English Translation

Evidence of IAUPR Educational leadership Institutional Revision Committee tasks, and changes that are recommended in the curriculum

Members of the IAUPR Educational leadership Intitutional Revision Committee

Gerencia y Liderazgo Educativos- Educational Leadership
Códe 402

Recinto/ Campus	Profesor	Email	Phone #
Aguadilla	Dra. Ana Pérez	anperez@aguadilla.inter.edu	(787)949-4200
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The institutional Committee due to the present status of the Corona Virus/Hurricanes / Temblors in the South Part of the Island is working via collaborate meetings using the blackboard platform Course design to use for placing evidence and work : https://interbb.blackboard.com/webapps/discussionboard/do/conference?action=list_forums&course_id=_279697_1&nav=group_forum&group_id=_3260

Curricular revisions have to follow the IAUPR **Guidelines for curriculum development English** version and GUIDELINES FOR THE REVIEW OF SINGLE AND SHARED ACADEMIC PROGRAMS **. Therefore any specialization, syllabus, needs to be approves by the IAUPY Senate , and the CI . Therefore, the IAUPR is now revising the PEM specializations since 2019-20 and the evidence presents follows the Guidelines. As of this present revision, the FC PEM is participating in 5 curricular revisions .**

Roles of the Institutional Committees

1) All members must provide email and telephone number to facilitate communication with the Institutional Committee and the Office of Curriculum Affairs (OAC).

2) The Institutional Committee should prepare a Work Plan that includes the activities or tasks to be carried out, the timetable and the person or venue responsible for the task (see Annex 1). The committee forwards a copy of it to the OAC.

3) Calls for meetings are issued by the VAAE with a copy to the Dean of Academic Affairs or by email to the committee member with a copy to the Dean of Academic Affairs.

4) The Leader or Secretary of the Institutional Committee reports the dates of the meetings to the OAC at least two (2) weeks in advance:
   a. by email or phone
   b. should indicate date, place and time

5) Meetings can be held in academic units, by videoconference or other technological means over the Internet.

6) The Leader or Secretary of the Institutional Committee holds a record of attendance and a (minute) record with the agreements taken for each meeting held.

7) Consultations with the faculty through the representative of the academic unit in the Institutional Committee must be done in writing and with evidence (signatures) of the faculty consulted.

8) Consultations on changing shared courses (used by other academic programs) are conducted through the VAAE.

9) The Leader or Secretary of the Institutional Committee maintains evidence of the consultations conducted and the reactions received to use it as supporting documents when the proposal is seen in the Academic Senate and the University Council.

10) Statistical data, such as graduation rates and number of students in the academic program, must be requested from the OAC by the Leader or Secretary of the Institutional Committee.

11) The Leader or Secretary of the Institutional Committee shall submit to the OAC the progress reports requested.

12) Members of the Institutional Committee shall certify in writing or through a (minute) minutes of the Institutional Committee that the curriculum review proposal was consulted with colleagues in their academic unit when the consultation is not conducted by the VAAE through the Deans of Academic Affairs.

Maximum Time for Shared Academic Program Review

In order to expedite curriculum review processes, the "Procedure for curriculum articulation", as amended in 2008, stipulates the following (see President's Actions of 2 March 2008, pages 25-26):

1) The Institutional Committee has a maximum of eighteen (18) months to complete the curriculum review proposal. This provision entered into force in August 2008.

The Academic Senate of the leading campus has a period of no more than two (2) months to take action on the proposed revision

THE CURRICULUM REVIEW PROPOSAL

I. Content of the Proposal

The IAC verifies that the Institutional Committee has included the following information in the proposal:

1) Introduction
   - Brief description of the proposed revision and its scope (may be optional)

2) Resolutions and justifications for consideration by the Academic Senate and the University Council

3) Supporting documents
   a. Sequential program by academic term

   b. Program Goals, Program Objectives and Graduate Skills Profile (in text form, see Annex 2)

   c. Curriculum Program Alignment Table (see Annex 3) presenting the relationship between:

      1. **Program Goals**
         a. It refers to the general purposes of the programme in terms of the professional to be developed for a globalized and diverse society (see Part V).
         b. They should be detached from the program description.
         c. They should include cognitive, affective and psychomotor dimensions.

      2. **Program Objectives**
         a. It refers to the specific aspects that the program aspires to achieve in terms of knowledge, skills and attitudes for a globalized and diverse society (see Part V).
         b. They must be detached from the Program Goals.

      3. **Graduate Skills Profile**
         a. It refers to the professional skills of a graduate of the program.
         b. Competition is a skill consisting of general processes, concepts and attitudes that develop gradually and evolutionarily through social interaction that occurs in the classroom or virtual modality .
         c. Course descriptions help identify that graduate competency profile.
         d. It includes areas of knowledge (what you need to know), skills (what you can do or execute), and attitudes (what attitudes and values you should possess) in the context of a globalized and diverse society (see Part V).

e. VaAE developed a "Guide to the Development of the Skills Profile of graduates "of August2013 (see Annex 11).

f. Aligning the competency profile with curriculum courses is critical to the development of "assessment" plans in Tk20. Therefore, institutional committees must complete the *Tk20 Curriculum* Map Development Template. This template includes the alignment of competencies and courses, as well as their level and emphasis (see Annex 12).

- Level - Indicates the complexity of the competition, which is classified into one of three categories: Basic, Intermediate or Advanced.
- Emphasis - Indicates the distribution of time spent developing the competition in the course in one of three categories: Low, Intermediate or High.

The "assessment" instrument and metric (numerical indicator of the expectation of achievement in student learning) can be determined by the institutional committee or in the academic unit.

