

**Supplemental Information Report to the
Middle States Commission on Higher Education
from
UNIVERSITY OF PUERTO RICO AT CAROLINA
Carolina, PR 00984**

Submitted by:

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Interim Chancellor

March 15, 2018

Subject of the Report:

To accept the supplemental information report. To postpone a decision on reaffirmation. To remind the institution of the Commission's May 18, 2017 action placing the institution on probation because of insufficient evidence that the institution is currently in compliance with Requirements of Affiliation 3 and 8 and Standard 3. To note that the institution remains accredited while on probation. To request a supplemental information report, due March 15, 2018, regarding the status of the institution. In lieu of the April 2018 progress report, to request that the supplemental information report also address the topics of the progress report: (1) document the development of a long-term financial plan using a budgeting process that is aligned with the institution's mission, goals, and strategic plan (formerly Standard 3, now Standard VI) and (2) the use of multiple measures to assess and improve student learning in all programs (formerly Standard 14, now Standard V). A small team visit will follow submission of the report. To note that the monitoring report submitted in September 2017 will be acted upon at the June Commission meeting. The next evaluation visit is scheduled for 2020-2021.

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INTRODUCTION

The University of Puerto Rico at Carolina (UPRCA) submits this Supplemental Information Report as requested by the Middle States Commission on Higher Education on February 15, 2018. It addresses topics previously inquired by the Commission in the Progress Report due on April 1, 2018 (now changed to March 15, 2018). This section provides an overview of the Institution, followed by a Substantive Narrative and Analysis that updates the Institution's financial situation by documenting the development of a long-term financial plan. It also shows the use of multiple measures to assess student learning in all academic programs. This report also provides information, in as much detail as possible, about topics requested by the Commission in order to gain a deeper understanding of the current and future status of UPR Carolina.

The University of Puerto Rico at Carolina was founded in September 1974 as the Carolina Regional College under the UPR Administration of Regional Colleges. On July 1, 1999, administrative autonomy was granted and the College became the University of Puerto Rico at Carolina.

The Middle States accredited UPRCA in June 1978. This status was reaffirmed on November, 2016. At this time the Institution is on probation. On May 18, 2017 the Commission requested a monitoring report, due September 1, 2017, documenting evidence that the institution has achieved and can sustain compliance with Requirements of Affiliation 3 and 8 and Standard 3, including but not limited to (1) the institution is operational, with students actively pursuing its degree programs (Requirement of Affiliation 3) and (2) the institution has documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability (Requirement of Affiliation 8 and Standard 3). A small team visit report dated on September 10-13 informed the Commission that the Institution met all previously mentioned requirements of affiliation and standards. It also stated that UPR Carolina should coordinate with the UPR Central Administration to produce annual and timely audited financial statements.

The student body at UPRCA is served by 217 faculty and 191 non-teaching staff members. The 2016-2017 faculty profile shows that 45.1% are full-time and 54.9% are part-time. Total student enrollment for the first academic quarter term 2017-18 was 3,794. Of the student population, 78.9% studied full-time, approximately 72% received financial aid, and 60.4% was female. Also, 78.6% of the student body enrolled in baccalaureate degree programs, 8.6% in associate degree programs, and 8.3% in transfer programs. The 4.4% of the student body includes students enrolled in professional development courses

The University of Puerto Rico at Carolina is the only UPR unit with an annual three quarter-term calendar schedule that consists of three ten week sessions that cover the entire academic year. It offers baccalaureate degrees in Business Administration, Office Systems, Social Sciences, Graphic Arts, Advertising, Education, Hotel and Restaurant Administration, and Multidisciplinary Studies with a major in Tourist Culture. Associate degrees include Interior Design, Engineering Technology, Automotive Technology and Instrumentation Engineering and Control Systems Technology. Among them, some are unique programs within the University of Puerto Rico System as shown in the following table:

Table I: UPRCA’s Unique Educational Programs

Associate Degrees	Baccalaureate Degrees	Unique Baccalaureate Degrees within the UPR System
	Hotel and Restaurant Administration	
Automotive Technology	Advertising	
Mechanical Engineering Technology	Multidisciplinary Studies with major in Tourist Culture	
Instrumentation Engineering and Control Systems Technology	Criminal Justice with majors in: -Forensic Psychology -Law and Society	
	Secondary Education with majors in: -Occupational Education -Technology Education	
	Interior Design	

Articulated Transfer programs to other UPR units are also available. Enrolled students begin studies at UPRCA and complete them in other UPR units as indicated in the following table:

Table II: UPRCA Articulated Transfer Programs

Starts at UPRCA	Transfer to UPR Unit	Degree Conferred
Nursing	Medical Sciences Campus	BS
Dental Assistant	Medical Sciences Campus	Associate
Biology	Río Piedras Campus	BS
Interdisciplinary Studies in the Sciences	Río Piedras Campus	BS
Chemistry	Río Piedras Campus	BS
Biology	UPR at Humacao	BS
Industrial Chemistry	UPR at Humacao	BS
Applied Physics & Electronics	UPR at Humacao	BS
Marine Biology	UPR at Humacao	BS
Microbiology	UPR at Humacao	BS
Wildlife Management	UPR at Humacao	BS
Mathematics	UPR at Cayey	BS

Natural Sciences	UPR at Cayey	BS
Biology	UPR at Cayey	BS
Chemistry	UPR at Cayey	BS
Biology	UPR at Aguadilla	BS
General Biology	UPR at Bayamón	BS
Human Biology	UPR at Bayamón	BS
Elementary Physical Education for the Handicapped	UPR at Bayamón	BA

The Division of Continuing Education also sponsors short courses, certificate programs, seminars, and workshops without academic credit.

The Chancellor is the highest authority on campus, followed by the Dean of Academic Affairs and deans of administrative and student affairs. There is also a dean at the School of Hotel and Restaurant Administration. Administrative office and academic department directors respond to these deanships.

The Academic Senate is the official deliberative body of the academic community. It is composed by elected academic department representatives, the deans, student representatives, and the library director as an ex-officio member. Chaired by the chancellor, its decisions are expressed through certifications and fully disclosed at unit level on its website.

The Administrative Board is constituted by deans, at least four academic directors, students and faculty representation, an academic senator, and the Chancellor. It approves administrative decisions in compliance with university bylaws and regulations.

Recent hurricanes Irma and María have had diverse impacts on budget appropriations at UPRCA. Insurance payments and Federal Emergency Management Administration (FEMA) appropriations provide additional funding to strengthen efforts made to ensure

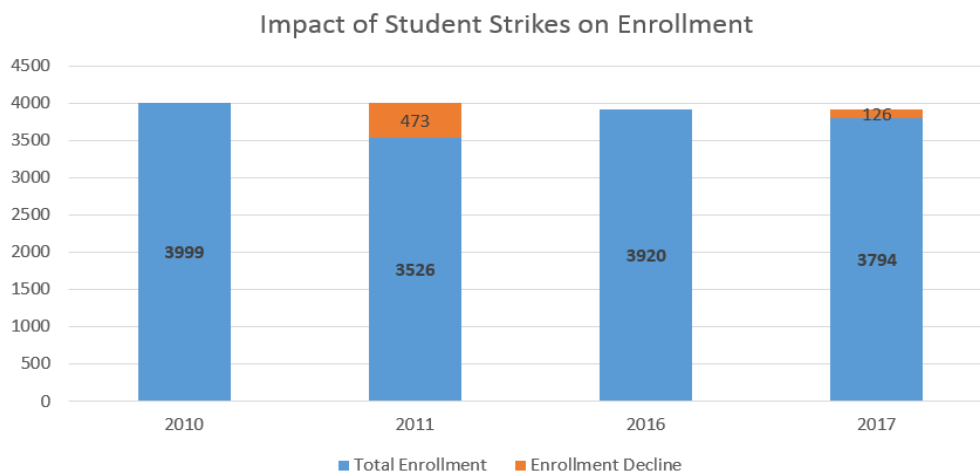
quality of education and services to students. This report will update on several initiatives already presented to the Commission in the September Monitoring Report. It will also respond to questions asked by the Commission, in as much detail as possible, to help the future visiting team understand the status of the Institution. UPRCA relies on its human and professional resources to ensure a stable path to providing quality educational offerings and services. Unique UPRCA academic offerings within the UPR system (over 80% at present) represent a special advantage to start projects that render economic benefits to the Institution as well as learning opportunities for students.

SUBSTANTIVE NARRATIVE AND ANALYSIS

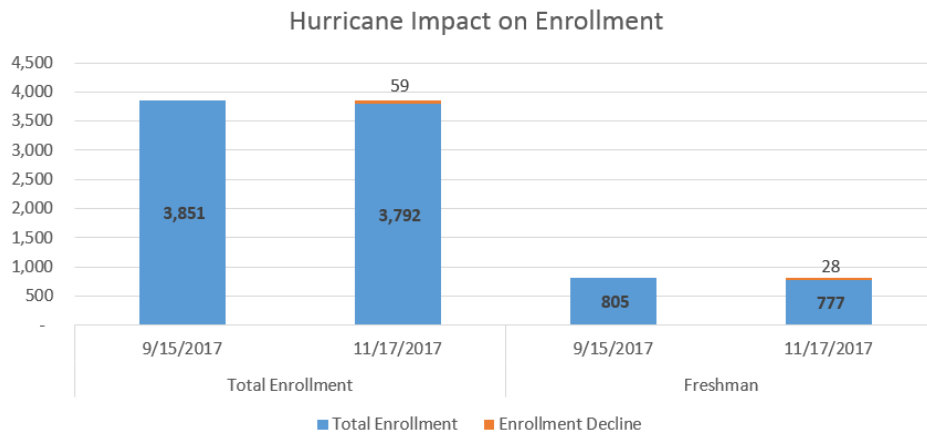
Development of a Long-Term Financial Plan

The economic situation of the Commonwealth of Puerto Rico represents a challenge to its higher education public system. The University of Puerto Rico at Carolina (UPRCA), aware of this circumstance, has been actively taking the necessary steps to ensure financial stability through long-term financial planning. This planning is designed to cover the five-year period corresponding to the campus and UPR System's strategic plan. The reason for the long-term financial plan to cover the same period of time for both strategic plans is to assure its alignment with the UPR System Fiscal and Strategic plans and the UPRCA strategic plan. This is particularly important because the UPR Fiscal plan provides UPR units information regarding budget allocations, cuts, and System's initiatives to address the changes in government appropriations. This information has been used to establish the assumptions for the development of an UPRCA long-term financial plan.

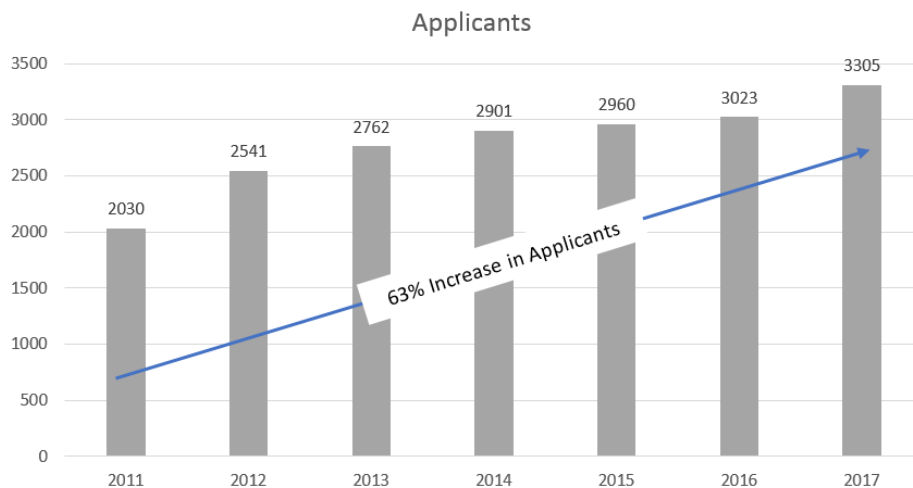
The elements in this plan will be revised annually, with trimestral budget reforecasts. More information on the plan monitoring mechanisms is provided in the next paragraphs. At this phase of the development of the long-term financial plan, an analysis of the financial environment is being conducted. The data shows that the budget projection of government allocations continues the trend included in forecast presented to the MSCHE in the September 2017 Monitoring Report. For this reason, the development of new revenue generating initiatives continues to be the main strategy to reduce dependency on state funds. In spite of the impact from hurricanes and budget cuts, UPRCA enrollment reduction has not been significant. For example, figure I (Impact of Students Strikes on Enrollment) shows that the enrollment observed after the student strike in 2017 was lower than expected.



In fact, despite the effects of hurricanes Irma and María, and the consequently migration they caused, enrollment reduction was very low at UPRCA. As shown in figure II (Hurricane Impact on Enrollment), only 1.5% of total enrollment was lost between September and November 2017 (59 students).



Albeit reduction in enrollment is revealed, this does not reflect a negative trend since a sustained increased in demand can also be observed. Specifically, the number of applicants to UPRCA has increased by 63% from 2011 (Figure III).



Based on the information obtained from the processes described above, revenue and expenditure forecasts are being developed. Strategies for achieving and maintaining financial balance are being identified based on the forecasts.

Revenue Forecasts

The following table projects the revenues that are expected from the general fund (considering the government cuts to the UPR budget). Additionally, the revenues expected from other sources are presented.

Table III: Revenue Forecasts

Source of Revenue	2017-18	2018-19	2019-20	2020-21	2021-2022	2022-2023
General Fund	\$25,508,546	\$22,511,478	\$21,485,824	\$19,191,125	\$18,231,569	\$17,319,991
Other Sources Total	\$2,132,070	\$2,205,769	\$2,271,699	\$2,339,633	\$2,409,633	\$2,481,763

Expenditures forecasts

In order to maintain the expense level for the next five years, UPRCA projections remain under 0.5%. This slight variation will be covered with the Distance Learning new revenues.

