas. If any words or ideas used in a posting or assignment are not the student's original work, the student is expected to cite all relevant sources and make clear the extent to which such sources were used. Work that requires citation includes, but is not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.



Students should contact MIU for more information about academic honesty, including the possible consequences of academic dishonesty, if they have any doubts or questions. Academic dishonesty is a violation of school rules and regulations. Several forms of academic dishonesty constitute a violation to Metropolitan International University's Academic Honesty Policy, details can be found in the Student Handbook. In summary, the following constitutes a violation to MIU's Academic Honesty Policy:

- **Plagiarism:**

The failure to acknowledge the source of all information gathered in the preparation of all course work. It includes using information or facts without acknowledging the source of the information through the use of citation or proper quotation structure. If the idea or information you are using did not originate in your own mind it should be quoted or cited.

- **Cheating:**

The intentional use of materials, information, or study aids other than those specifically authorized, in an attempt to take credit for work not originally created by the student. This can include unauthorized collaboration with others in conducting research or preparing course work; the unauthorized submittal of term papers acquired from commercial companies; improper or illegal use of computer programs, files, sign-on, or passwords; copying of information or answers to questions during an examination; falsification of signatures or initials; or repeated use of all or substantial portions of previously submitted work. Cheating is the act of deceiving or defrauding. Cheating includes copying homework, copying answers on a test, using someone else's term paper or assignment, collaborating on an assignment or test when specifically forbidden by the instructor and also includes giving assistance to others when forbidden to do so.

- **Fabrication:**

The invention of information to give the appearance that the source is a legitimate source; and misrepresentation of the actual source from which information is cited.

- **Facilitation:**

By intentionally, willingly, or knowingly assisting other students in committing an act of academic dishonesty the student is also in violation of MIU's academic honesty policy.

- **Bribery:**

This includes but is not limited to the giving or receiving or soliciting of anything of value to gain an academic advantage that would not otherwise



been available or provided. This does not forbid a student from obtaining a tutor.

- **Misrepresentation:**

By an omission with the intent to deceive MIU staff, faculty, or other students. Any intentional misrepresentation of facts can result in expulsion or suspension. Should you be involved in, or witness to, an incident that constitutes a violation of the Metropolitan International University Academic Honesty Policy contact the Registrar immediately. Violation of MIU's Academic Honesty Policy may result in academic penalties and/or disciplinary action. Instructors have the discretion to fail a student on a given assignment, for a particular part of the course, or even give a failing grade for the entire course. Violation of Academic Honesty may be referred to the Registrar for review, the result of which could be expulsion or suspension.

How to Identify and Address Plagiarism

Metropolitan International University implements Turnitin as a tool to aid faculty members spot and reduce plagiarism. Turnitin is a web-based service that can be accessed 24 hours a day and 7 days a week from a computer and that compares the student's work to its large academic database. Once the work is submitted, Turnitin will give faculty a detailed report identifying the work's source and the amount or percentage of content that is not original.

Turnitin's database ranges from web pages and articles from academic books and publications to student papers, which makes it easier for faculty members to review their students' work, save time, and help students have a better understanding of the importance of presenting original work and give proper credit to other authors when applicable.

In the event plagiarism takes place, MIU will address the issue by suspending or terminating the student after due process. The University expects its students to follow high academic standards and ethical behavior in their academic activities.

Sanctions

If an instructor finds that a student has violated the MIU's Academic Honesty Policy, the instructor has the right to lower the student's grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The MIU's Academic Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions to exceed those originally given, such as suspension or expulsion from the MIU.



The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members' decisions. If a complaint alleging violation of one or more of the above is filed with the University, the student will receive written notice and the following process will be followed:

- The Director of Academic Affairs will review any alleged academic violation allegation.
- The Director will investigate the allegation, interview the student, review the evidence, determine if a sanction is warranted, and if so, issue one of the following sanctions with thirty calendar days of the date notice was served to the student.
- Warning: A notice in writing to the student that the student is violating or violated institutional regulations.
- Probation: A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
- Loss of Privileges: Denial of specified privileges for a designated period of time.
- Restitution: Compensation for loss, damage or injury to the University or University property. This may take the form of monetary or material replacement.
- University Dismissal: An involuntary separation of the student from the institution for misconduct apart from academic requirements. It does not imply or state a minimum separation time.
- University Suspension: Separation for the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- University Expulsion: Permanent separation of the student from the University.
- Petition for stay of sanction: In cases of suspension, dismissal or expulsion where a Request for Reconsideration or Formal Hearing is filed within the required time, a student may petition the University President in writing for permission to continue with coursework pending final disposition of the reconsideration or hearing.
- Records: All records of sanctions are kept in the student's file for five years and then destroyed

Sexual Harassment Policy

It is the intent of Metropolitan International University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. Any individual who violates any portion of this policy shall be subject to disciplinary action up to and including discharge. At Metropolitan International University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.



Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive, and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all students in that class. It is; therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Non-discrimination Policy

Metropolitan International University admits students of any race, color, sex, age, non-disqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

Citing References in Academic Documents and Papers

When writing papers in an academic institution it is important to give credit to the individuals where credit is due. Most students use information in their papers that has actually been written by people other than themselves. Therefore, credit must be given to the person(s) who wrote the information that the student is sharing in their paper. The giving of credit to the correct writer is called citing a reference. At MIU we adhere to the citation style established by the American Psychological Association (APA) for documenting sources used in an academic paper. The APA style requires two elements for citing information written by other people, also referred to as outside sources: (1) Reference Citations in Text and a (2) Reference List. Together these elements identify and credit the sources consulted in the paper and allow others to access or retrieve this material. When professors ask students to write in "APA style," they do not mean the style a student should use in writing your paper. They are referring to the editorial style that many of the social and behavioral sciences have adopted to present written material in the field. Editorial style consists of rules and/or guidelines that a publisher observes to ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- as well as many other elements that are a part of every manuscript

The American Psychological Association has established a style that it uses in all of the books and journals that it publishes. Many others working in the social and behavioral sciences have adopted this style as their standard as well.



Please review the following three (3) APA library websites:

http://owl.english.purdue.edu/handouts/print/research/r_apa.html

[http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.](http://www.library.cornell.edu/newhelp/res_strategy/citing/apa)

http://www.indiana.edu/~wts/pamphlets/apa_style.shtml





VII FACULTY MEMBER HANDBOOK ACKNOWLEDGMENT RECEIPT



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VII. Faculty Member Handbook Acknowledgment Receipt

I _____ acknowledge that I have received a copy of Metropolitan International University's 2024-25 Faculty Member Handbook Vol.8
It is my understanding that it provides information about the University's course teaching and facilitating policies, procedures, and guidelines. I agree that it is my responsibility to read, become familiar with, and comply with all standards set herein. I further agree that the University has the explicit right to modify, supplement, rescind, and revise any provision or policy from time to time as it deems necessary.

Faculty Member's Printed Name

Faculty Member's Signature

Date: _____

Please remove this page from your Faculty Handbook.
After signing, please do the following:

Scan this Acknowledgment Receipt and email it to the Registrar at **registrar@metrouni.us**

Thank you.





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