4. **Program Courses**
   a. Courses must be linked to the graduate's competency profile.
   b. Courses that respond to each of the graduate's competencies are identified.

d. Syllabus of new and current modified courses

e. Fiscal impact report when the proposed review entails increased program costs

f. Report the facilities and equipment required for the program, such as closed or specialized laboratories, if applicable

g. Letters of engagement from the practice centers, if applicable

h. Other documents may be required depending on the proposed changes

II. Order of Resolutions

The University Council requires that the review of academic programs including associate degrees, high school and minor concentrations/specialties be presented as separate issues. If the academic program includes associate degree and high school, the high school check is first presented, followed by the associate's degree review. For example:

- ❖ Subject A: BBA Review in Accounting
- ❖ Subject B: Review of the AAS in Accounting
- ❖ Case C: Review/Creation of the Minor Concentration in Professional Accounting

On the other hand, the order of submission of the resolutions changed, effective February 2016 (see Actions of the President of the First Ordinary Meeting of the University Council of 20 November 2015, pp. 5-6). The new order is the one presented below.

RN-1 Program label
RN-2Description of the program

RN-3Perfil of graduate competencies
RN-4Creation of courses
RN-5 Course removal (from catalog)
RN-6 Course modification (codes, number, titles, descriptions, requirements, credits)

RN-7Graduate academic requirements
- General Education Requirements
- Spinal Requirements
- Concentration Requirements
- Sub concentration requirements (not recommended for use)
- Related Requirements
- Specialty Requirements
- Subspecialty Requirements (not recommended for use)
- Prescribed Distributive Requirements
- Elective courses (minimum of 3 credits for high schools)

RN-8Requisites of admission to the program (when different from institutional)
- Documents to apply for admission.
- Minimum academic index (may be higher than the minimum set by the University)
- Certificates, licenses, among others
- Interview (not allowed for under grad level and for graduate level requires authorization from Vice President)

RN-9Requisites of program retention (where different from institutional ones)
- Academic index
- Minimum ratings
- Other

RN-10 Transfer or transfer requests (where different from institutional ones)
- Minimum academic index
- Approved courses
- Interview (not allowed for under grad level and for graduate level requires authorization from Vice President)
- Program Director's Authorization

RN-11 Graduation requirements (when different from institutional ones)
- Minimum academic index
- Qualifications required.
- Exams, theses, or dissertation
- Internships, clinical experiences
- Time limit to complete the degree.

Note: See Annexes 4 and 5, "Guides for Curriculum Development at the Inter-American University of Puerto Rico" and "Models of Resolutions for consideration by the Academic Senate and the University Council", respectively.

III. Relevant Aspects in the Preparation of the Proposal and Resolutions

1) Course Title
   a. It should not be very extensive, as Banner only provides space for 30 characters.
   b. There must be a direct relationship between the title and the course description.

2) Description of the Courses
   a. It includes the level of thinking skills (see Annex 6, "Taxonomies for writing course and objective descriptions").
   b. The level of thinking skills is tied to content.
   c. It should include the large thematic areas of content.
   d. It does not include a list of isolated topics.
   e. The wording should be in full sentences.
   f. Verbs must be substantive (Examples: Study, Description, Analysis, Integration, Practice, Application, Evaluation).
   g. After the first sentence of the course description, expressions such as: "Emphasis on...", "Includes..." can be used.
   h. It should not include teaching or evaluation activities.

3) Course Requirements
   a. They must be included as part of the description.
   b. Include those requirements that are necessary (impact sequential).
   c. Verify that they do not have a higher encoding than the course. Exceptions to this rule may arise when using the encodings set by standard in the Catalogues for Special Topics, Seminars and Practices (see Annexes 7 and 8, "Course Coding System for the Undergraduate Level" and "Graduate Level Course Coding System", respectively).
   d. Verify that no requirements (i.e., hidden requirements) are omitted. The list of courses and total credits included in the Grade Requirements resolution should reflect courses that are requirements of others.

4) Course Credits
   a. Verify that the number of credits is correct (see Annexes 4 and 9, "Guides for curriculum development at the Inter-American University of Puerto Rico" and "How to determine credits for courses", respectively). The University defines one (1) credit for an academic term, as follows:
      1. Fifteen (15) hours of face-to-face contact and a minimum of 30 hours of academic activities related to the course that the student performs outside the classroom; or its equivalent in online academic activities.
      2. Fifteen (15) hours of face-to-face contact of the integrated conference-laboratory modality and a minimum of 30 hours of academic activities related to the course that the student performs outside the classroom; or its equivalent in online academic activities.
      3. 30-45 hours of in-person or virtual closed lab
      4. 45-60 hours of supervised practice
   b. Check the number of credits with the hours of the internship.

5) Encodings
   a. Verify that the standards of the General or Graduate Catalogue are followed (see Annexes 7 and 8, "Course Coding System for the Undergraduate Level" and "Course Coding System for the Graduate Level", respectively).
   b. For the fourth digit of encodings 197, 291, 297, 397, 491, 497, 597, 691, 697, 797, 891 and 897 letters can be used instead of numbers (e.g., 497A, 497B, 697A, 697B). The revision proposal can be presented as 491_ and then determines which codes are available in the Banner system.

    c. Verify that there is consistency between encoding and content. For example: level 4000 courses should generally respond to the most complex levels of thinking.

    d. Use a different code when you intend to increase or decrease the credit for an existing course.

6) New Courses

    a. Check if there are courses in institutional catalogs that can be used instead of creating them.

    b. Check whether there are courses in the President's Actions that, even if they have not yet been included in the institutional catalogues, can be used instead of created.

    c. Verify that new courses do not have the same name as another existing course.

    d. If it is an associate degree, verify that the courses are predominantly level 1000 and 2000.

7) Total Credits

    a. Apply the parameters established by the University (see Annex 4, "Guides for curriculum development at the Inter-American University of Puerto Rico"). For example:
- Associate: 60-65 credits
- Baccalaureates: 120-130 credits
- Masteries: minimum of 30 credits
- PhD: minimum of 30 credits
- Professional certificate: minimum of 12 credits

    b. Total credits for academic program must be competitive.

    c. The program sequential must comply with the institutional rules of the maximum credits a student can take in an academic term (e.g., semester, or quarter).