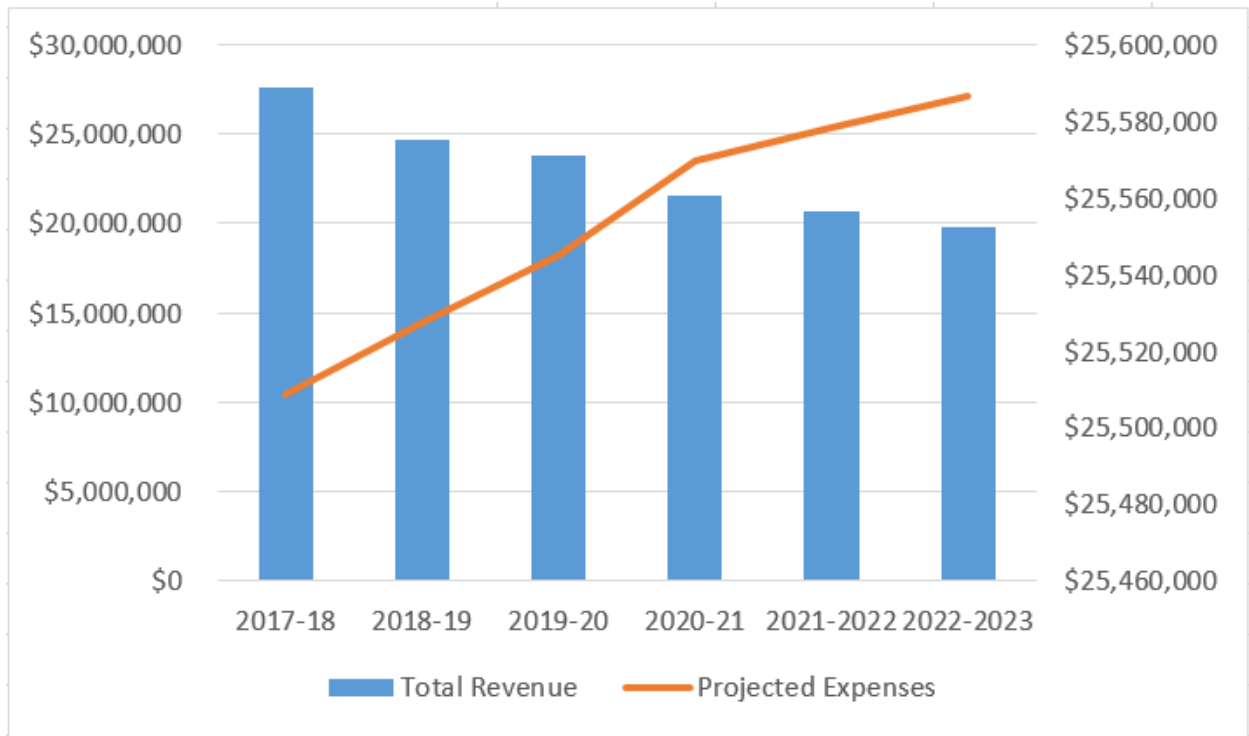
Table IV: Expenditure Forecasts

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Projected Expenses	\$25,508,546	\$25,527,168	\$25,545,099	\$25,569,617	\$25,578,546	\$25,586,546

Forecasted revenue and expenditure gap

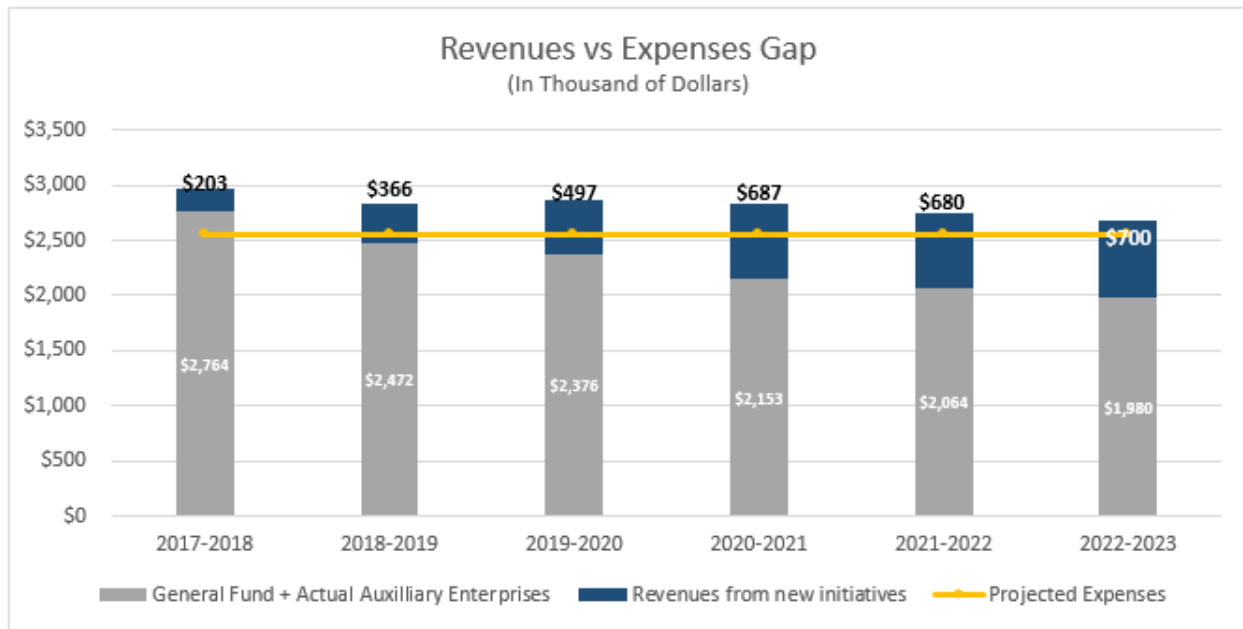
Revenue forecast and projected expenses have provided the information needed to establish goals for the new revenue generating ideas. They have also helped the institution in reviewing the revenue generated from already implemented initiatives to make them more efficient (ie. revenues from DECEP and UNEX).

Figure IV: Revenue and Expense Projection



The implementation of the new revenue generating initiatives will cover the gap from government budget cuts. At this time, 22 initiatives have been identified and 14% of them implemented. In addition, three additional initiatives are expected to begin before the end of the year. The implementation of all the initiatives is expected to produce revenues totaling \$23 million in a five-year period. An update of revenue initiatives is provided in appendix I, Revenue Generating Initiatives Update.

Figure V: Revenue vs Expense Gap



In order to monitor compliance with the financial plan, a set of mechanisms has been proposed:

- Trimestral Reforecasts: Each trimester, the allocated budget will be compared to the actual expenses in order to assure that the budget will be balanced at the end of the fiscal year
- Annual revisions and budgeting: At the end of the year, the budget will be analyzed and updated according to budget allocated from UPR Central Administration for the next fiscal year, the results from institutional assessments, and the formative assessment of UPRCA’s strategic plan (i.e. key performance indicators).

The information in the long-term financial plan will be available to administrators responsible for decision-making at UPR Carolina campus. They are: CIAAPP members, Academic Senate (which includes student representation), Administrative Board (which includes student representation) and directors of administrative offices involved in these processes. In order to assure timely access to the information in the long-term plan and to the results of the trimestral and annual reviews, elected officials will have access to an institutional financial dashboard and will be able to provide feedback on the strategies implemented and ideas on new actions to reduce the revenues and expenditure gap. The dashboard implementation should serve as an effective mean to provide accurate and updated long-term financial information.

Use of Multiple Measures to Assess and Improve Student Learning in all Programs

Pre and Post-tests

Since September 2011 and approved by the Academic Senate by means of Certification Num.12 (2012-13), UPRCA has been involved and improving all assessment initiatives, which worked as an useful tool to guide assessment processes at departmental and institutional levels. Most academic departments are conducting and using evidence from course-level and program-level assessment.

One of the assessment strategies in the classroom that contributes to the achievement of the student profile is the pre and post tests administered at UPRCA. Since 2013, Remark Office software is used to process and analyze results. Regarding the gain of knowledge, the post tests administered in the first quarter-terms of the academic years 2015-16, 2016-17 and 2017-18 were 17.852, 16.506 and 20.283, respectively. It can be seen that there was a gain in knowledge of 3.777 in 2017 if we compare it with 2016, despite the onslaught of Hurricane Maria. The analysis of the assessment data from 2014-2015 to 2016-2017 shows that pre and post assessment has been used in 708 sessions from 71 courses from 8 academic departments. The results have been used to modify course structure and improve test construction.

In addition, course-level assessment includes the use of rubrics for class presentations, case analysis, essays, research projects, portfolios, and guided questions, among others. This assessment provided the faculty with information to improve student learning. Some examples are presented in appendix II. Examples of Multiple Measures to Assess and Improve Student Learning.

Course Satisfaction Assessment

Course satisfaction assessment at UPRCA combines direct and indirect assessment measures of student learning. At the course level, pre and post tests are in some instances complemented with student satisfaction assessment. In addition to determine the student satisfaction with the course, the instrument asks students to rate their level of knowledge for the course's learning objectives. Between year 2015-2016 and 2016-2017, the student satisfaction assessment was conducted in 59 course sessions.

Systemic Assessments and Revalidation Exams

Similarly, each year the Office Systems and the Business Administration departments use systemic tests (required to all enrolled UPR system students) to assess student learning within every area of competency, as required by the Association of Advance Collegiate Schools of Business (AACSB). The results of those assessments have been

used as part of the Office Systems program course decision-making process. Alumni from the Education department take revalidation exams that serve to assess student learning. The Education Department uses Teacher Certification Tests (PCMAS) results to improve quality and rigor (Appendix III). Although 100% passed the exam in 2017 with an average score of 111, compared to 89% for the rest of the Island, the Department uses them for decision-making when reviewing syllabus or teaching strategies. The 2017 survey prepared by the College Board showed that 80% of the graduates were satisfied with the education received.

Other Program Assessment Measures

In addition, as a continuous and ongoing process to improve pedagogy, the curriculum, and to align the program to new trends within the industry, the School of Hotel and Restaurant Administration submitted proposal reviews for the Bachelor of Hotel and Restaurant Administration, and the Bachelor in Multidisciplinary Studies in Tourist Culture. There is a significant increase in employment and a real need for experts in these areas. UPRCA has been offering for three decades unique undergraduate academic programs within the UPR System to prepare students to work in the hospitality and tourism industry, and has shown its commitment and support of hospitality and tourism education in areas like finance, human resources, facilities, technology, and student services. The global hospitality and tourism industry has evolved in recent years and Puerto Rico continues to be part of this growth.

The Department of Engineering Technology also conducted a revision in 2017 as a result of the assessment process. Its three associate degrees, Mechanical Engineering Technology, Engineering Technology in Instrumentation and Control Systems, and Automotive Technology are being evaluated. Modifications in course prerequisites and corequisites, course descriptions and instructional delivery were submitted to improve retention and graduation rates.

General Education Assessment

Other measures to assess general education competencies is the entrance-exit exam for the General Education Program (GENED). It was aligned to the learning objectives of GENED. The test includes English, Spanish, Mathematics, Science, Social Sciences, Humanities and Technology. The test will be validated in April, 2018 with a sample of 60-100 first year students of all academic departments. The process, expected for the second quarter-term of academic year 2017-2018, was delayed until the first quarter-term of academic year 2018-2019 because of the hurricane.

Specific MSCHE Questions for the Supplemental Report

1. What is the current financial situation of the institution? Please discuss and analyze the impact on budgets and resource allocations of the hurricanes, the fiscal situation of Puerto Rico, and the fiscal plan of the University of Puerto Rico, and include financial projections through May 2019.

During fiscal year 2017-2018 UPRCA operational budget had a reduction of 9.5% that was managed through attrition and cost-control measures. Hurricanes Irma and María had a significant impact on our campus. However, the UPRCA administration took the necessary steps to recondition and resume services. Offices started to work gradually as permitted by restoration progress. Provisions were taken to resume work even without water and electricity. UPRCA has returned to its working regular schedule. The first quarter-term was resumed on October 23 and ended on December 29. The second quarter-term started on January 22 through April 2, and the third one from April 21 until June 29. The UPR System Finance Office confirmed that approximately 85% of resource allocations for hurricane related expenses will be recovered by FEMA reimbursements and indemnization insurances. The private insurance offers coverage up to \$100 Million, plus an additional insurance coverage for art and libraries collections, up to \$100 Million. At this time, UPRCA has already received \$436,000. FEMA will refund debris grinding and disposal as well as physical facility restorations not covered by institutional insurance. The UPR Central Administration also identified a 20 million reserve to help relieve the economic impact. Accounts to deposit reimbursements and payments will be opened centrally and at unit level. The UPR Board of Governors approved a fiscal plan by means of Certification 29, 2017-2018. Ongoing analysis of the plan considers amendments suggested by the Oversight Board. Financial projections have been included in the section *Development of a Long-Term Financial Plan*.

2. How has enrollment for fall 2017 and spring 2018 changed due to the impact of the hurricanes, and what has the impact been on your institution as a result? Please provide enrollment projections for the next three years starting with fall 2018.

The data show that enrollment for the first quarter term 2017-2018 was 3,724 whereas the second quarter term total enrollment was 3,294. Although that change in enrollment is greater than previous years, UPRCA experienced fluctuations like this one before. In 2011 after the strike in the UPR system, the total enrollment dropped to 3,434 in the second quarter term (a difference of 564 students).

Although at present, migration and other demographic factors point out major difficulties of new student recruitment, the increase of technological accessibility and the number of unique programs that UPRCA offers in the UPR system constitutes an opportunity to recruit non-traditional students in Puerto Rico as well as other parts of the world. At present, the Admission Office has made an impact on 2,956 possible candidates to begin studies at UPRCA. Student recruitment efforts include school visits and participation in promotion exhibitions such as: Autopista Americas, Feria Seniors 2018, UPR va pa Plaza, Avanza University Expo, and Seniors Next Level among others. Table V shows enrollment projections for the next three years.

Current Enrollment	Projected Enrollment		
2017-2018	2018-2019	2019-2020	2020-2021
3794	3743	3855	4048

3. Given the previously described impact, provide a discussion and analysis of strategies and/or modifications the institution has implemented to ensure the rigor and quality of:
 - a. Curricula;

During the first and second quarter-terms of the current academic year, 2017-18, the Office of the Dean of Academic Affairs and the academic departments continued working to review and improve programs to ensure quality or create new offerings:

- The Institutional Curriculum Committee met on December 12, 2017 to review the proposals for the Bachelor of Hotel and Restaurant Administration and the Bachelor in Multidisciplinary Studies in Tourist Culture. A second meeting between Committee members, the Academic Dean and the School of Hotel and Restaurant Administration (SHRA) Dean was held on January 16, 2018 to discuss observations. Also, a meeting with the SHRA Advisory Board, composed of presidents and representatives of the hotel and tourism industry, was held on February 22, 2018 to discuss the proposed curriculum revision. Currently the SHRA is working on the recommendations to submit the proposal to the Academic Deanship for final review and approval.
- The Curriculum Procedural Manual, that summarizes and includes applicable Institutional certifications for the revision and creation of syllabi and academic

programs, was submitted to the Academic Senate and is currently under review by the Academic Affairs Committee.

- The Academic Senate is reviewing the Peer Review Evaluation for Distance Learning courses.
- The Forensic Field Science Professional Certificate, from the Department of Social Sciences, was submitted to the Academic Senate for review and approval on December 2017.
- The Minor in Business Innovation proposal (Innovación Empresarial), from the Department of Business Administration, was approved by the Vice-presidency of Academic Affairs in January 10, 2018. This new offering will begin during the third quarter-term of the current academic year 2017-18.
- The Department of Natural Sciences submitted the application for approval of the new Bachelor Degree in Science with Major in Forensic Science to the state licensing agency, the Puerto Rico Council on Education (CEPR).
- The Department of Social Sciences submitted to the Dean of Academic Affairs a proposal for a double major degree in Forensic Psychology and Law and Society.
- Professional accreditation serves as a means to ensure academic excellence. Meetings with every Academic Department are being held to discuss their self-studies to each professional agency. The Coordinator and chair departments met to discuss either new or reaffirmation of accreditation proposals. Meetings took place on the following dates: February 23rd, Education Department and Engineering Technology Department (first accreditation intent with CAEP and ABET, Inc, respectively); February 26th, Social Sciences Department (first accreditation intent with ACJS), and March 5th Counseling and Psychological Services Department (reaffirmation of accreditation with IACS). Between March and April, remaining departments will meet. The School of Hotel and Restaurant Administration (SHRA), the Business Administration Department, the Office Systems Department, and the Learning Resource Center (library) hold specialized accreditation and/or certifications by their respective accrediting agencies.