IV. Prontuaries- Syllabus

1) Use the format for the production of syllabus (see Annex 10, "Model for the elaboration of syllabus " that took effect in September 2016. This Model was incorporated with the warnings and notes approved by the Board of Trustees and which entered into force in August 2008, 2009 and 2016. It also includes an amendment to the title of the "Special Note" on "Honesty, Fraud and Plagiarism", as approved by the Board of Trustees in March 2013. Seven observations were also included in 2013.

In addition, it takes into account the provisions of the May 2017 version of the Faculty Manual (sections 3.3.5, 3.3.6 and 3.3.7, pages 33-35) and the 2017 version of the General Student Regulations (Article 2, Section A, pages 2-5), as well as the "ECE Regulation 2012", now JIP.

2) Heading

    a. Identify the Institution (Inter-American University of Puerto Rico)

    b. The name of the academic unit is not included when the records are the product of the review work of an Institutional Committee.

    c. Include the name of the academic program.

3) Course information

    a. Course title
- It should be brief.

- ▪ Have a direct relationship with the course description.
  b. Code and number
     - ▪ Four-letter codes that identify the academic program in English (e.g. BADM, BIOT, COMP, EDUC, MUSI, NURS, PSYC, RELI, TURI).
     - ▪ You can consult with the OAC for the selection of acronyms and code availability in the Banner system.
     - ▪ Observe the regulations in the institutional catalogues (see Annexes 7 and 8, "Course Coding System").
  c. Credits
     - ▪ Examples: Three (3), Four (4)

4) Description
   a. It should reflect the level of thought of the course and the assigned coding.
   b. Use the term "academic term" and not "academic semester".
   c. Includes:
      - ▪ The total number of laboratory or practice hours (if applicable) for the academic term and not per week because courses are offered in different terms
      - ▪ concurrent courses, if applicable
      - ▪ courses requirements, if applicable
      - ▪ minimum rating, if applicable (Thesis: TP/P/NP; Dissertation: DP/P/NP; Project: PP/P/NP; Integrator Seminar: P/NP)
      - ▪ Credits

5) Objectives
   a. Start this section with the following: The student is expected to be able **to:**
   b. Since August 2009, only course objectives (formerly known or referred to as "terminals" or "general") have been included.
      - ▪ Venues can develop training goals that help achieve course objectives for "assessment" activities and lesson design for online courses.
      - ▪ Each objective must have a minimum of two (2) capacity objectives.
      - ▪ Subtopics in course content help identify capacity goals.
   c. The objectives of the course are detached from the large thematic areas or the skills included in the course description.

6) Draft objectives that are relevant to the development of competences in the discipline or area of study and measurable in terms of observable conduct (see Annex 6):
   a. Benjamin Bloom's Cognitive Taxonomy (1956), the revised version by Lorin W. Anderson and David R. Krathwohl (2001) of Bloom's taxonomy or Andrew Churches' revised version of Bloom's taxonomy for the digital age
   b. Elizabeth Jane Simpson's Psycometric Taxonomy (1966)
   c. Affective Taxonomy by Benjamin Bloom, David R. Krathwohl and Bertram B. Masia (1964)
   d. Norman L. Webb Depth of Knowledge (DOK) Taxonomy (2002)
   e. Cognitive Taxonomy by Robert J. Marzano (2001)

The University recognizes the existence of different taxonomies for the drafting of objectives, as well as the fact that Bloom's taxonomy, in its original or revised version, remains the most commonly used.

The level of thinking used in a capacity goal should not exceed that of the course objective. For example: If the objective of the course is "Apply", the training objective should not be "Evaluate".

7) Use a verb by objective whose execution by the student is observable.
   a. For example: Instead of saying, "Study and analysis of...", the correct thing is to say "Analysis of...". "Analysis" is a level of thinking higher than "Study".
   b. There may be an exception to this rule when a course requires skills, such as "Designing, creating, and evaluating..."

8) The verb must be in infinitive (examples: Study, Contrast, Apply, Analyze Evaluate, Create)

9) Content
   a. The topics and sub-items to be covered in the course
   b. The main topics respond to the course description.
   c. Subtopics respond to the main themes.

10) Activities
    Its purpose is to achieve the objectives of the course. For example:
    a. Conference
    b. Socialized discussion
    c. Debates
    d. Forums
    e. Group interview
    f. Colloquium
    g. Research projects or activities
    h. Discussion of books or articles
    i. Case study
    j. Troubleshooting
    k. Simulations
    l. Individual work
    m. Collaborative work
    n. Cooperative work
    o. Oral reports
    p. Written reports
    q. Information search exercises
    r. Journals
    s. Multimedia
    t. Blogs
    u. "Assessment"
    v. Other

11) Evaluation Criteria

    Criteria for determining student academic activities
    a. Partial exams
    b. Final exam or equivalent assessment
    c. Written works

d. Research work
e. Assignments
f. Short tests
g. Portfolio
h. Blogs
i. Jobs (individual, group)
j. Other

Note: The JIP (formerly CEPR) requires each evaluation criterion to include the suggested value or percent of the grade or final grade.

12) Educational Resources
   a. Educational materials that can be used for the activities and achievement of the objectives of the course.
   b. They must be up to date (no more than five years after publication, unless they are classic in the discipline).
   c. Use the style accepted in the discipline to present bibliographic information (APA, MLA, Turabian, University of Chicago, others) in all program records.
   d. Include the access portal and the name of the appropriate databases for the course through the CAI.
      ▪ CAI databases
        http://cai.inter.edu/listado_db.htm
   e. It is recommended that they be classified by category, as applied to the course:
      ▪ Textbook(s) (graduate courses generally do not rely on textbooks)
      ▪ Supplementary readings (professional journals, newspapers)
      ▪ Audiovisual resources (DVD, CD-ROM, movies, videos)
      ▪ Electronic resources and databases. It must include the name or title of the "website" and its address. For example:
             Education Resources Information Center (ERIC)
             http://www.eric.ed.gov

13) Bibliography
   a. Reference materials or support for the course.
   b. It is not required for the achievement of the objectives of the course, although it supports the course.
   c. It must be up to date (no more than five years after publication, unless you include classics in the discipline).
   d. You must use the style accepted in the discipline to present bibliographic information (APA, MLA, Turabian, University of Chicago, others) in all program records.
   e. Include the access portal and the name of the appropriate databases for the course through the CAI.
      ▪ CAI databases
        http://cai.inter.edu/listado_db.htm
   f. It is recommended that they be classified by category:
      ▪ Books
      ▪ Magazines
      ▪ Newspapers
      ▪ Audiovisual resources (DVD, CD-ROM, movies, videos)

- Electronic resources and databases. It must include the name or title of the "website" and its address. For example:

  National Science Foundation (NSF)
  http://www.nsf.gov/

14) Special Notes, Warnings or Clarifications for Syllabus
   a. The Board of Physicians has approved three (3) and the Presidency approved one.
      - Auxiliary services or special needs (effective August 2008)
      - Honesty, fraud and plagiarism (effective August 2008)
      - Use of electronic devices (effective August 2009)
      - Compliance with Title IX dispersions (2016).
   b. Special notes required in the academic unit or course could be included, but not in the institutional (or systemic) version of the Syllabus .
   c. The institutional program will include the four official notes, as they appear in the 2016 Model Prontuary.

V. Modification of Syllabus

1) Modifications allowed.
   a. Enrich and update content without eliminating what is set out in the institutional syllabus . Deleting a topic or sub-item would proceed if it is obsolete.
   b. Review and modify course activities (except for practices for which minimum activities required have been agreed at the Program or Institutional Committee level).
   c. Review and update educational resources and literature.
   d. Change the textbook.
   e. Change the evaluation criteria (except for practices for which the minimum evaluation criteria have been agreed at the Program or Institutional Committee level and thus reflected in the agenda or The Practice Manual).

2) Modifications that are not allowed
   a. Campuses may not change the coding, title or description of the course, as they require the action of the Academic Senate, the University Council, the President and the Vice Presidency of Academic, Student affairs and Systemic Planning, as applicable.
   b. The venues must not modify or change the minimum content or objectives agreed by the power in the institutional syllabus . However, if it is necessary to modify content or objectives to meet the requirements of licensing and accrediting agencies, update content or improve the wording of objectives on the recommendation of experts, consideration should be given to the level, content and description of the course. In addition, the venue shall forward to the Vice-President of Academic and Student Affairs an electronic copy of the revised record for disclosure to the rest of the System.
   c. The institutional records of the General Education Program (PEG) will be modified through institutional committees coordinated by the Vice Presidency of Academic and Student Affairs.

SUMMARY OF THE ASPECTS TO CONSIDER IN CURRICULUM REVIEW PROCESSES

1) Identification and analysis of documents To. Puerto Rico Board of Education (CEPR) Finding Reports

B. Accrediting agency reports

c. Requirements for the exercise of the profession (reválida, laws, regulations,

curricular demands, others)

2) Analysis of the effectiveness and relevance of the academic curriculum

a. Satisfaction surveys: employers, graduates, students

b. "assessment" or appraisal in the enclosures

c. statistical data on tuition and graduation over the past 5 years

d. student retention data

e. employment market trends

3) Use the following:

a. "Guides to the Review of Unique and Shared Academic Programs" (January

2018)

b. "Guides to curriculum development at the Inter-American University of Puerto America

Rico" (February 2016). This document is included as an annex to the "Guides

review of unique and shared academic programs"

c. updated versions of the General or Graduate Catalogue published on the portal.

University in the "Academic Affairs" section under the

"Documents" on the University portal:

• https://www.inter.edu/

You http://documentos.inter.edu/

He http://documentos.inter.edu/#370-asuntos-academicos

d. Actions of the President that have not yet been included in the catalogues published on the University's portal

4) Review of the Goals and Objectives of the Program, and the Skills Profile of the Graduated

To. Use the "Guide to the Development of the Skills Profile of the Graduate of a "academic program" (August 2013). This document is included as a ''Guides to the review of unique academic programs and shared"

B. Find the information in the proposed creation or transfer of the program.

academic"

c. Use the format to present the competencies profile of the graduate.

2

5) Aligning the Goals and Objectives of the Program with the Skills Profile of the Graduate and courses

a. emphasis on the consistency of the courses and the competency profile of the Graduated

6) Identification of thematic areas of discipline to be reflected in the curriculum

7) Reviewing and creating courses

8) Online program or course offering(s)

9) Integration of cross-cutting themes of values in the curriculum, according to section V, p.

5, from the "Guides to Curriculum Development at the Inter-American University of Puerto Rica Rico" (February 2016).

a. ecumenical-Christians

b. ethical

c. democratic and civic

10) Internationalization of the curriculum (internationalization at home or "IeC"), according to:

a. Part V, pp. 26-28, of the "Guides to the Review of Academic Programs

shared" (January 2018)

B. Section VI, p. 5 of the "Guides to Curriculum Development at the University

Puerto Rico" (February 2016).

11) Review of Grade Requirements, Program Description and Other Components

curriculum or regulatory program

12) Preparation and review of all prontuaries (syllabus)

13) Assembly of the proposal (resolutions and annexes)

14) Date for consideration of the proposed revision by the Academic Senate of the leading venue

15) Date for consideration of the proposal by the University Council

Relevant aspects about the functions of institutional committees

1) Appointment of the leader by agreement between the VAAE and the venue

2) Appointment of secretary

3) Prepare and save for record:

To. Agenda of meetings

B. Minutes of meetings, which should include:

Date, time and place of the meeting

People present, excused and absent.