- b. Instructional delivery, including whether the institution continues to have sufficient faculty to meet the educational needs of students;

The implementation of large lecture classes in Spanish, English, basic courses in Social Sciences, concentration courses in Hotel and Restaurant Administration, and

Engineering Technology have been introduced as a pilot project. This enables the institution to offer the same quality education with less sections and budget. The process is under continuous evaluation as mandated by Certification 44 (2015-2016) of the Academic Senate.

After Hurricane María, a week before classes resumed, the Chancellor, the Academic Dean and Human Resources personnel met with tenure track, probation, annual contract and 10 month contract faculty (October 16, 2017), as well as part-time faculty (October 18, 2017) to listen to their needs and confirm their availability to comply with the required course hours, due to a necessary extension in the academic calendar.

Institutional instructional delivery methods include grouping strategies, demonstrations, lectures, questioning and discussion techniques, cooperative learning, independent work, inquiry, and problem solving, among others. The selection of these techniques depends on the course and student needs.

Currently offered are lecture courses, laboratory, workshops, internship experiences, research, distance learning courses, and large lecture classes (Appendix IV Summary of Courses and Student Experiences). It shows a comparison between courses offered during the first and second quarter-terms of academic years 2016-17 and 2017-18.

- c. Learning resources to support the institution's program of study and students' academic progress;

Fortunately, the library collection at UPRCA was not considerably affected by the hurricanes. Mold development was not significant but in order to ensure a healthy working environment, the University hired a private company that already completed a sanitizing process. Learning resources include:

- A print collection of 46,335 volumes.
- Online academic resources from Ebscohost, ProQuest, Gale Virtual Reference Library, Elsevier ScienceDirect, Wiley/Blackwell, American Chemical Society, Films on Demand, Elibro, LexJuris, MicroJuris, and Britannica Online (English and Spanish versions).

Off-campus access is available through Ez proxy software. Among all of these, there are specialized products that support unique UPR system academic offerings at Carolina. Some include:

- Hospitality & Tourism Complete (Ebscohost: over 480 full-text publications).

- Index to Legal Periodicals & Books Full Text (H.W. Wilson).
- Index to Legal Periodicals Retrospective: 1908-1981 (H.W. Wilson).
- Criminal Justice Database (ProQuest).

In spite of the difficult financial situation, institutional support for the library is significant since there has not been a reduction in the budget for the acquisition of information resources.

d. Assessment of student learning outcomes;

UPRCA conducts assessment of student learning and achievement processes to ensure that students accomplish educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

e. The student experience and learning opportunities.

- The Counseling and Psychological Services Department (DECOPSY) on October 23 and 24, welcomed the entire university community after Hurricane María to the activity Tu Muro de Expresión (Your Wall of Expression). On these walls students, teaching and non-teaching staff expressed reflective thoughts, messages of support and motivation. In addition, guidance was given to parents of new students and the first bulletin Impactando tu vida (Appendix V: Impacting your life), was published for the entire university community.
- UNEX night time courses after 5:30pm were rescheduled for Saturdays and Sundays until electricity arrived on campus.
- Student experiences such as internships and student exchange opportunities in the U.S. and Europe continued being offered after the hurricanes. Study abroad programs available at UPRCA include: Disney world College Program, Summer Intensive English Program at Oswego (State University of New York), Study Program at Universitat Autònoma de Barcelona in Spain, and the Study Trip to Europe. All of these are in good standing and available to our students.
- UPR Internship: First Work Experience (Internado UPR: Primera Experiencia Laboral): This elective allows students to have an internship experience in their area of studies. The student has to complete a total of 200 hours in an approved location that includes a stipend of \$7.25 per hour and tuition charges. This program is a UPR funded initiative under Cert. Number 123, 2013-14 of the Governing Board. During the first quarter-term, courses were not offered because contracts

with internship centers were in the process of being renovated, and student orientations were being held.

- Even though there was no electricity on Campus, a temporary Distance Learning Lab was established at Zona Jaguar. This laboratory was powered by a generator and included 18 computers to assist students and faculty in distance learning courses that did not have electricity or internet in their homes. Table VI shows a summary of usage statistics:

Month	Number of students that used the lab
October	546
November	1,699
December	580
Statistics from October 23- December 13, 2017	

Evaluation of these statistics and student input persuaded the administration to approve the construction of a new distance learning laboratory on the second floor of the Learning Resource Center (library). The Title V Office will provide the funding. Part of the equipment has been ordered and the administrative process is already in progress.

- **Research opportunities in the Sciences- Title V Cooperative Agreement:**

Currently, the UPR Carolina is undergoing three research projects in the sciences. These are:

1. Dr. José Santiago: Tamoxifen and neuroinflammation after spinal cord injury
2. Dr. Karilys González: Syntheses of new transition metal complexes based on carboxylate pyrene and tetradentate nitrogen ligands with promising applications in memory devices
3. Dr. José García: The Role of BK Channel and Membrane Rafts in Alcohol Tolerance

These pilot research projects continued after Hurricane María. To ensure that no specimens were damaged, some of the research components were transferred to the UPR Medical Sciences Campus. Immediately, after power came back, all researchers submitted the list of chemicals that needed to be replaced and requests were sent to the Title V Office.

Under this Title V Cooperative grant, the UPR Carolina created the Neuroscience Laboratory during academic year 2015-2016 by means of an investment of \$187,838.43. The Neuroscience Laboratory research houses two pilot research grants that were affected by hurricane María due to lack of power and lost most of the chemicals and sodium aside used to preserve antibodies. A request was sent to the Title V Office (Hispanic Serving Institutions Program) to acquire a power generator of approximately 30 kilowatts for the exclusive use of the Neuroscience Laboratory. The estimated cost for this power generator is \$35,000.00.

Research projects in partnership with the Universidad Central del Caribe (UCC), continued being offered after the emergency. A site visit of undergraduate students to Universidad Central del Caribe was held where eight researchers presented posters to UPR-Carolina science students as a recruiting activity for research experiences.

The University of Puerto Rico at Carolina has twenty (20) students doing research with faculty that have pilot projects. They have been invited to present at the 10th Annual Conference of Alliance of Hispanic Serving Institutions Educators at Chicago on March 26, 2018 to present the project Student Engagement Experiences and Knowledge Exemplary Research (SEEKER).

Also, we have partnered with Boston University School of Medicine as part of a grant from the National Science Foundation named “Best Bet” in which we will be able to access resources to continue and expand the above initiatives of faculty and student undergraduate research. Under this NSF grant, we have partnered with Cornell University as our mentor institution. Three of our students have been accepted to a Site Visit for a shadowing experience in science research at North Carolina, Chapel Hill School of Medicine on March 12-14.

- A census was conducted to obtain input about student needs after the hurricane. Selected students received aid according to census results. Actions taken include:
 - Lunch (1,500 per week) and supply donations.
 - FEMA orientation on campus to fill application, employment, and diverse aid opportunities.
 - A job fair was carried out on campus to help students that lost their jobs.
 - Qualified students began working in the Federal Work-Study Program.
 - Qualified students received Pell, SEOG, and legislative scholarship payments.
- The library plays an important part of the learning experience and also helps increase retention rates. There is plenty of literature available on this topic. For this

reason, the implementation of a learning commons project is very close. The new collaborative learning furniture just arrived on campus and will be installed as soon as additional space renovations are completed.

4. Are the strategies and modifications identified in #3a-e above permanent?. Provide an analysis of how the institution intends to continue to ensure the quality of education and services for students as it manages the on-going effects of the impact of the hurricanes.

Continuous implementation of strategies and modifications will depend on results obtained from each. The assessment process will be key to decide on their continuity. The institution has implemented infrastructure improvements to ensure a faster recovery process in case of future natural disaster situations:

- Installation of two (2) new generators to provide water pumping and electricity to the entire campus.
- New larger tanks to store fuel and diesel to extend capacity.
- Waterproofing and sanitation improvements in building structures.
- Selection of a building to install solar panels and make it more self-sustained and independent from the electrical power system (in progress).

These investments will provide for a faster restoration process of facilities that will enable the institution, in case of another natural disaster, to resume its administrative and academic operations in less time.

5. Have significant developments occurred with regard to the following areas since the submission of the institution's December 1, 2017, Supplemental Information Report? Please describe those developments, providing details as indicated.

- a. Changes to the academic calendar stemming from the impact of the hurricanes;

In order to resume the institutional regular quarter-term schedule a few days were added to the current period. For example, classes were offered during some holidays. This simple measure has been sufficient to return to the normal academic calendar. The quarter-term system has proven very convenient for the normalization of operations and services.

- b. The establishment of temporary sites or sites for instruction (provide addresses);

UPRCA did not established temporary sites for instruction. All programs of study are being delivered on a regular basis on campus.

- c. Partnerships with another educational entity to deliver instruction to students (provide names of partners, including third-party providers);

The University of Puerto Rico and Cornell University reaffirmed their decision, in the aftermath of hurricanes Irma and María, to allow UPR students the opportunity to conduct studies at Cornell University during the spring semester of academic year 2017-2018 as visiting students. It is expected for Cornell to strengthen the UPR students' educational and cultural background. They must be active undergraduate or graduate students and in good standing at UPR. Those interested in participating in the Visiting Student Program must submit proof of satisfactory academic performance at the UPR, by requesting an official transcript of approved courses at the Registrar's office at the UPR campuses who will send directly to Cornell. Three students of our campus, 2 males and one female, are participating in the visiting program (Appendix VI Hurricane María Assistance Program).

- d. The institution's status with regard to Title IV student aid eligibility (attach documentation).

UPRCA Status - Heightened Cash Monitoring 1 (HCM1): After a school makes disbursements to eligible students from institutional funds and submits disbursement records to the Common Origination and Disbursement (COD) System, it draws down FSA funds to cover those disbursements in the same way as a school on the Advance Payment Method (Appendix VII: Program Participation Agreement USDE).

6. Describe any other adverse impacts experienced by the institution that it may be important for the Commission to know about.

There are no additional adverse impacts.

CONCLUSION

The University of Puerto Rico at Carolina has managed to resume all of its operations in a comprehensive manner. Measures needed to offset losses caused by the hurricanes and the present economic situation of the Commonwealth are being implemented. These intend to achieve institutional self-sustained economic capacity so that dependency on appropriations from the government in the near future is reduced.

The impact of natural disasters has already been mitigated by quick and efficient actions implemented by the administration. The academic calendar is already on its regular schedule and most physical facilities are ready to use to ensure delivery of learning and services. Students are receiving financial aid from Pell grants, the work-study program, and loans. Services to veterans and students with special needs are also being delivered, and staff salaries were never halted. UPRCA is back and open to service its community.

APPENDICES

Revenue Generating Initiatives Update

The University of Puerto Rico at Carolina (UPRCA) has engaged in several revenue generating initiatives since the last September 2017 monitoring report to MSCHE. These efforts go hand in hand with the development of long-term strategies that seek financial self-sufficiency. At this time, UPRCA has started some of these projects and continued with others already under way. There are also new academic extended university offerings that provide for additional income.

- Distance Learning

Institutional progress in distance learning courses since the last Monitoring Report shows an increase of nine (9) new created courses since the previous quarter-term period for a total of 53. Beginning this period, the second quarter-term of the academic year, all courses are billed through the Extended University Program. This will significantly increase enrollment revenues for the Institution. Full degree offerings are being worked on for the near future.



- TEAULube

During January this service was successfully inaugurated on campus. Improved facilities and equipment were installed in order to provide preventive maintenance to vehicles from the government, UPR units, university staff, private companies, and the general public.

- Medical insurance billing

The Medical Services Office conducted meetings with the Puerto Rico Association of Medical Billing in order to obtain information about requirements to begin medical

insurance billing at UPRCA. A working plan is being developed to schedule initial phase. Next steps:

- Training of staff to bill medical insurance companies.
 - Future expansion of physical facilities to offer new services (laboratory, dental, etc).
- Art Gallery

The Institution, under the leadership of Dr. Heriberto Nieves, a world wide renown international artist, has moved onward with this project. Meetings with prominent personalities of the art world have already taken place to establish agreements for exchange of artists and faculty:

- The Executive Director of the *Cité des Arts de Paris*, Benedicte Alliot.
- The Director of the *Museo de Arte Moderno de Santo Santo Domingo*, María Elena Ditren.
- The President of *Fundación Enrique Grao* from Bogotá, Colombia.
- Talks started with the *Facultad de Arte y Diseño*, Universidad Nacional Autónoma de México (UNAM).

The institution intends to establish a linkage within the fine arts industry, the third largest in the world, so that exchange of artists places the UPRCA gallery in a prominent position among exhibitors. Income related activities from local and international artist expositions will play an important role in achieving financial self-sufficiency. Finally, this institutional exposition in the arts will be an incentive for enrollment of students with this special interest.

- Anthropology & Forensic Laboratory

The UPRCA chancellor recently presented this project to the UPR Mayaguez campus officials. As a result, 10 acres were approved for the establishment of the *Body Farm*. The Institution has also signed a Memorandum of Understanding (available at the end) with the government Forensics Sciences Office. This will provide for collaborative agreements to jointly develop research programs, internships, practice centers, clinical training, and consultation that will render mutual benefits from common facilities, experiences, developments, and resources.

- The Extended University (UNEX)

The Extended University at UPRCA has signed a contract with the Department of Education of Puerto Rico to provide professional development workshops to teachers, school supervisors, school directors, paraprofessionals, and teaching support personnel, among others.

The Croupiers Institute of Puerto Rico is still closed due to the impact of the hurricane. An agreement between UPRCA, the Puerto Rico Tourism Company, and

the Puerto Rico Hotel Association is under way in order to provide courses at UNEX. Funding will be provided through the Workforce Investment Act of 1998. The Dean of the School of Hotel and Restaurant Administration at UPRCA is working in the process to reach a final agreement.

Emergency Management Certificate

The University of Puerto Rico at Carolina will begin to offer a Certificate on Emergency Management with a concentration on Disaster Response Planning. Topics such as prevention/mitigation, preparedness, risk assessment, first response and recovery strategies will be included, in compliance with FEMA and Homeland Security Agency Regulations and Protocols. The proposed training includes all type of emergencies, both natural (like hurricanes, tsunamis and earthquakes), and human related (such as chemical poisoning). The training also includes knowledge of various communications skills such as sign language and non-traditional radio communications. The Certificate will be offered through UNEX, starting in April 2018. The Certificate consists of four modules of 40 contact hours each, 150 students and assesses most training skills associated with the vulnerability evaluation, planning and management of various types of emergencies. It will be addressed to close to 350 governmental personnel, 1,700 community leaders and 1,200 school and elderly centers administrators who, after the hurricane experience of 2017, are required to be trained on disaster response management at both governmental and community level. The Certificate will be offered uninterruptedly for the next 4 years.