Issues discussed and agreements taken.

4) Distribution of tasks among the premises represented on the institutional committee

02/2010

Rev. 04/2011; 04/2012; 09/2013; 04/2016; 01/2018; 01/2019

This representation of faculty from the Campus that offers the specialization, will work in the revision of the courses identified as Medullar and will present the revision of the syllabus , to the rest of the faculty /programs to be approved . This approval will then go to the IAUPR Senate to be finally approved and revised using the senate resolutions that the Committee will design and send to the TEP Programs. The resolutions and the new revised syllabus will go to the IAUPR Senate and then should be approved by the Senate.

EVIDENCE OF THE AGENDAS

CURRICULUM REVIEW COMMITTEE
MASTER OF ARTS IN MANAGEMENT EDUCATION
AND EDUCATIONAL LEADERSHIP

Day: Friday, October 9, 2020
Time: 1:30 PM
Location: Collaborate Virtual Meeting
Participants PEMS :
      Dr. Ana Pérez-Aguadilla Campus
      Dr Victor Concepción - Arecibo Campus
      Dr. Luis Flores - Inter Metro Campus
      Dr. Mari O. Valentín – San Germán Campus
      Dr. Porfirio Montes - Fajardo Campus

Agenda

1. Greeting
2. Presentation by members of the Committee
3. How C omitted
4. Bases for the development of the Management and Leadership specialty
5. Skills Profile
6. Work Plan (Documents for Consultation)
7. Prontuary review
8. Sequential review
9. Specialty Courses
10. Table (task distribution- first phase)
11. Clarification of doubts
12. Closing the meeting

Dr. Porfirio Montes
Leader

COMITÉ DE REVISIÓN CURRICULAR
MAESTRÍA EN ARTES EN EDUCACIÓN EN GERENCIA
Y LIDERAZGO EDUCATIVOS

SPANISH -VERSION

Día: viernes, 9 de octubre de 2020
Hora: 1:30 PM
Lugar: Reunión virtual Collaborate
Participantes:
     Dra. Ana Pérez–Recinto de Aguadilla
     Dr. Víctor Concepción– Recinto de Arecibo
     Dr. Luis Flores– Recinto Inter Metro
     Dra. Mari O. Valentín– Recinto de San Germán
     Dr. Porfirio Montes– Recinto de Fajardo

AGENDA

1. Saludo
2. Presentación miembros del Comité
3. Funcionamiento del Comité
4. Bases para el desarrollo de la especialidad Gerencia y Liderazgo
5. Perfil de Competencias
6. Plan de Trabajo (Documentos para consulta)
7. Revisión de prontuarios
8. Revisión de secuenciales
9. Cursos de Especialidad
10. Tabla (distribución de tareas- primera fase)
11. Clarificación de dudas
12. Cierre de la reunión

Dr. Porfirio Montes
Líder

INTER-AMERICAN UNIVERSITY OF PUERTO RICO
CURRICULUM REVIEW COMMITTEE
MASTER OF ARTS IN MANAGEMENT EDUCATION
AND EDUCATIONAL LEADERSHIP

Second Evidence – English Translation Agenda

Day: Friday, December 4, 2020
Time: 1:30 PM
Location: Collaborate Virtual Meeting
Participants PEMS :
      Dr. Ana Pérez-Aguadilla Campus
      Dr Victor Concepción - Arecibo Campus
      Dr. Luis Flores - Inter Metro Campus
      Dr. Mari O. Valentín – San Germán Campus
      Dr. Porfirio Montes - Fajardo Campus

Agenda

1. Greeting
2. Reflection
3. Reading and approval minute meeting I of October 9, 2020
4. Brief presentation by assigned task precinct Phase I (State of Situation of the Discipline)
5. Complete Table (Preliminary Work Plan)
6. Assign tasks Fase II (Review/development of goals, objectives, competencies profile of the graduate / Curriculum Alignment Table)
7. Written report Fase I (integration of presented content of assigned tasks
8. Agreements for the next meeting (Friday, February 5, 2020- suggested date)
9. Closing

Dr. Porfirio Montes
Leader
Fajardo Enclosure

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO

Día: viernes, 4 de diciembre de 2020
Hora: 1:30 PM
Lugar: Reunión virtual Collaborate
Participantes:
      Dra. Ana Pérez–Recinto de Aguadilla
      Dr. Víctor Concepción– Recinto de Arecibo
      Dr. Luis Flores– Recinto Inter Metro
      Dra. Mari O. Valentín– Recinto de San Germán
      Dr. Porfirio Montes– Recinto de Fajardo

AGENDA

1. Saludo
2. Reflexión
3. Lectura y aprobación minuta reunión I del 9 de octubre de 2020
4. Breve presentación por recinto de tareas asignadas fase I (Estado de Situación de la Disciplina)
5. Completar tabla (plan de trabajo preliminar)
6. Asignar tareas Fase II (Revisión/desarrollo de metas, objetivos, perfil de competencias del egresado /Tabla de alineación curricular)
7. Informe escrito Fase I (integración del contenido presentado de tareas asignadas
8. Acuerdos para la próxima reunión (viernes, 5 de febrero de 2020- fecha sugerida)
9. Clausura

Dr. Porfirio Montes
Líder
Recinto de Fajardo

INTER-AMERICAN UNIVERSITY OF PUERTO RICO
CURRICULUM REVIEW COMMITTEE
MASTER OF ARTS IN MANAGEMENT EDUCATION
AND EDUCATIONAL LEADERSHIP
English translation

Day: Friday, February 5, 2021
Time: 1:00 PM
Location: Collaborate Virtual Meeting
Participants PEMS :
  Dr. Ana Pérez-Aguadilla Campus
  Dr Victor Concepción - Arecibo Campus
  Dr. Luis Flores - Inter Metro Campus
  Dr. Mari O. Valentín – San Germán Campus
  Dr. Porfirio Montes – Fajardo Campus