Estado Libre Asociado de Puerto Rico
Commonwealth of Puerto Rico
OFICINA DEL CONTRALOR
Office of the Comptroller
San Juan, Puerto Rico

30642018-00009210729

CERTIFICACION
CERTIFICATION

SOBRE OTORGAMIENTO DE CONTRATO, ESCRITURA O DOCUMENTO RELACIONADO
REGARDING THE EXECUTION OF CONTRACTS, DEEDS AND OTHER RELATED DOCUMENT

[1] Número de Entidad: 3064

Entity Code

[2] Número del Contrato: 2018-000092

Contract Number

[3] Renovación Automática: No es Renovación Automática

Automatic Renewal

[4] Fecha de Otorgamiento: 12 de febrero de 2018

Date of execution

[5] Fecha de Renovación: No es Renovación Automática

Date of Renewal

[6] Cuantía: 0.00

Amount

[7] Partidas Presupuestarias: 83110.306.000.8014.120.000000000000.18;

Budgetary Accounts

[8] Código por Categoría y Tipo de Servicio: 9 - SERVICIOS EDUCATIVOS, DE ADIESTRAMIENTOS Y DE ORIENTACIONES | 9.0002 - SERVICIOS DE ADIESTRAMIENTO

Category code and Type of Service

[9] ¿Es un contrato de privatización? (Ley 136-2003): NO

Is a privatization contract? (Act 136-2003)

[10] Código de Exento: 0-No Exento

Exempt Code

[11] Dispensa (Autorización de algún organismo del Gobierno):

Waiver (Authorization from another government entity)

[12] Vigencia desde: 12 de febrero de 2018 hasta: 12 de febrero de 2023

Effective date from:, to:

[13] Vigencia de la Renovación desde: No es Renovación Automática hasta: No es Renovación Automática

Renewal effective date from:, to:

[14] Número de Seguro Social o Identificación Patronal: 66-0433860;

Social Security or Identification Number

[15] Contratista(s): COM. NEGOCIADO CIENCIAS FORENSES/EDWIN CRESPO;

Contractor

[16] Representante de la Entidad: Prof. Jorge Valentín Asencio

Entity Representative

La presente certificación es en cumplimiento con Carta Circular promulgada por el Contralor de Puerto Rico. Esta no debe ser remitida a la Oficina del Contralor y debe archivarse en el expediente del Contrato.

(This certification is in compliance with the instructions issued by the Comptroller of Puerto Rico. This document should not be remitted to the Office of the Comptroller, and must be filed with the contract).

El suscribiente certifica haber otorgado hoy el contrato descrito en este documento y está de acuerdo con la información provista.

The undersigned, certifies that the contract described in this document was executed on this date and agrees with the above information.

[17] En (ciudad): CAROLINA

In (city)

,Puerto Rico , hoy 12 de febrero de 2018

,Puerto Rico , today

[18] Firma del Funcionario Principal de la Entidad:

Signature of the Chief Officer of the Entity:

Firma (Signature)

Prof. Jorge Valentín Asencio

Letra de molde (print)

Esta Certificación no constituye evidencia de que este contrato fue remitido a la Oficina del Contralor de Puerto Rico. Para asegurarse de que el contrato fue remitido a nuestra oficina deberá imprimir la Certificación de Envío de Contratos, Escrituras y Documentos Relacionados el cual contiene la fecha y número de envío. Para conseguir este documento, deberá seleccionar en el menú consultas y a su vez la búsqueda por envío.

*Presione para ver instrucciones (*Press to see instructions of this form)

**MEMORANDO DE ENTENDIMIENTO ENTRE EL RECINTO DE CAROLINA DE LA
UNIVERSIDAD DE PUERTO RICO Y EL NEGOCIADO DE CIENCIAS FORENSES
DEL ESTADO LIBRE ASOCIADO DE PUERTO RICO**

Este **MEMORANDO DE ENTENDIMIENTO (ME)** se establece:

DE UNA PARTE: EL Recinto De Carolina de la Universidad de Puerto Rico representado en este acto por su Rector Interino, el Profesor **Jorge I. Valentín Asencio**, en adelante **UPRRC**.

DE OTRA PARTE: El **Negociado de Ciencias Forenses de Puerto Rico**, representado en este acto por su Comisionado, Dr. Edwin F. Crespo Torres, en adelante **NCF**.

- I. PROPÓSITO:** El propósito de este ME es formalizar los acuerdos entre las partes para: proveer información conducente a desarrollar proyectos de investigación y concertar estrategias para la asistencia técnica y de tecnología; llevar a cabo investigaciones multidisciplinarias e interdisciplinarias, establecer centros de instrucción práctica, internados, clínicas, consultorías y programas que beneficien a ambas partes.
- II. DECLARACIÓN DE BENEFICIOS:**

ECT
AS

El **Recinto de Carolina** de la **UPR** es una institución de educación superior creada por virtud de la Ley Núm. 1 del 20 de enero de 1966, según enmendada. En cumplimiento con su responsabilidad de servicio al pueblo de Puerto Rico, el **RC** tiene como parte de su misión y objetivos, según definidos por Ley, transmitir e incrementar el conocimiento a través de las distintas disciplinas de enseñanza y de la investigación y colaborar con otros organismos, "dentro de las esferas de acción que le son propias, en el estudio de los problemas de Puerto Rico."

El **Negociado de Ciencias Forenses de Puerto Rico** fue creado bajo el Departamento de Seguridad Pública, al amparo de la Ley 20 de 10 de abril de 2017, con la autonomía administrativa, fiscal y operacional. El propósito de la Ley fue crear una institución dedicada por entero al análisis científico-forense de la evidencia, convirtiéndose de esta manera en un elemento independiente dentro de nuestro sistema de justicia. La Misión del **NCF** es analizar evidencia científicamente para contribuir a esclarecer la verdad en beneficio de la sociedad.

Las entidades que entran en este acuerdo tienen intenciones y metas similares y asumen la intención de mejorar sus trabajos, proyectos y aportes hacia la comunidad.

III. OBJETIVO

El presente Acuerdo tiene como objetivo establecer las bases de colaboración para el desarrollo de programas conjuntos de investigación, internados, centros de práctica, clínica y consultoría profesional entre ambas Partes, a fin de aprovechar las experiencias, avances, facilidades y recursos en las áreas de interés común.

IV. ÁREAS DE COOPERACIÓN

Para lograr el objetivo, las Partes llevarán a cabo acciones de cooperación en las siguientes áreas:

- a. Análisis de datos forenses
- b. Evaluación de la evidencia forense;
- c. Intervenciones profesionales
- d. Desarrollo de Investigaciones interdisciplinaria y multidisciplinarias 33328

- e. Desarrollo de metodología de análisis de información
- f. Programas de educación y de capacitación en el campo de las ciencias forenses;
- g. Servir de centros de instrucción práctica supervisada, internado y clínica para estudiantes a nivel subgraduado y graduados
- h. Nuevas áreas de colaboración que se desarrollen y que convengan a las partes.
- i. Establecimiento de un banco de peritos profesionales que puedan ser requeridos en caso forenses
- j. Colaborar en conjunto en la búsqueda de fondos externos que apoyen proyectos de investigación que convengan a las partes.

V. MODALIDADES DE COOPERACIÓN

La cooperación entre las Partes podrá efectuarse a través de las siguientes modalidades:

- a. Elaboración, ejecución y difusión de proyectos interinstitucionales e interfacultativos de investigación presentes en el **UPPRC**
- b. Utilización recíproca de facilidades, equipos e instrumentos necesarios para el apoyo a la investigación científica o casos forenses cuando se requiera.
- c. Intercambio de expertos, en apoyo a programas específicos previamente elaborados;
- d. Intercambio puntual de información, documentación, y publicaciones de investigación en materia forense;
- e. Encuentros de estudio, reuniones, cursos, seminarios, coloquios y simposio;
- f. Cualquier otra modalidad que convengan las Partes

VI. PROGRAMAS DE TRABAJO

Los programas de trabajo deberán incluir los recursos financieros y calendarios de realización, así como la documentación necesaria para determinar los alcances de cada uno de ellos.

VII. FINANCIAMIENTO

El presente **ME** no conlleva ningún gasto.

- Los programas y acciones a emprender se desarrollarán posteriormente, en sus aspectos concretos, mediante acuerdos singularizados referidos a cada una de las áreas prioritarias de actuación, que se incorporarán progresivamente, a medida que se vayan formalizando, y formarán parte inseparable del presente ME, como anexos del mismo.
- Las aportaciones económicas por los costes que genere la colaboración, serán evaluadas y acordadas, por los órganos rectores, para cada uno de los acuerdos singularizados en que ésta se concrete.
- Para posibilitar la ejecución de los acuerdos singularizados en las distintas áreas, las partes firmantes podrán recabar ayudas, subvenciones y colaboraciones de otras entidades, públicas y privadas.

VIII. RELACIÓN LABORAL

El personal que cada una de las Partes designe para la ejecución de este **Memorando** mantendrá su dependencia con la Institución a la que pertenezca, por lo que no se crearán relaciones de carácter laboral con la institución de la otra Parte, a la que en ningún caso se considerará como patrón sustituto.

IX. PROPIEDAD INTELECTUAL

Las Partes acuerdan reconocer los derechos de propiedad intelectual que cada una tiene o llegue a tener por su cuenta, obligándose a mantenerlos vigentes para la ejecución de los objetivos de este Acuerdo, estableciendo que la titularidad de los derechos sobre conocimientos de esta naturaleza, que se deriven de la ejecución de los objetivos de este Acuerdo, pertenecerá a la Parte que genere dichos conocimientos y ambas Partes participarán de la titularidad de los mismos si la producción es conjunta.

En relación a las estadísticas e información suministrada, prima lo dispuesto en el apartado XIII (Protocolo para el Suministro de información) en su inciso 7 (Derecho de propiedad), del presente convenio.

X. MANEJO DE RESULTADOS

Los resultados finales de los proyectos desarrollados, estudios, publicaciones y cualquier otro producto obtenido al amparo de este Acuerdo podrán ser utilizados libremente para propósitos académicos o bien para la promoción cultural, con la única condición de ser aprobado por las Partes involucradas.

XI. BENEFICIOS

En el caso de producirse algún beneficio derivado del interés de personas o instituciones ajenas sobre la obtención de resultados producidos por cualquier programa o proyecto emanado de este Acuerdo, la ganancia financiera será distribuida proporcionalmente a la contribución de cada una de las Partes.

XII. INTERCAMBIO DE INFORMACIÓN

Las Partes acuerdan que el intercambio de información científica y tecnológica se hará a través de los funcionarios(as) que las partes designen oportunamente. Si la información es considerada como confidencial por su propietario, la otra Parte se compromete a proteger su uso.

XIII. PROTOCOLO PARA EL SUMINISTRO DE INFORMACIÓN POR PARTE DEL NEGOCIADO DE CIENCIAS FORENSES

El presente **ME** provee el marco de referencia para que el **NCF** suministre las estadísticas que solicite **RC** dentro del marco constitucional y legal del Estado Libre Asociado de Puerto Rico.

Es imperativo, para el trámite de cualquier dato, establecer un protocolo para la legalidad del suministro de la información. Luego, las partes resolverán si la divulgación está legalmente permitida. Este memorando pretende cumplir con estos parámetros.

El objetivo principal de este Protocolo es establecer la base para el control y suministro de estadísticas bajo la custodia del **NCF**. El protocolo para el suministro de las estadísticas es de aplicación a documentos escritos y electrónicos; y en toda reunión entre las partes donde se originen minutas.

1. PROTOCOLO PARA EL SUMINISTRO DE INFORMACIÓN

- a. Este protocolo provee para que las partes puedan intercambiar estadísticas para el estudio de la violencia en toda su amplitud.
- b. En los casos que se solicite información que pueda identificar a un sujeto, sin excepción, se requerirá el consentimiento escrito de la persona para su divulgación.
- c. Incluye el compromiso de la protección constitucional de la presunción de inocencia, confidencialidad de la información, la no divulgación de información de casos activos en los Tribunales.

2. RESPONSABILIDAD DE LOS COMPARECIENTES

- a. Será responsabilidad del **RC** y el **NCF**
- determinar el período que cubrirá el suministro de estadísticas.
 - garantías de cumplimiento con la ética pública y profesional.
 - establecer y describir como anejo a este documento el flujo, control y custodia de la información.
 - toda determinación procesal se suscribirá por escrito.
 - adiestramiento de personal.

3. INFORMACIÓN DISPONIBLE

- a. El protocolo y memorando permite únicamente el suministro de información en forma estadística, por lo que expresamente se excluye información personal de una persona o sujeto, víctimas, familiares de la víctima, informantes o testigos, agentes y funcionarios públicos, excepto si la persona lo autoriza por escrito. Entendiéndose que aún en estos casos, el **NCF** será la última autoridad para determinar si divulga la información. Podrá igualmente, solicitar una opinión legal.
- b. El **NCF** suministrará información bajo su control y custodia en formato que asegure la no identificación de un individuo.
- c. El **NCF** se asegurará de no proveer direcciones postales o firmas de las personas.
- d. Queda totalmente prohibido divulgar información de un sospechoso, evidencia asociada a una actividad criminal o del Sumario Fiscal.
- e. La información suministrada será para uso exclusivo de la **UPRRC**.

4. FUNCIONARIOS AUTORIZADOS/ RESPONSABILIDAD

- a. Las partes designarán por escrito, los funcionarios autorizados para divulgar y recibir las estadísticas.
- b. Toda solicitud de estadísticas se hará por escrito prohibiéndose el uso del facsímil.
- c. Los funcionarios tendrán las siguientes responsabilidades:
- Procesar la solicitud de información por escrito, y que su entrega será personalmente, de conformidad con las leyes y reglamentos.
 - Se comprometen a la confidencialidad de los datos y que se utilizarán exclusivamente para los fines y propósitos de este acuerdo.
 - Custodiarán la información en los lugares designados y de forma segura.
 - Cumplirán estrictamente con la Constitución del Estado Libre Asociado de Puerto Rico y Constitución de los Estados Unidos de América, la Federal, con la Ley Número 20 de 10 abril de 2017, que crea el Negociado de Ciencias Forenses de Puerto Rico, con el Código Político de Puerto Rico y cualquier otra legislación aplicable.

5. CORRECCIÓN DE DATOS

- a. Los casos que las estadísticas o datos suministrados por el **NCF** resulten inexactos o incorrectos, **RC** lo notificará por escrito para que se proceda a su pronta corrección. Los documentos con la información incorrecta serán devueltos al **NCF**.

6. REVISIÓN DE INFORMES

- a. **RC** se obliga entregar al **NCF** un borrador de cualquier informe que pretenda publicar con la finalidad de corroborar que los datos incluidos están correctos de conformidad con la información suministrada.
- b. El informe o los informes no podrán publicarse hasta que el **NCF** certifique la información o solicite la corrección de los datos.

7. DERECHO DE PROPIEDAD

- a. Queda expresamente convenido que el **NCF** retiene el derecho de propiedad sobre las estadísticas e información suministrada.
- b. Las publicaciones que genere **RC** indicarán el origen y derecho de propiedad del **NCF**, que la información ha sido suministrada por el **NCF** y que la publicación por terceros queda expresamente prohibida sin el consentimiento escrito del **NCF**.

8. ARCHIVO Y DEVOLUCIÓN DE LA INFORMACIÓN

- a. La información se archivará por métodos que garanticen su seguridad y se devolverá cuando ésta haya servido el propósito para la cual se solicitó.