Agenda

10. Greeting
11. Reading and approval minute meeting December 4, 2020

12. Brief summary meetings of October 9, 2020 and December 4, 2020
  Pending matters:
   -Manual Review Clinical Experiences
   -Council actions
   -CAEP standards
   -Association of PR Directors How active is it? (Dr. Ana Flores)
   -Sponsor critical areas of performance of the school principal –Dr. Mari O. Valentín
   -Charts and brief summary questionnaire administered -Dr. Victor Concepción
   -A brief written description of management and leadership organizations

13. Egress Profile Competencies, Does it respond to the school principal's profile?

14. Review Egress Skills Profile: Central axis of the curriculum (Suggestions of the Lcdo. Luis Flores) (group consensus).

15. Drafting of goals and objectives (minimum 3 goals and two objectives per goal) to verify and evaluate the above (possible changes? are they kept the same?)

16. Articulation of competencies, goals and objectives (table)

17. Tasks Phase 4-Review of Admission, Graduation, Retention, Transfers, etc.

Dr. Porfirio Montes
Leader

Fajardo Campus

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
COMITÉ DE REVISIÓN CURRICULAR
MAESTRÍA EN ARTES EN EDUCACIÓN EN GERENCIA
Y LIDERAZGO EDUCATIVO

Spanish translation

Día: viernes, 5 de febrero de 2021
Hora: 1:00 PM
Lugar: Reunión virtual Collaborate
Participantes:
- Dra. Ana Pérez–Recinto de Aguadilla
- Dr. Víctor Concepción– Recinto de Arecibo
- Dr. Luis Flores– Recinto Inter Metro
- Dra. Mari O. Valentín– Recinto de San Germán
- Dr. Porfirio Montes– Recinto de Fajardo

AGENDA

1. Saludo
2. Lectura y aprobación minuta reunión 4 de diciembre de 2020

3. Breve resumen reuniones del 9 de octubre de 2020 y 4 de diciembre de 2020
   Asuntos pendientes:
   - -Revisión Manual Experiencias Clínicas
   - -Acciones del Consejo
   - -Estándares de CAEP
   - -Asociación de Directores de PR ¿Cuán activa es? (Dra. Ana Flores)
   - -Auscultar áreas críticas de desempeño del director escolar –Dra. Mari O. Valentín
   - -Gráficas y breve resumen cuestionario administrado -Dr. Victor Concepción
   - -Breve descripción escrita posición de las Organizaciones Gerencia y Liderazgo

4. Competencias del Perfil del Egresado, ¿Responde al perfil del director escolar?

5. Revisión Perfil de Competencias del Egresado: Eje central del currículo (sugerencias del Lcdo. Luis Flores) (consenso de grupo).

6. Redacción de metas y objetivos (mínimo 3 metas y dos objetivos por meta) verificar y evaluar las anteriores (¿posibles cambios? ¿se mantienen igual?)

7. Articulación de competencias, metas y objetivos (hacer tabla)

8. Tareas Fase 4-Revisión de Requisitos de Admisión, graduación, retención, traslados, etc.

Dr. Porfirio Montes
Líder
Recinto de Fajardo

Curriculum Work Plan-Review Management and Leadership Program (October 2020 – December 2021)

Activity or Task	Person/Campus Responsible	Date	Guest reviews
State of Situation of discipline or profession	Shared tasks Dissocus and consensus in the information presented	October-December 2020	The members ofthe Committee carried out their tasks: Bases for curriculumreview, impact of accreditations, institutional and governmental regulations e.g.DEPR, internationalization elements, School Director Profile, Possible review of the Perfl of Competences, Certifications andLicenses, Actions of the University Council, Review and Prontuaries, others (Review Minute meeting of October 9, 2020.
Revision / Development of goals,objectives, competency profile of the graduate. Curriculum Alignment Table	Shared tasks Dsicus and consensus in the information presented	January-February 2021	Presentation of CAEP standards, Conducting survey by Dr. Victor Concepción (validityof the Master Management and

			Educational Leadership Program, contents and expressions of Professional Organizations specialized in the field and educational management and leadership, trends and recommendations of practice in various local, national and international contexts, Manual Review Clinical Experience, others (Review Minute meeting of December 4, 2020)
Review of admission, graduation, retention, transfer requirements	Shared tasks Dsicus and consensus in the information presented	March-April 2021	In process
Course/prontuary review: modification of licenses and certificates in states and territories (if applicable)	Shared tasks Dsicus and consensus in the information presented	May, June, July, August 2021	In process
Curriculum Review Proposal Development	Shared tasks Dsicus and consensus in the information presented	October, November and December 2021	In process

Dr. Porfirio Montes Olmeda
Leader

INTER-AMERICAN UNIVERSITY OF PUERTO RICO
INSTITUTIONAL CURRICULUM REVIEW COMMITTEE
MASTER OF ARTS IN MANAGEMENT EDUCATION
AND EDUCATIONAL LEADERSHIP

Minutes [Thread: Minuta Reunión 2-Revisión Curricular Maestría Gerencia... (blackboard.com)](#)

INTER-AMERICAN UNIVERSITY OF PUERTO RICO
FAJARDO ENCLOSURE
DEPARTMENT OF EDUCATION AND SOCIAL SCIENCES

CURRICULUM REVIEW COMMITTEE
MASTER OF ARTS IN MANAGEMENT EDUCATION
AND EDUCATIONAL LEADERSHIP

Day: Friday, October 9, 2020   [Thread: Minuta Reunión 1 – CCIPC1920 (blackboard.com)](#)
Time: 1:30 PM
Location: Collaborate Virtual Meeting
Members:
     Dr. Porfirio Montes – Fajardo Enclosure (Leader)
     Dr. Ana Pérez-Aguadilla Campus
     Dr Victor Concepción - Arecibo Campus
     Dr. Luis Flores - Inter Metro Campus
     Dr. Mari O. Valentín – San Germán Campus (Absent)