XV. DISPOSICIONES FINALES

La **Universidad de Puerto Rico, Recinto de Carolina** posee una póliza de accidente que protege a todo estudiante o funcionario de la **UPRRC** mientras realizan funciones relacionadas con el descargue de las tareas objeto de este convenio.

El **NCF** se compromete a proveer servicios de primera ayuda en caso de un accidente o emergencia.

El presente Acuerdo podrá darse por terminado por cualquiera de las Partes, previa notificación por escrito dirigida a las otra, con sesenta (60) días de calendario de anticipación, debiendo expresar las causas que motivaron dicha terminación. En estos casos se tomarán las medidas necesarias para evitar daños o perjuicios tanto a ellas como a terceros, en el entendido de que se terminarán las acciones iniciadas durante su vigencia y hasta su total terminación.

El **NCF** dará por terminado el acuerdo de inmediato si ocurre:

- Cualquier intento de identificar a una persona o familia utilizando la información suministrada.
- La venta o comercialización de las estadísticas suministradas, sin el consentimiento escrito del **NCF**.

Las partes podrán solicitar enmiendas a este acuerdo. Las enmiendas acordadas se formalizarán por escrito y se anejarán a este documento y tendrán efectividad desde la fecha de su firma.

El presente Acuerdo tendrá una vigencia de **cinco (5) años**, a partir de que el mismo sea registrado en la Oficina del Contralor, pudiendo prorrogarse o ser modificado por acuerdo expreso de las Partes. Ninguna prestación o contraprestación objeto de este convenio podrá exigirse hasta tanto el mismo sea registrado en la oficina del Contralor de Puerto Rico a tenor con lo dispuesto en la Ley Núm. 18 de 30 de octubre de 1975, según enmendada. Las partes aceptan y reconocen que en la eventualidad que la Oficina del Contralor de Puerto Rico notifique algún reparo en términos del contenido del convenio las partes los subsanarán en un término que no excederá treinta (30) días.


- XVI. AMBAS PARTES** hacen constar que no habrá **DISCRIMEN** por razones de raza, color, sexo, nacimiento, edad, origen o condición social, ascendencia, estado civil, ideas o creencias religiosas o políticas, género, preferencia sexual, nacionalidad, origen étnico, condición de veterano de las Fuerzas Armadas o incapacidad física o mental en las prácticas de selección y trato de estudiantes y profesores.
- XVII.** Ambas partes se comprometen a conservar los informes, hojas de trabajo y asistencia y demás documentos relacionados con los servicios objeto de este Convenio, para que puedan ser examinados o copiados por la Oficina de Auditores Internos de la Universidad de Puerto Rico, por una firma de auditores externos contratados por la Universidad de Puerto Rico o por la Oficina del Contralor de Puerto Rico, en sus intervenciones a la Universidad de Puerto Rico. Las auditorías se realizarán en fechas razonables durante el transcurso de los servicios o con posterioridad a los mismos, conforme las prácticas de auditoría generalmente reconocidas. Dichos documentos se conservarán por un período no menor de seis (6) años o hasta que se efectúe una investigación por la Oficina del Contralor de Puerto Rico, lo que ocurra primero.
- XVIII.** Cada una de las partes acuerda relevar y exonerar de responsabilidad a la otra parte de cualquier reclamación judicial o extrajudicial y de proveer indemnización por concepto de daños y perjuicios o angustias mentales o morales que pueda sufrir cualquier persona natural o jurídica, donde los daños y perjuicios aleguen haber sido causados por acciones, actuaciones u omisiones negligentes, descuidadas o culposas de cada parte, sus agentes o empleados, cuando tales daños y perjuicios hubieran ocurrido total o parcialmente durante la realización de este **Convenio**.
- XIX.** Ambas partes podrán resolver el presente acuerdo mediante notificación con treinta (30) días de antelación a la fecha de resolución. Podrán cancelar el convenio de forma inmediata sin previo aviso cuando la otra parte contratada incurra en negligencia, incumplimiento o violación de alguna condición del presente convenio.




Leído el presente instrumento, enteradas las partes del contenido y alcance de cada una de sus cláusulas e indicando que en su celebración no existe dolo, mala fe o cualquier otro motivo que vicie su consentimiento, lo firman de conformidad, conservando cada una de ellas **dos (2) originales**.

Con el espíritu de colaboración y cooperación mutua y con la intención de seguir con el intercambio de conocimientos e investigación, el **Memorando** es formalizado con las siguientes firmas:

Suscrito en San Juan, hoy 12 de febrero de 2018, en **dos (2) originales** en idioma español, siendo ambos textos igualmente auténticos.


DR. EDWIN F. CRESPO TORRES
COMISIONADO
NEGOCIADO DE CIENCIAS FORENSES
DE PUERTO RICO
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Examples of of multiple measures to assess and improve student learning

Course	Assessment technique	Use of results
MECU 3032 Quantitative methods II	Pre and post test	Redesign Pre-post test items to reinforce student learning. The overall percentage for the test was below 60%. Students are organized in groups so that each group works with specific course competencies.
INGL 3102 Basic English II	Post test, rubrics, checklists, guided questions	The overall percentage for the test: 77.25% After meeting with faculty and analyzing assessment results, the following actions actions were taken: 1. grammar quizzes to reinforce grammatical structure. 2- reading was reinforced by adding vocabulary building exercises. 3-reading selection analysis in order to strengthen skills related to drawing conclusion, main idea identification , and supporting details.
INGL 3104 Intermediate English	Post test, rubrics, checklists, guided questions	The overall percentage for the test: 73.99 After meeting with the faculty and analyzing assessment results, the following actions were taken: 1-Students were exposed to more reading and writing segments. 2- YouTube videos used as a strategy to stimulate ideas for writing. 3- Peer discussions to reinforce main idea, supporting details, making inferences, and drawing conclusions.
PUCO 3035 Basics of Drawing	Pre test Rubrics	The student mastered the ability to apply tonal values between 75% and 85% at the end of the course. After the pre-test and post test the student

Course	Assessment technique	Use of results
		<p>applied the tonal values in a personal design proposal size 11 "X 17" in a frame. Images were exhibited during the final exam dates on the institutional page uprcarolinacrep.</p>
<p>DESI 3005 Foundations and Theories of Design</p>	<p>Design Project</p>	<p>80% of students obtained B or more in the project. It is proposed to reorganize the first exercise by dividing it into parts more specific. In this way, deepen each representation two-dimensional, In this way aim to improve the percentage of approval. In turn, we must work with mechanisms that can more effectively identify the necessary skills in students from the admission process. This will help the student to know if it is the indicated career and will improve the general performance of the courses.</p>
<p>CIBI 3001 Basics of Biology</p>	<p>Pre -Post Test</p>	<p>54% of 70% of students dominated the cell recognition competence. Two extra group assignments will be assigned in each of the following competences for students to perform: Describe the chemical composition of water and organic molecules as basic components of living organisms. Recognize the parts of the cell and explain the function of its organelles. Compare the processes of cellular respiration and photosynthesis. Apply the basic concepts of Mendelian genetics in the inheritance exercises solution.</p>

Course	Assessment technique	Use of results
SOFI 4005 Integration Programs for Electronic Processing Information	Projects short tests exams rubrics	85% of students demonstrated mastery of competencies in the integration of programs for the electronic processing of information. However the faculty will revise course content to include Outlook software and increase the number of hours for Access and Excel.
INCO 3025 Conversational English for Secretaries	Rubrics and checklists for presentations, paired group activities, and online assignments.	90% of students will demonstrate mastery of the communication area, however, the faculty will identify, evaluate and implement new technological tools that will enrich the learning experience and help learners improve their listening and speaking skills.
CONT 3005 Introduction to Accounting Principles I	Pre-Post Test	<p>Our department experienced a low retention problem in accounting courses. To attack this predicament the validation of exams and assessment of these courses was modernized using the REMARK correcting system.</p> <p>Other correcting systems can be used as well, for example, SCANTRON. This process started in 2013 and continues still continues. Accounting faculty committee meetings are held after exams to.</p> <ol style="list-style-type: none"> 1. REview current exam and suggest modifications or changes as needed. 2. Translations requested by students are taken into consideration. 3. Difficulties expressed by students during the exam are contemplated. 4. The revised exam is created. 5. Final revision and approval for next year (each exam is used once a year).

Course	Assessment technique	Use of results
HUMA 3101 Western Culture	Pre-post Test	<p>During the first four months of the 2016-2017 academic year the objectives of the course were reviewed. However, in the current quarter term (2017-18) we considered pertinent to review for the second time the objectives of the course on a par with the thematic content and the premises of the instrument.</p> <p>As a result of the aforementioned review the objectives were modified without altering or deviating from the competences contained in the description of the course. The content of the appraisal test does not fully satisfy the competencies established in the objectives. We have chosen to redo the test developing new premises that discuss topics more relevant to the content and objectives of the record.</p> <p>According to the feeling expressed by some faculty members in a last meeting carried out during the last 3rd quarter of AY 2016-2017, the faculty was encouraged to develop and implement new assessment strategies in their courses intended to measure other relevance issues such as analytics. However, some members still preferred to continue with departmental pre and post test method for course evaluation.</p>
ARTE 3115 Appreciation of Arts	Pre-post Test Rubrics	<p>Out of a total of 27 students who took the post-test, 25 (93%) scored 70% or more. Therefore, mastery of the learning objectives was achieved. Even when the mastery of the test was achieved, the course was validated for the first time during the third quarter-term of academic year 2015-2016. Since then, course evaluation had not been repeated. On the other hand, the test only measured the knowledge of vocabulary and theoretical</p>

Course	Assessment technique	Use of results
		<p>concepts, so it was considered pertinent to implement a instrument that would adjust to the study of the capacity to analyse a work of art. For these reasons, during the current four-month period (2nd Four-month period 2017-2018) three will be evaluated implementing the rubric designed for the evaluation of the content of the analysis of a work of art as an appraisal instrument. Even with the success of the test, after its first administration, it was considered pertinent that it be reviewed by other expert professors in the discipline of the plastic arts and History of Art. In turn, it was considered necessary to revise the file to adjust its content to the requirements contained in the official course description.</p>

Course	Assessment technique	Use of results
EDIN 4035 Industrial and Occupational Safety	Rubrics	<p>85% or more of the students master the competencies for which course evaluation was conducted. This course had a participation of 20 students. Out of the total number of students, 10 students are in a 5 = Domain: Full domain and development of the skills of the program, 7 students got a rating of 4 = Prepared: Is prepared in an intermediate domain in its development of the competencies of the program, 1 students obtained a grade 3 = Evidence to be qualified (in an acceptable manner) in the development of the program competencies, 0 students obtained a grade 2 = Intended: Shows their intention to continue their effort in the competencies of the program. program, but in a slow process, 2 students obtained a score of 1 = Undetermined: Demonstrates little or no ability to continue developing in the program competencies.</p> <p>It is not recommended to make substantial changes to the course. This course was revised for this semester since it is the first time it is offered in the online modality. We will proceed to identify those students who obtained a score of 3 or less to meet their particular needs in other program course requirements.</p>
EDPE 4196 Clinical Practice	Rubrics Exams Final grad	<p>Between 81% and 100% of the students master the competencies for which course evaluation was carried out. This course had a participation of 11 students. Out of the total number of students, 1 students are in a 5 = Domain: Full domain and development of program competencies, 8 students got a grade of 4 = Prepared: Is prepared in an intermediate domain in its development of the competences of the program, 2 students obtained a</p>

Course	Assessment technique	Use of results
		<p>qualification 3 = Evidence to be qualified (in acceptable form) in the development of the competences of the program, 0 students obtained a qualification 2 = Intended: It shows their intention to continue their effort in the competences of the program, but in a slow process, 0 students scored 1 = Undetermined: Demonstrates little or no ability to continue developing in the program's competences.</p> <p>This is the Clinical Practice course, where students are in a real work environment. At the moment it is not recommended to make any kind of change to the format of the course in relation to this competition. The recommendation is made for those courses where this competence is covered since the proficiency level was very close to the limit.</p>
<p>ESPA 3101 Basic Spanish</p>	<p>Pre-Post Test</p>	<p>Average Score: 67.67% in 2Q 2016-17 (Benchmark: 70%) High Score: 93.90% Low Score: 10.98%</p> <p>Review of the parts of the test. Request for a detailed report on the consistency between the ESPA 3101 tests of the 1st and 2nd Quarter of 2016-2017: results by items, sections and students. Keep offering ESPA 0060 Pre-basic spanish.</p>

Pruebas para la Certificación de Maestros (PCMAS) Informe Institucional

Universidad de Puerto Rico, Recinto de Carolina

Marzo 2017



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Introducción

En este informe se ofrece un análisis de los resultados de las Pruebas para la Certificación de Maestros (PCMAS) revisadas: PCMAS General y PCMAS Especialidad, en la administración de marzo de 2017. Se ofrecen tablas y gráficas que facilitan la comparación de los datos del desempeño de los candidatos a maestros en esta administración.

Origen de la pruebas

Las Pruebas para la Certificación de Maestros (PCMAS) surgen de la necesidad de sistematizar los criterios de selección de la clase magisterial y como parte de un esfuerzo por elevar la calidad de la educación en Puerto Rico. La diversidad de programas de preparación de maestros existentes en las universidades del País hace imprescindible el uso de un instrumento independiente que mida uniformemente la competencia del candidato a maestro. Las PCMAS responden a esta necesidad y contribuyen al reconocimiento profesional de la carrera magisterial. Además, proporcionan a las instituciones educativas información suplementaria para reflexionar sobre sus programas y objetivos. Las PCMAS revisadas constan de una Prueba General que incluye los conocimientos fundamentales y las competencias profesionales, y de las Pruebas de Especialidades que incluyen las materias de Español, Inglés, Matemáticas, Ciencias y Estudios Sociales/Historia. El aspirante que desee obtener una certificación regular de maestro debe tener en consideración lo estipulado en la carta Circular Núm. 34-2015-2016 de acuerdo con el certificado que aspira a alcanzar. El Reglamento de Certificación de Maestros dispone la aprobación de las PCMAS como uno de los requisitos para obtener el certificado regular de maestro del Departamento de Educación de Puerto Rico. Esta disposición se aplica a toda persona que aspira a ocupar una plaza de maestro y que no cuenta con un certificado regular para ejercer como tal.

La Oficina del College Board de Puerto Rico y América Latina desarrolla las PCMAS con la colaboración de las universidades del País que ofrecen programas de preparación de maestros. Participan, además, maestros de las escuelas públicas y privadas, quienes ofrecen su insumo sobre el desempeño de la función magisterial. Las PCMAS han contado con el auspicio económico y el apoyo administrativo del Departamento de Educación de Puerto Rico.

Contenido de las pruebas

PCMAS General: Conocimientos Fundamentales y Competencias Profesionales

La prueba de PCMAS General se ha diseñado para ofrecerse a candidatos provenientes de todas las instituciones de enseñanza superior del País. Por lo tanto, no se limita a las destrezas ni a los conocimientos ofrecidos por una determinada institución. Tampoco requiere que el individuo haya sido expuesto a este material en un curso específico. En su elaboración, se ha tomado en cuenta el contenido de los cursos básicos universitarios que se ofrecen en las diversas instituciones de educación superior. Además, se incluyen las competencias profesionales que los maestros del sistema han considerado necesarias para que un maestro principiante pueda desempeñarse de manera eficiente en sus funciones, independientemente del nivel escolar en el que trabaje y de su área de especialidad.

La prueba consta de ítems de selección múltiple con una duración de dos (2) horas y veinte (20) minutos y una situación pedagógica con preguntas abiertas de discusión que se contestan en treinta (30) minutos. La prueba de PCMAS General se divide de la siguiente manera:

- **Conocimientos Fundamentales**

Ejercicios enfocados en las áreas de humanidades, ciencias sociales, ciencias naturales, matemáticas, español e inglés.

- **Competencias Profesionales de Pedagogía**

Ejercicios enfocados en las áreas de fundamentos de la educación (desarrollo humano, psicología educativa, sociología educativa y filosofía educativa), metodología, estrategias y técnicas de enseñanza y evaluación e investigación.

- **Situación Pedagógica**

Requiere que el candidato analice y conteste varios ejercicios de discusión. Es indispensable contestar la situación pedagógica, de lo contrario se invalida la prueba en su totalidad.

PCMAS Especialidad

Las **PCMAS Especialidad** constan de preguntas de discusión, análisis y solución de problemas. Las pruebas de especialidad en Ciencias, Inglés, Español, Estudios Sociales/Historia y Matemáticas van dirigidas a candidatos a maestros en estas disciplinas y constan de preguntas de formato abierto o de ensayo. Cada pregunta es evaluada por profesores universitarios expertos en la materia mediante una rúbrica. Cada prueba de especialidad requiere dos (2) horas y veinte (20) minutos para contestarse.

Prueba de Especialidad en Ciencias

La prueba de Especialidad en Ciencias consta de cinco (5) preguntas abiertas, cuyo contenido se divide en las siguientes subáreas: Biología (1 pregunta), Química (1 pregunta), Física (1 pregunta) y Estadística y Probabilidad (1 pregunta). Todos los candidatos contestarán las primeras cuatro preguntas y en la quinta pregunta seleccionarán una de entre estas áreas: Biología, Química o Física.

Prueba de Especialidad en Inglés

La prueba de Especialidad en Inglés consta de cinco (5) preguntas abiertas, cuyo contenido se divide en las siguientes subáreas: Lingüística (1 pregunta), Literatura (2 preguntas) y Enseñanza del Inglés como Segundo Idioma (2 preguntas). La calidad de la redacción se evaluó de forma transversal en cada una de las respuestas de la prueba.

Prueba de Especialidad en Español

La prueba de Especialidad en Español consta de cinco (5) preguntas abiertas, cuyo contenido se divide en las siguientes subáreas: Conceptos generales de la lengua (1 pregunta), Español de América (1 pregunta), Texto no literario (1 pregunta) y Texto literario (2 preguntas). La calidad de la redacción se evaluó de forma transversal en cada una de las respuestas de las preguntas abiertas.

Prueba de Especialidad en Estudios Sociales/Historia

La prueba de Especialidad en Estudios Sociales/ Historia consta de seis (6) preguntas abiertas, cuyo contenido se divide en las siguientes subáreas: Historia de Puerto Rico (2 preguntas), Historia de Estados Unidos (1 pregunta), Historia de América Latina (1 pregunta), Historia Antigua y Medieval (1 pregunta) y Ciencias Sociales (1 pregunta).

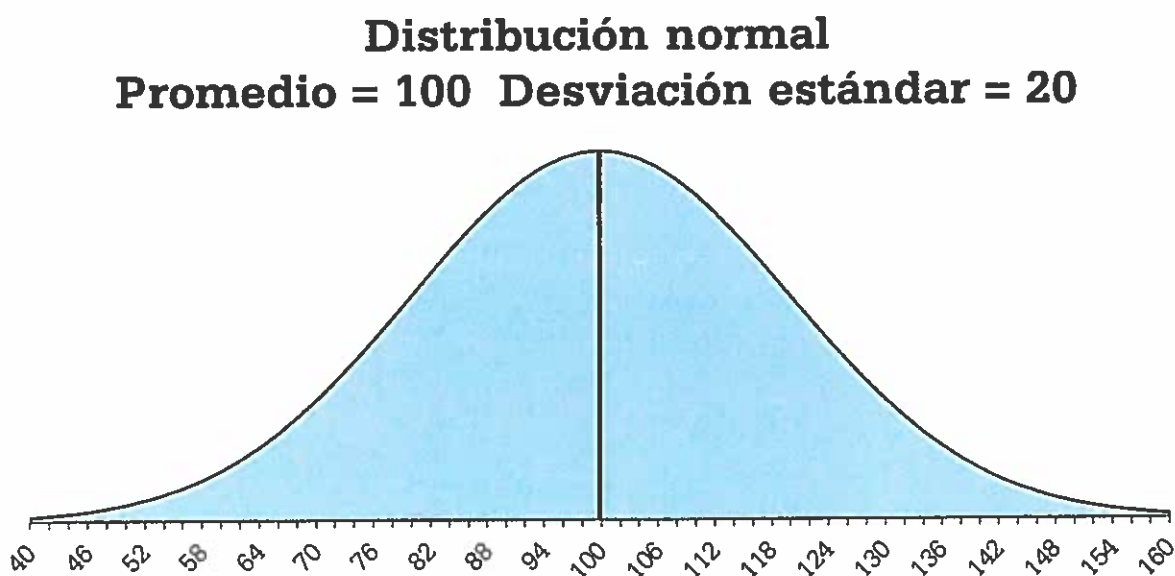
Prueba de Especialidad en Matemáticas

La prueba de Especialidad en Matemáticas consta de seis (6) preguntas abiertas, cuyo contenido se divide en las siguientes subáreas: Estructuras Algebraicas (1 pregunta), Relaciones y Funciones (2 preguntas), Geometría (euclidiana y analítica) (1 pregunta), Medición y Análisis (1 pregunta) y Estadística y Probabilidad (1 pregunta).

Categorización de las puntuaciones

Las puntuaciones de cada prueba se expresan en una escala que se extiende desde una puntuación mínima de 40 puntos hasta una máxima de 160 puntos. La escala tiene un promedio teórico de 100 puntos y desviación estándar de 20. Las características de la escala quedan expresadas en la siguiente figura:

Figura 1: Distribución de la curva normal



Como puede observarse en la gráfica anterior, un candidato que obtiene una puntuación cercana a 100 estará en torno al promedio de la escala. Las puntuaciones a escala, una vez normalizadas y estandarizadas, no dependen de la cantidad de estudiantes examinados del grupo de referencia en particular, con el cual se examina el candidato. Esto permite ubicar la puntuación del candidato con mayor precisión y compararla con la de los candidatos que se examinaron en distintas administraciones o con diversos grupos. Más aún, la puntuación a escala, que es sometida a un proceso de equiparación, permite comparar las puntuaciones obtenidas en distintas formas de una misma prueba.

Puntos de aprobación en las pruebas

El establecimiento de los puntos de corte se fundamenta en métodos válidos, aceptables y deben reflejar el juicio del personal cualificado. El proceso de los puntos de aprobación para las PCMAS revisadas contó con una amplia participación de la comunidad académica: los representantes que establecen la política del proceso, los educadores, los expertos en medición y estadísticas y los maestros. La carta circular vigente del Departamento de Educación establece las normas que rigen la certificación y regulan los requisitos de aprobación de las pruebas al establecer puntuaciones mínimas de aprobación. La Tabla 1 muestra los puntos de aprobación en las Pruebas de Certificación de Maestros revisadas.

Tabla 1: Puntos de aprobación en PCMAS General y las Pruebas de Especialidad

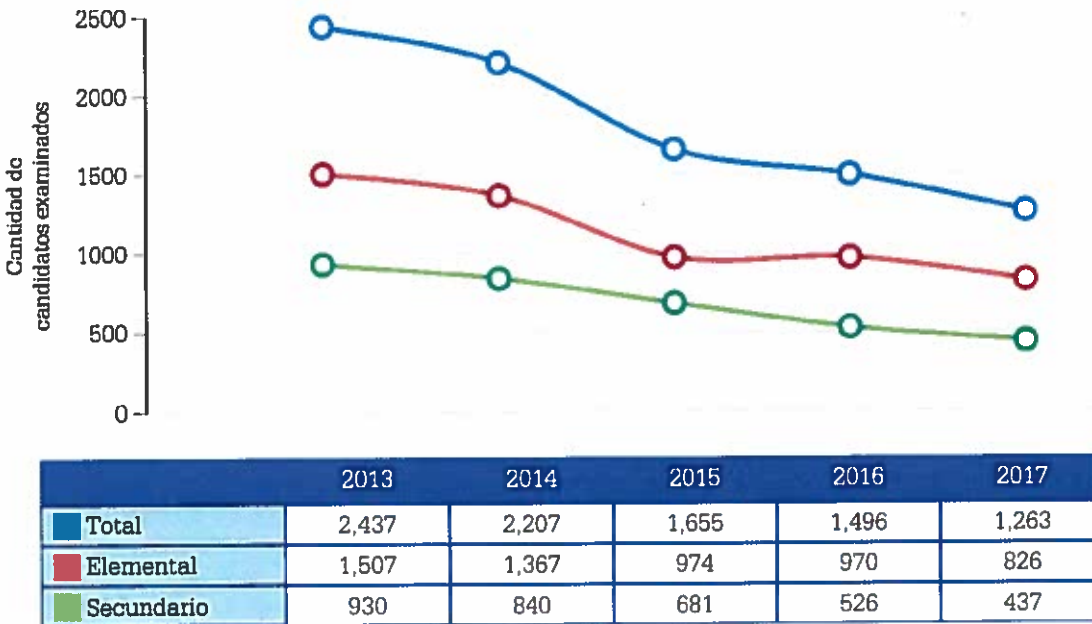
PCMAS	Punto de aprobación	
General	89	
Especialidad	Estudios Sociales/Historia	85
	Español	85
	Inglés	80
	Matemáticas	80
	Ciencias	80

Cantidad de candidatos examinados

La cantidad de candidatos examinados queda establecida tomando en consideración aquellas personas que tomaron las pruebas y recibieron los resultados. Los datos que verán a continuación engloban todos los examinados indistintamente de la institución de educación superior de donde provengan.

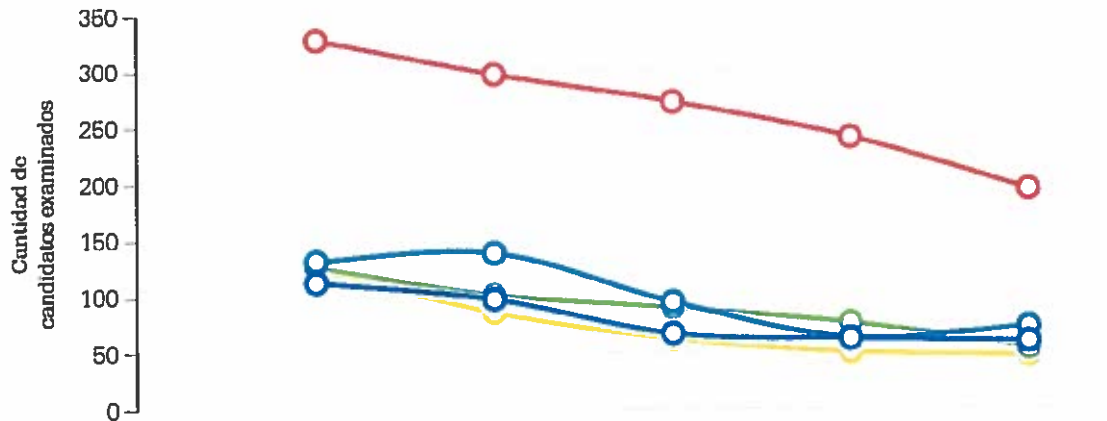
La Gráfica 1 ilustra la cantidad de candidatos examinados a nivel Isla durante los últimos cinco años, incluyendo el presente. Además, presenta la cantidad de examinados por nivel: elemental y secundario.

Gráfica 1: Candidatos examinados por año de administración



La Gráfica 2 presenta la cantidad de candidatos examinados a nivel Isla en las pruebas de especialidad de PCMAS para las últimas cinco administraciones.

Gráfica 2: Candidatos examinados en las Pruebas de Especialidad de PCMAS por año de administración.

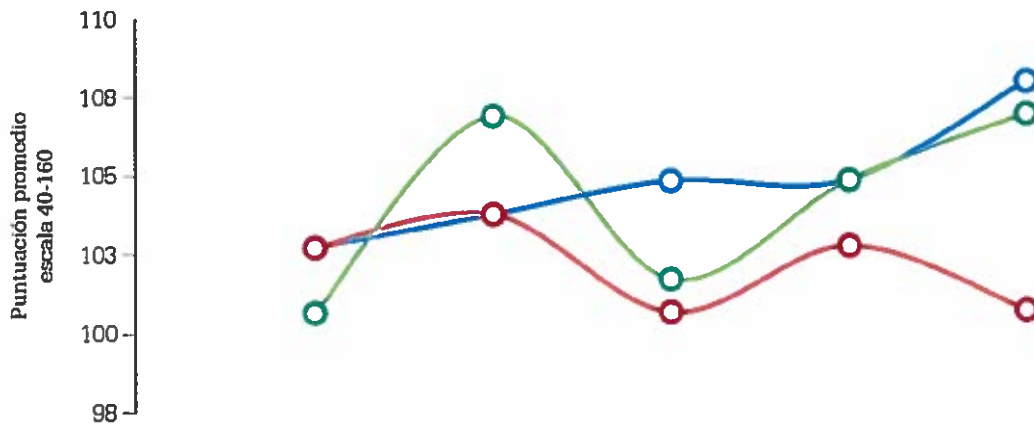


	2013	2014	2015	2016	2017
Matemática	125	86	62	50	46
Inglés	329	298	273	241	194
Ciencias	127	102	90	76	53
Estudios Sociales/Historia	132	139	95	63	72
Español	113	98	67	62	59

Promedios obtenidos por los candidatos a maestros examinados

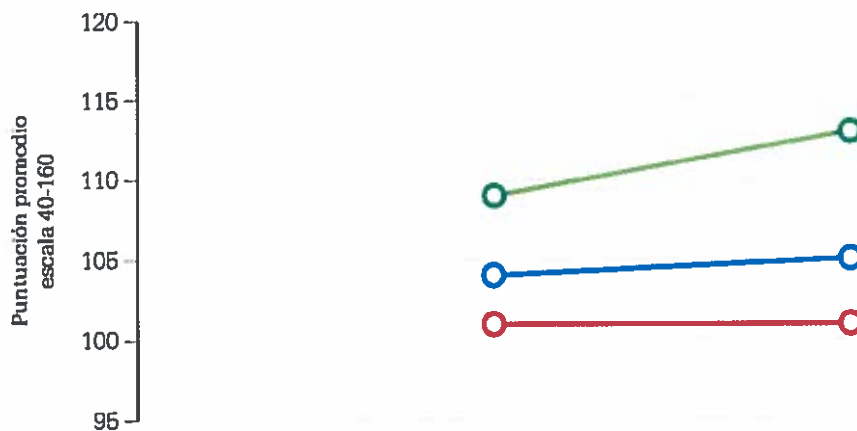
Los promedios se obtienen sumando todas las puntuaciones individuales y luego dividiendo por el total de personas que contestaron la prueba. Los promedios sirven como una puntuación representativa de todos los valores obtenidos por las personas examinadas. Hasta el año 2015, todos los candidatos a maestros tomaban la prueba de Conocimientos Fundamentales y Competencias de la Comunicación, que era parte de la Batería Básica y la prueba de Competencias Profesionales Nivel Elemental o Competencias Profesionales Nivel Secundario. Como resultado de la revisión de las pruebas de PCMAS en el 2016, los candidatos a maestros tanto en el nivel elemental como en el nivel secundario contestan la prueba PCMAS General que incluye las áreas de Conocimientos Fundamentales y Competencias Profesionales para ambos niveles. La Gráfica 3 ilustra los promedios obtenidos por los candidatos examinados en los últimos cinco (5) años de la Batería Básica. La gráfica 4 ilustra los promedios obtenidos por los candidatos examinados en la PCMAS General del 2017.