Minutes

13. The meeting was initiated with a greeting from the members sharing previous experiencesin curriculum review processes reflecting enthusiasm and respect in these towards them.
14. The leader highlighted the processes related to themanagement of Comitted and the importance of complying with the highlights in the guides, standards and processes related to the review of Shared Curriculum Programs. The importance of working towards a common goal, the preparationof aWork Plan, calendar and colleagues responsible for each assigned task was highlighted.
15. The baes for the development (update)   of the MA specialty in Management And Leadership Education were discussed considering aspects related to the context of Puerto Rico and its internationalization. The importance of integrating accreditation-related issues, particularly CHE- MSA and CAEP, as well as regulations (standardsor profile of the School Director) in the consideration of Puerto Rico's documents and expressed bythe DEPR, was presented in the tasks.
16. Information related to the importance of reviewingand improving or tempering the perfil de competencias of graduates of the specialty was shared. For this it is important to consider (among other things):
    ➤ Certifications and Licenses to practice the profession
    ➤ Licenses (license requirements in the U.S., to be certified as a School Principal)

- ➢ Actions of the University Council (revisions)
- ➢ Profile of the Director of Schools of the Puerto Rico Department of Public Education (December 16, 2008).
- ➢ Internationalization of the curriculum at UIPR

17. The importance of organizing a work plan was stressed by considering the consultation documents approved by all committee members and receiving support from VPAAEPS to clarify doubts

18. The leaderor commented and clarified issues related to therevision of prontuaries. For example:
    - ➢ Course title
    - ➢ Codes
    - ➢ Course descriptions
        - ▪ It should be remembered that any change to the description of a course, goes to the trial of other programs that have it in the curriculum of other programs.
    - ➢ Crédicough
    - ➢ Sequential review
    - ➢ Specialty Courses

19. The leader presented an analysis of the background of the specialty from 2005 to the present considering the previous and current sequentials, number of credits, curriculum structure, etc. Committee members welcomed the fact that the last review was very successful and shared student experiences and comments on the matter. However, it deserves to be re-analyzed and improved considering current situations, educational needs and other key aspects related to accreditations (MSA, CAEP). Dr Luis Flores emphasizes that the program must be the broadest, so that he not only attends those interested in serving as director in the DEPR, but in other similar tasks in private and post-secondary scenarios.

20. The leader clarifies that the course review will focus on the specialty course and the integrative seminary course to complete the degree. Stressing that from VPAAEPS they will be creating committees for the three basic courses. Dr. Luis Flores requests that it be considered for that committee because he recognizes the importance of these, particularly in that of legal aspects. There was consensus on that matter.

21. The tbla and distribution oftasks of the first phase was presented and approved. In this case the following tasks were assigned to the team to be completed between October and December of the currentyear:
    - ➢ **Dr. Porfirio Montes**: Review of aspects related to CAEP accreditation that the team must take into consideration in the review processes of ma's program in Management Education and Educational Leadership as added value for the benefit of the venues that share it and represented in this committee.
    - ➢ **Dr. Víctor M. Concepción**: It will updateconceptualizing, designingand developing a draft instrument to conducta survey and know the validity and importance of MA's program in Education Management Education and Leadership for the local, national and international educational community. It was agreed that some aspects to be considered init are: the current competencies of the graduate, the curriculum structure, the highlights in the curriculum review guide, as well as other issues that

will be recommended by the members of the committee. The survey is expected to involve active and graduated students, educational leaders, specialized academics, etc. Dr. Concepción will send the first draft on October 16 by email, for the initial review of colleagues.

➢ **Dr. Ana Pérez: Review of contents and expressions of different professional associations specialized in the field** of management and educational leadership to know trends and recommendations of practice in different local, national and international contexts that contribute to the competencies of the graduate and be considered in this process of review of said specialty. The partner highlights knowing aspects of an association of directors of Puerto Rico, but does not know how active it is, she will consult with a family member.

➢ **Dr. Luis A. Flowers:** Review of legal, regulatory and regulatory aspects of management practice and educational leadership (Director e scolares or similar functions)from alocal, national and international perspective. Efforts will be made with dePR to clarify particular issues of interest that validate, expand the current situation and for the future of discipline so that our MA program in Education Management Education and Leadership is more attractive and relevant to stakeholders.

➢ **Dr. Mari O. Valentín: In consensus the committee decides to assign the task to** Dr. Valentín de: to listen among active current educational leaders (directors or others in similar roles) what are the criticaland performance-needed areas that we must take into consideration in the process of reviewing and updating the program to strengthen the competencies of the graduate. The Committee Leader will contact the colleague to let her know about the task.

➢ Doubts were clarified and it was agreed to meet again on December 4 of the current at 1:30**by BbCollaborate Ultra.**

22. **Closing of the meeting:** Phones were shared to maintain communication, and shows of thanks were expressed to the leader for the work done considering the participation, collaboration and enthusiasm of all participants (3:57pm... I think)

Dr. Víctor M Concepción Santiago
Arecibo Enclosure

Minute 2 [Thread: Minuta Reunión 2-Revisión Curricular Maestría Gerencia... (blackboard.com)](blackboard.com)

Day: Friday, December 4, 2020
Time: 1:30 -5:00 pm
Location: Collaborate Ultra Virtual Meeting

Members:

Dr. Porfirio Montes – Fajardo Enclosure (Leader)
Dr. Ana Pérez-Aguadilla Campus

Dr Victor Concepción - Arecibo Campus
Dr. Luis Flores - Inter Metro Campus
Dr. Mari O. Valentín – San Germán Campus

Introduction

The purpose of this meeting was to inform and share the tasks assigned at the October 2020 meeting.