Gráfica 3: Puntuación promedio (escala 40-160) en la Bateria Básica de PCMAS hasta el año 2015.



Puntuación promedio	2011	2012	2013	2014	2015
Conocimientos Fundamentales y Competencias de la Comunicación	103	104	105	105	108
Competencias Profesionales Nivel Elemental	103	104	101	103	101
Competencias Profesionales Nivel Secundario	101	107	102	105	107

Gráfica 4: Puntuación promedio (escala 40-160) en la Prueba de PCMAS General desde el año 2016 en adelante.



Puntuación promedio	2016	2017
Prueba General	104	105
Nivel Elemental	101	101
Nivel Secundario	109	113

Resultados por pruebas

La Tabla 2 presenta la cantidad de candidatos que aprobaron la PCMAS General y las Pruebas de Especialidad en la administración de marzo de 2017. Los datos presentan el comportamiento de su institución en estas pruebas en comparación con los resultados a nivel Isla. El punto de aprobación para la PCMAS General es de 89 puntos. Para aprobar las Pruebas de Especialidad de Inglés, Matemáticas y Ciencias es de 80 puntos y de 85 puntos en las especialidades de Español y Estudios Sociales/Historia.

Tabla 2: Cantidad de los candidatos que aprobaron PCMAS General y las Pruebas de Especialidad

Pruebas	Puerto Rico			Su institución		
	N	Cantidad Aprueban	Cantidad No Aprueban	N	Cantidad Aprueban	Cantidad No Aprueban
General	1262	1115	147	10	10	0
Estudios Sociales/Historia	72	62	10	0	0	0
Español	59	50	9	0	0	0
Inglés	194	167	27	0	0	0
Matemática	46	39	7	0	0	0
Ciencias	53	46	7	0	0	0

Características psicométricas de PCMAS General y Pruebas de Especialidad

La siguiente tabla presenta los promedios, medianas, desviación estándar (DE), puntuación mínima, puntuación máxima, el porcentaje de candidatos que aprobaron el examen, el total de candidatos examinados (N), así como el índice de confiabilidad de consistencia interna y el error de medición de la muestra total de los candidatos examinados.

Tabla 3: Características estadísticas y psicométricas de los resultados de las pruebas en la última administración de marzo de 2017

Pruebas	Promedio	Mediana	DE	Mínimo	Máximo	N	Confiabilidad (Alfa de Cronbach)	Error de medición
General	105	105	14	70	144	1,263	0.88*	±4.9*
Estudios Sociales/Historia	103	106	15	75	141	72	0.76	±7.4
Español	103	105	21	53	151	59	0.83	±8.7
Inglés	100	99	19	57	141	194	0.86	±7.2
Matemática	97	92	21	61	149	46	0.87	±7.5
Ciencias	103	105	18	56	132	53	0.82	±7.7

* No incluye situación pedagógica

PCMAS General por niveles de enseñanza

Los datos de la Tabla 4 presentan los resultados de la PCMAS General por nivel de enseñanza para la administración de marzo de 2017. Además, se muestran los resultados a nivel Isla y la comparación con los resultados de su institución.

Tabla 4: Estadísticas descriptivas de los resultados de la PCMAS General por nivel para la administración de marzo de 2017

Estadísticas	Puerto Rico			Su institución		
	Elemental	Secundario	Total	Elemental	Secundario	Total
Promedio	101	113	105	0	110	110
Mediana	100	114	105	0	106	106
Desviación estándar	13	14	14	0	15	15
Mínimo	70	70	70	0	94	94
Máximo	139	144	144	0	135	135
N	826	436	1262	0	10	10

PCMAS General

El informe individual de resultados de la PCMAS General ofrece la puntuación de acuerdo con el nivel: Nivel Elemental o Nivel Secundario. La puntuación, que expresa el desempeño en la prueba, se informa en una escala que se extiende desde una puntuación mínima de 40 puntos hasta un máximo de 160. La Tabla 5 que aparece a continuación resume los resultados obtenidos por la población que se examinó en marzo de 2017. En la primera columna de la tabla aparece la puntuación a escala en intervalos de 10 puntos y luego, se ofrece la frecuencia (cantidad de examinados) en cada intervalo.

Tabla 5: Distribución de las puntuaciones de los candidatos examinados en la PCMAS General y nivel

Puntuación a escala	Puerto Rico			Su institución		
	Elemental	Secundario	Total	Elemental	Secundario	Total
160	0	0	0	0	0	0
150-159	0	0	0	0	0	0
140-149	0	3	3	0	0	0
130-139	18	44	62	0	1	1
120-129	55	103	158	0	2	2
110-119	145	118	263	0	1	1
100-109	206	86	292	0	3	3
90-99	255	55	310	0	3	3
80-89	131	25	156	0	0	0
70-79	16	2	18	0	0	0
60-69	0	0	0	0	0	0
50-59	0	0	0	0	0	0
40-49	0	0	0	0	0	0
Promedio	101	113	105	0	110	110
Mediana	100	114	105	0	106	106
Desviación estándar	13	14	14	0	15	15
N	826	436	1262	0	10	10

Estadísticas descriptivas de PCMAS General por áreas de contenido

La Tabla 6 presenta las estadísticas descriptivas por áreas de contenido de la PCMAS General para la última administración. Las áreas de contenido se presentan en una escala de 20 a 80 puntos con promedio teórico de 50 puntos y desviación estándar teórica de 10 puntos.

Tabla 6: Estadísticas descriptivas por áreas de contenido en la Prueba General de PCMAS

Áreas de contenido PCMAS General		Promedio	Mediana	DE	Mínimo	Máximo	N
Puerto Rico	Ciencias Sociales/Humanidades	50	50	11	20	79	1,262
	Ciencias y Matemáticas	51	49	10	24	78	1,263
	Inglés	51	50	12	20	76	1,263
	Español	48	48	10	20	75	1,261
	Metodología/Evaluación	48	47	9	24	78	1,263
	Fundamentos Sociológicos y Filosóficos	47	50	10	20	80	1,263
	Desarrollo Humano y Psicología	48	47	10	20	78	1,263
	Situación Pedagógica	47	46	9	25	80	1,262
Su institución	Ciencias Sociales/Humanidades	48	49	9	36	64	10
	Ciencias y Matemáticas	53	53	8	41	66	10
	Inglés	54	53	10	35	64	10
	Español	49	48	9	37	63	10
	Metodología/Evaluación	48	43	9	39	62	10
	Fundamentos Sociológicos y Filosóficos	51	53	10	28	61	10
	Desarrollo Humano y Psicología	45	45	14	20	63	10
	Situación Pedagógica	55	55	12	39	74	10

PCMAS Especialidad

El informe de resultados que se incluye contiene las puntuaciones de su institución en las Pruebas de Especialidad del Programa de Pruebas para Certificación de Maestros. Las puntuaciones, que expresan el desempeño en las pruebas, se informan en una escala que se extiende desde una puntuación mínima de 40 puntos hasta un máximo de 160. La escala tiene un promedio de 100 puntos y una desviación estándar de 20. La Tabla 7 que aparece a continuación resume los resultados obtenidos por los candidatos a maestros que se examinaron en la Pruebas de Especialidad de Español, Inglés, Matemáticas, Estudios Sociales/Historia y Ciencias en marzo de 2017. En la primera columna de la tabla aparecen las puntuaciones a escala en intervalos de 10 puntos. Luego, para cada prueba, se ofrece la frecuencia (cantidad de examinados) en cada intervalo.

Tabla 7: Distribución de las puntuaciones de los candidatos examinados en las pruebas de especialidad de PCMAS

Puntuación a escala	Puerto Rico					Su institución				
	Estudios sociales	Español	Inglés	Mate-máticas	Ciencias	Estudios sociales	Español	Inglés	Mate-máticas	Ciencias
160	0	0	0	0	0	0	0	0	0	0
150-159	0	1	0	0	0	0	0	0	0	0
140-149	1	1	1	1	0	0	0	0	0	0
130-139	1	2	14	5	1	0	0	0	0	0
120-129	4	7	21	3	10	0	0	0	0	0
110-119	22	14	22	2	14	0	0	0	0	0
100-109	17	11	37	4	7	0	0	0	0	0
90-99	10	12	36	11	7	0	0	0	0	0
80-89	11	5	36	13	7	0	0	0	0	0
70-79	6	1	18	5	6	0	0	0	0	0
60-69	0	2	7	2	0	0	0	0	0	0
50-59	0	3	2	0	1	0	0	0	0	0
40-49	0	0	0	0	0	0	0	0	0	0
N	72	59	194	46	53	0	0	0	0	0

Estadísticas descriptivas en las Pruebas de Especialidad de PCMAS

La Tabla 8 presenta las estadísticas descriptivas de las Pruebas de Especialidad de las PCMAS para la última administración. Las Pruebas de Especialidad se presentan en una escala 40 a 160 puntos con promedio teórico de 100 puntos y desviación estándar teórica de 20 puntos.

Tabla 8: Estadísticas descriptivas para las Pruebas de Especialidad de PCMAS

Lugar	Prueba de especialidad PCMAS	Promedio	Mediana	DE	Mínimo	Máximo	N
Puerto Rico	Estudios Sociales/Historia	103	106	15	75	141	72
	Español	103	105	21	53	151	59
	Inglés	100	99	19	57	141	194
	Matemática	97	92	21	61	149	46
	Ciencias	103	105	18	56	132	53
Su institución	Estudios Sociales/Historia	0	0	0	0	0	0
	Español	0	0	0	0	0	0
	Inglés	0	0	0	0	0	0
	Matemática	0	0	0	0	0	0
	Ciencias	0	0	0	0	0	0

Estadísticas descriptivas por subáreas de contenido de las Pruebas de Especialidad de las PCMAS

Las Tablas 9, 10, 11, 12 y 13 presentan las estadísticas descriptivas por subáreas de contenido de las Pruebas de Especialidad. Las mismas se representan en una escala de 20 a 80 puntos por subárea de especialidad.

Tabla 9: Estadísticas descriptivas para la Prueba de Especialidad en Ciencias por subáreas de contenido

Subáreas de contenido de la Prueba de Especialidad en Ciencias							
Lugar		Promedio	Mediana	DE	Minimo	Maximo	N
Puerto Rico	Biología	54	59	17	25	77	53
	Química	51	49	10	28	72	53
	Física	43	37	9	32	75	53
	Estadística/ Probabilidad	52	49	15	29	78	53
Su institución	Biología	0	0	0			0
	Química	0	0	0			0
	Física	0	0	0			0
	Estadística/ Probabilidad	0	0	0			0
	Ejercicio Electivo	0	0	0			0

Tabla 10: Estadísticas descriptivas para la Prueba de Especialidad en Inglés por subáreas de contenido

Subáreas de contenido de la Prueba de Especialidad en Inglés							
Lugar		Promedio	Mediana	DE	Minimo	Maximo	N
Puerto Rico	Linguistics	51	49	11	31	76	194
	Literature	50	48	11	26	76	194
	TESL Theory, Principles and Methodology	52	52	10	26	76	194
	Writing	52	52	10	26	72	194
Su institución	Linguistics	0	0	0			0
	Literature	0	0	0			0
	TESL Theory, Principles and Methodology	0	0	0			0
	Writing	0	0	0			0

Tabla 11: Estadísticas descriptivas para la Prueba de Especialidad en Español por subáreas de contenido

Subáreas de contenido de la Prueba de Especialidad en Español							
Lugar		Promedio	Mediana	DE	Minimo	Maximo	N
Puerto Rico	Lengua: Conceptos Generales	53	55	13	20	75	59
	Español de América	53	51	12	20	79	59
	Texto No Literario	53	52	12	24	79	59
	Texto Literario	52	51	10	25	73	59
	Redacción	52	52	10	30	78	59
Su institución	Lengua: Conceptos Generales	0	0	0			0
	Español de América	0	0	0			0
	Texto No Literario	0	0	0			0
	Texto Literario	0	0	0			0
	Redacción	0	0	0			0

Tabla 12: Estadísticas descriptivas para la Prueba de Especialidad en Estudios Sociales/Historia por subáreas de contenido

Subáreas de contenido de la Prueba de Especialidad en Estudios Sociales/Historia							
Lugar		Promedio	Mediana	DE	Minimo	Maximo	N
Puerto Rico	Ciencias Sociales	54	52	9	36	78	72
	Historia Antigua y Medieval	52	54	10	28	74	72
	Historia Latinoamericana	49	50	12	20	72	72
	Historia de Puerto Rico	50	50	8	36	73	72
	Historia de Estados Unidos	52	53	10	31	67	71
Su institución	Ciencias Sociales	0	0	0			0
	Historia Antigua y Medieval	0	0	0			0
	Historia Latinoamericana	0	0	0			0
	Historia de Puerto Rico	0	0	0			0
	Historia de Estados Unidos	0	0	0			0

Tabla 13: Estadísticas descriptivas para la Prueba de Especialidad en Matemáticas por subáreas de contenido

Subáreas de contenido de la Prueba de Especialidad en Matematica							
Lugar		Promedio	Mediana	DE	Minimo	Maximo	N
Puerto Rico	Relaciones y Funciones	54	51	12	29	74	46
	Geometría	48	43	14	20	75	46
	Estadística y Probabilidad	49	43	14	35	74	46
	Medición y Análisis	45	37	13	37	78	45
	Estructuras Algebraicas	43	38	11	38	80	46
Su institución	Relaciones y Funciones	0	0	0			0
	Geometría	0	0	0			0
	Estadística y Probabilidad	0	0	0			0
	Medición y Análisis	0	0	0			0
	Estructuras Algebraicas	0	0	0			0

Perfil académico y socioeconómico de los solicitantes a tomar las Pruebas de Certificación de Maestros (PCMAS)

Al momento de llenar la solicitud para tomar las pruebas para la Certificación de Maestros los candidatos completan un cuestionario que tiene como propósito reunir información de carácter académico y socioeconómico. La tabla 14 presenta un resumen de frecuencia y por ciento de las respuestas de los candidatos a las preguntas del cuestionario.

Tabla 14: Resumen de frecuencia y por ciento de las respuestas a las preguntas del cuestionario que completaron los candidatos al momento de solicitar las PCMAS.