The meeting was started with a greeting from the leader reading the last minute. Dr. Mari Olga requested that the item expressing her absence be improved on the agenda, as she had difficulty connecting and was therefore unable to continue at the meeting. Work would be made to amend these aspects in the minutes. Dr. Montes continues the meeting by reading the afternoon agenda. Dr. Montes alludes to today's agenda. According to the tasks assigned at the past meeting: "Dr. Porfirio would discuss CAEP accreditation and standards associated with aspects of the Program under heading.

Dr. Víctor M. Concepción would update the conceptualization, design and development of a draft as an instrument for conducting a survey and the validity of MA's program in Education in Educational Management and Leadership for the local, national and international educational community. Dr. Ana Pérez would review content and expressions from different professional associations specializing in the field of management and educational leadership and the trends and recommendations of the practice in different local, national and international contexts. Dr. Luis A. Flores would present the legal, regulatory and normative aspects of the practice of management and educational leadership (School Directors or similar functions) from a local, national and international perspective (taken from the minutes of the first meeting). Dr. Mari Olga – would be working on the Practice Manual as agreed.

Affairs

1. She begins the exhibition of the task, Dr. Valentín, presenting a Manual of Clinical Experiences and the elements she worked on it. It expressed the importance around the uniformity it should have at the institutional level.
2. Dr. Valentín requested that Metro and Aguadilla submit Clinical Experiences Manual, so that they could have them.

3. Concern arises if CAEP elements are to be included in the curriculum review specifically in the Handbook.

4. Dr. Montes expressed that in CAEP meetings there were no restrictions on including programs under review, so he indicated that the importance was in having the evidence in meeting the standards they apply.

5. The Manual of Clinical Experiences, which Valentin explained, was tempered by the regulations of the circular part (.

6. Among the components of the Clinical Experiences Manual he presented included: the development of topics that will be part of the table of contents, explanation of the candidate for school principal, hours of clinical experiences, letter of authorization of cooperating candidates, and their criteria among others.

7. Dr. Flores alludes to the importance of using already validated instruments and adds the importance of considering in the Handbook those students who prepare but are not thinking of the Department of Education as the first job option looking for other sights outside Puerto Rico.

8. Dr. Montes addresses not confining ourselves to DEPR as the only option, as there may be an "issue" of what expectations and practices are."

9. Dr. Concepción expresses the breadth of the Program and the importance of the Program in each institution or Campus.

10. Dr. Pérez, expresses that there is a fine line and that we must market ourselves and not limit ourselves to Puerto Rico, because eventually all programs are visualizing them in how I make it attractive so that it can expand to everyone who wants. He talks about internalization and the goal of inter-American as an institution.

11. Dr. Valentin alluded to the emergencies we have experienced and making alternative plans for other events: hurricane, earthquakes, pandemic, etc., included in the Handbook

12. Dr. Luis Flores expressed how he had to modify his practices in the face of living emergencies. It also referred to the importance of existing laws and updating them during the review.

13. Dr. Víctor Concepción presents the results of the competencies of the graduates surveyed. It stated that there was an indicator in which students expressed their

agreement with that element alluding to the investigative processes. Dr. Valentin expressed concern with that particular percent. The recommendations proposed by respondents were analyzed and discussed, allowing it to be evaluated as part of our action plan. In addition, it presented graphs with the data collected and analyzed.

14. Dr. Pérez presented different revised sources which repeat descriptions of a school principal's *competencies: The National Organization of School Principals of Puerto Rico, Inc., (2000 to the present), the CSA Professional Development-Affiliated Executive Leadership Institute (ELI), Council of Chief State School Officer (CCSSO), Council of Chief State School Officers, National Policy Board for Educational Administration, national association of primary school principals (NAESP), National Association of Secondary School Principals (NASSP) and* the American Association of School Administrators (AASA).

15. Dr. Porfirio Montes explained about CAEP and the importance in the review under the heading: scope of accreditation, standards of accreditation at the advanced level, (strong evidence of graduates and their competencies); standard 2 and flexibility in clinical experiences; 3 and the admission of qualified candidates who have demonstrated competencies.

16. The meeting closes with the next meeting in January 2021.

Agreements

1. Dr. Montes will send corresponding tasks for the next meeting.
2. This will be on **February 5, 2021.**
3. If there is any change, you will be notified.

RESOLUTION IN PROGRESS TO BE APPROVED **Resolución R30SA-Faj-A-1 - Modificación del curso EDUC 6915 - Práctica en Gerencia y Liderazgo Educativo** ⌄

Inter-American University of Puerto Rico
Fajardo's R ecinto
Thirty-sixth Academic Senate

R26SA-FAJ-N-1 **Modification of EDUC course 6915 PRACTICE IN MANAGEMENT AND EDUCATIONAL LEADERSHIP**

That in the Graduated Catalogue 2019-20, final electronicversion (3), page 392, the Descriptionof the EDUC 6915Course bemodified, as described below:

Current text	Proposed text
EDUC 6915 PRACTICE IN MANAGEMENT AND EDUCATIONAL LEADERSHIP	EDUC 6915 PRACTICE IN MANAGEMENT AND EDUCATIONAL LEADERSHIP
Supervised practice in the manager's own tasks. This will be done under the supervision of a faculty member and will consist of a minimum of 135 hours of management experiences. Includes regular meetings and seminars with the faculty member.	Supervised practice in the manager's own tasks. This will be done under the supervision of a faculty member and will consist of a minimum of 145 hours of management experiences. Includes regular meetings and seminars with the faculty member.

Justification:

The minimum requirement of hoursis modified to fit the minimumrequired by the Puerto Rico Department of Education. Puerto Rico's Circular Letter No. 04-2020-2021 establishes a requirement for a minimum of 145 hours of clinical or interned experience for candidates for School Principals.