Preguntas

1. Indique el ingreso mensual de su familia inmediata.

- (A) Menos de \$250 (\$3,000 o menos anuales)
- (B) Entre \$251 y \$500 (de \$3,001 a \$6,000 anuales aproximadamente)
- (C) Entre \$501 y \$750 (de \$6,001 a \$9,000 anuales aproximadamente)
- (D) Entre \$751 a \$1,083 (de \$9,001 a \$13,000 anuales aproximadamente)
- (E) Entre \$1,084 y \$1,666 (de \$13,001 a \$20,000 anuales aproximadamente)
- (F) Entre \$1,667 y \$2,500 (de \$20,001 a \$30,000 anuales aproximadamente)
- (G) Más de \$2,501 (más de \$30,001 anuales aproximadamente)

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
180	14	3	33
135	10	2	22
97	7	1	11
179	14	0	0
278	21	2	22
211	16	1	11
234	18	0	0

2. Indique si se ha examinado anteriormente en alguna de las siguientes Pruebas para la Certificación de Maestros. Puede indicar más de una.

- (A) Conocimientos Fundamentales y Competencias de la Comunicación
- (B) Competencias Profesionales Nivel Elemental
- (C) Competencias Profesionales Nivel Secundario
- (D) PCMAS General
- (E) Español
- (F) Inglés
- (G) Matemática
- (H) Ciencias
- (I) Estudios Sociales
- (J) No me he examinado.

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
61	4	0	0
71	5	1	10
39	3	0	0
214	15	0	0
9	1	0	0
34	2	0	0
8	1	0	0
9	1	0	0
67	5	5	50
943	65	4	40

3. Indique la preparación académica más alta que ha completado o completará al concluir el presente año académico.

- (A) Bachillerato
- (B) Bachillerato + 30 créditos
- (C) Maestría
- (D) Maestría + 30 créditos
- (E) Doctorado o posdoctorado

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
969	73	7	70
234	18	2	20
98	7	1	10
33	2	0	0
1	0	0	0

4. Seleccione el promedio académico que estima haber acumulado al completar la preparación académica más alta que indicó anteriormente.

- (A) De 2.00 a 2.49
- (B) De 2.50 a 2.99
- (C) De 3.00 a 3.49
- (D) De 3.50 a 4.00

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
17	1	0	0
91	7	1	10
605	45	7	70
624	47	2	20

5. De las siguientes alternativas, seleccione el tipo de escuela, colegio o academia en Puerto Rico donde realizó todos o la mayor parte de sus estudios de escuela superior. Si no estudió en Puerto Rico, marque la E.

- (A) Escuela pública, programa académico o general
- (B) Escuela pública, programa comercial o vocacional
- (C) Escuela privada con enseñanza predominantemente en español
- (D) Escuela privada con enseñanza predominantemente en inglés
- (E) Otra

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
713	53	4	40
229	17	1	10
259	19	3	30
78	6	1	10
55	4	1	10

6. ¿Cuántos años de estudio ha cursado usted en los Estados Unidos de América o en algún otro país de habla inglesa?

- (A) Ninguno
- (B) De uno a tres años
- (C) De cuatro a seis años
- (D) De siete a nueve años
- (E) De diez a doce años
- (F) Más de doce años

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
1,161	87	9	90
85	6	0	0
42	3	0	0
20	1	1	10
9	1	0	0
18	1	0	0

7. ¿Cuánto dominio tiene usted del idioma inglés?

- (A) Mucho
- (B) Bastante
- (C) Regular
- (D) Poco
- (E) Ninguno

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
380	28	2	20
291	22	4	40
415	31	1	10
225	17	3	30
27	2	0	0

8. ¿Cuántos años, si alguno, han transcurrido entre su último año de estudio y el momento de tomar este examen?

- (A) Ninguno
- (B) Menos de un año
- (C) De uno a dos años
- (D) De tres a cinco años
- (E) Más de cinco años

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
764	57	6	60
251	19	3	30
117	9	0	0
109	8	1	10
97	7	0	0

9. Indique los años de experiencia que tiene como maestro.

- (A) Ninguno
- (B) Menos de un año
- (C) De uno a dos años
- (D) De tres a cinco años
- (E) Más de cinco años

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
760	57	7	70
180	13	1	10
147	11	1	10
102	8	0	0
148	11	1	10

10. Durante sus estudios universitarios, ¿cuántas horas semanales trabajaba mientras estudiaba?

- (A) Ninguna
- (B) De 1 a 6 horas
- (C) De 7 a 12 horas
- (D) De 13 a 20 horas
- (E) De 21 a 30 horas
- (F) Más de 30 horas

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
359	27	4	40
141	11	0	0
218	16	1	10
237	18	3	30
180	13	1	10
202	15	1	10

11. Señale los créditos universitarios que ha completado usted en la Facultad o el Departamento de Educación.

- (A) Ninguno
- (B) De 1 a 15
- (C) De 16 a 30
- (D) De 31 a 45
- (E) De 46 a 60
- (F) Más de 60

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
41	3	1	10
18	1	0	0
120	9	0	0
161	12	1	10
124	9	0	0
865	65	8	80

12. Señale los créditos universitarios que ha completado usted en una Facultad o un Departamento DISTINTO al de Educación (Ciencia, Estudios Generales, Humanidades, etc.).

- (A) Ninguno
- (B) De 1 a 15
- (C) De 16 a 30
- (D) De 31 a 45
- (E) De 46 a 60
- (F) Más de 60

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
294	22	0	0
161	12	3	30
188	14	1	10
147	11	1	10
145	11	1	10
392	30	4	40

13. Indique el tiempo que tomará para completar el bachillerato en Educación.

- (A) Menos de 4 años
- (B) 4 años
- (C) 5 años
- (D) 6 años o más

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
374	29	1	10
204	16	4	40
500	38	4	40
221	17	1	10

14. ¿Cómo considera su preparación universitaria en aquellos cursos que tomó fuera de la Facultad, el Departamento o el Programa de Educación o Pedagogía?

- (A) Muy adecuada
- (B) Bastante adecuada
- (C) Adecuada
- (D) Poco adecuada
- (E) Inadecuada

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
671	51	4	40
352	27	4	40
274	21	2	20
18	1	0	0
8	1	0	0

15. ¿Cómo han sido la competencia y el entendimiento que usted ha desarrollado en el nivel o la materia en que se propone enseñar?

- (A) Muy adecuados
- (B) Bastante adecuados
- (C) Adecuados
- (D) Poco adecuados
- (E) Inadecuados

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
939	71	5	50
312	24	3	30
65	5	1	10
4	0	0	0
1	0	1	10

16. ¿Cómo considera la preparación que recibió en sus cursos en la Facultad, el Departamento o el Programa de Educación o Pedagogía?

- (A) Muy adecuada
- (B) Bastante adecuada
- (C) Adecuada
- (D) Poco adecuada
- (E) Inadecuada

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
912	68	7	70
314	23	2	20
105	8	0	0
7	1	1	10
0	0	0	0

17. ¿Cómo evalúa usted su experiencia de práctica docente?

- (A) Muy adecuada
- (B) Bastante adecuada
- (C) Adecuada
- (D) Poco adecuada
- (E) Inadecuada

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
977	75	7	70
241	19	3	30
79	6	0	0
3	0	0	0
1	0	0	0

18. ¿Cómo fueron los servicios de orientación y consejería que recibió durante sus estudios universitarios?

- (A) Muy adecuados
- (B) Bastante adecuados
- (C) Adecuados
- (D) Poco adecuados

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
601	45	3	30
353	26	4	40
295	22	3	30
86	6	0	0

19. En términos generales, ¿cuán satisfecho se siente usted con la preparación que recibió como maestro?

- (A) Muy satisfecho
- (B) Bastante satisfecho
- (C) Satisfecho
- (D) Poco satisfecho
- (E) Insatisfecho

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
831	62	8	80
374	28	0	0
116	9	1	10
13	1	1	10
2	0	0	0

20. ¿Tiene usted planes de realizar estudios más avanzados dentro del campo de la educación?

- (A) Sí
- (B) No
- (C) No he decidido aún.

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
903	68	8	80
80	6	1	10
348	26	1	10

21. ¿Tiene usted planes de realizar estudios universitarios en un campo distinto al de educación?

- (A) Sí
- (B) No
- (C) No he decidido aún.

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
425	32	3	30
500	38	5	50
400	30	2	20

22. Luego del bachillerato, ¿cuál es el grado académico más alto que se propone completar?

- (A) Ninguno
- (B) Maestría
- (C) Doctorado
- (D) Otro

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
67	5	2	22
659	50	4	44
553	42	3	33
44	3	0	0

23. De estar interesado en hacerlo y de ser posible, ¿realizaría estudios más avanzados en la misma institución en que completó o está próximo a completar el bachillerato?

- (A) Sí
- (B) No
- (C) No he decidido aún.

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
724	55	3	33
263	20	3	33
333	25	3	33

26. Al momento de solicitar la prueba, ¿trabaja como maestro en una escuela pública o privada?

- (A) Pública
- (B) Privada
- (C) No trabajo

Puerto Rico		Su institución	
Frecuencia	Por ciento (%)	Frecuencia	Por ciento (%)
233	18	0	0
208	16	1	14
844	66	6	86

Summary of Courses and Student Experiences								
Term	B6A 1st Quarter Term 2016-17		B6B 2nd Quarter Term 2016-17		B7A 1st Quarter Term 2017-18		B7B 2nd Quarter Term 2017-18	
Course	No. Sections	No. students	No. Sections	No. students	No. Sections	No. students	No. Sections	No. students
Internships (Required by the curriculum)	29	252	47	389	32	293	43	338
UPR Internship (INTD 4995: <i>Internado UPR: Primera Experiencia Laboral</i>)	5	19	4	15	0	0	4	15
Student Exchange Program (ARTI 0083)	0	0	1	10	0	0	1	7
Undergraduate Research courses (Sciences)- Title V Cooperative Agreement	3	5	2	8	3	13	3	10
Large lecture classes (Megasecciones)	26	1360	22	1269	28	1304	19	931
Distance Learning	10	205	16	345	36	846	42	893

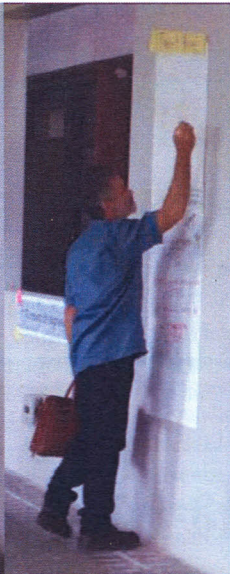
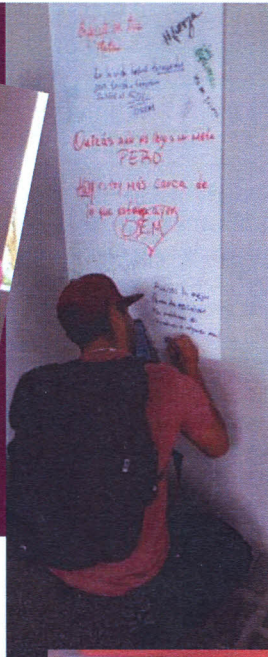
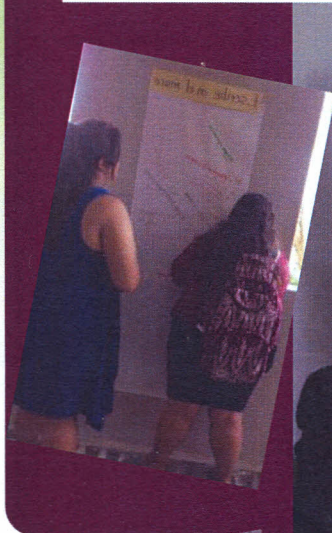


JAGUARES

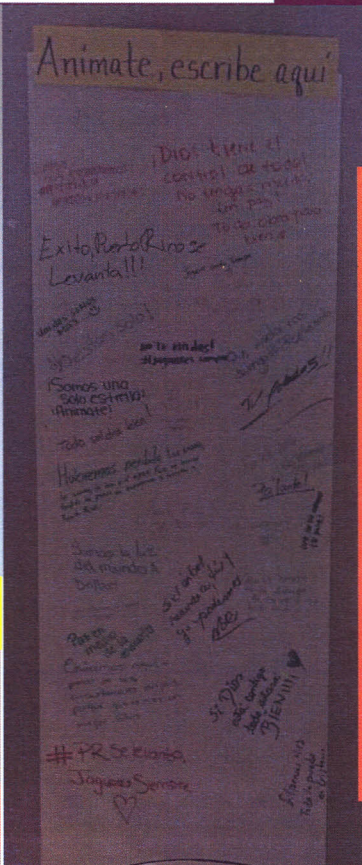
Tu muro de expresión

23 y 24 octubre de 2017

Los jaguares se expresan!!!



No te quites

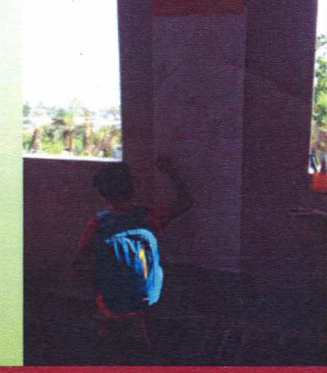


PR SE LEVANTA

JAGUARES SIEMPRE



EL ÉXITO en la vida no se mide por lo que logras, sino por los obstáculos que SUPERAS



#YoNOmequito

DeCoPψ

UPR-CAJULINA
DECANATO ACADÉMICO

18 FEB 16 PM 3:13

*att Dr Jimmy Torres
Rec Asunt. Acad*

6 de febrero de 2018

Rectores y Rectoras

J. M. Ríos

P/C: Dra. Ilka Ríos Reyes, DMD, MS
Vicepresidenta Interina



ESTUDIANTES PARTICIPANTES DEL "HURRICANE MARIA ASSISTANCE PROGRAM"

Los estudiantes que se desplazaron a universidades de EEUU a raíz del Huracán Maria serán manejados como **estudiantes de intercambio**. Se incluye instrucciones del manejo de los mismos para que sean impartidas a sus decanos de asuntos académicos, directores de programas, oficiales de asistencia económica y Registradores. Cabe señalar que es importante que exista un acuerdo entre las dos instituciones académicas.

Cualquier duda, puede comunicarse con nuestras oficinas. Aprovecho para agradecer la tolerancia y dedicación que todos y todas han impartido para la dirección de este difícil año académico.

Cordialmente,

Aileen M. Torres

Dra. Aileen M. Torres Maymí, DMD
Vicepresidenta Asociada Interina

anejo

*C. Dr. Jimmy Torres,
Dr. Brenda Labrey
Prof. Erena Díaz
Robert Star
Lydia Pagan
B
20 Feb 2018*

Jardín Botánico Sur
1147 Calle Homberto
San Juan, PR 00981-8411
Tel: (787) 260-7070 ext. 1211



**ACUERDOS PARA ESTUDIANTES DE UPR PARTICIPANTES DEL
“HURRICANE MARIA ASSISTANCE PROGRAM”**

Los estudiantes que se desplazaron a universidades de EEUU como consecuencia del Huracán María se trabajarán como **Estudiantes de Intercambio**. Esto significa que el estudiante se mantiene activo en su unidad de UPR, siempre y cuando, exista un acuerdo colaborativo (MOU) entre la UPR y la universidad en cuestión. Esto, con el propósito de que se puedan mantener los arreglos estipulados en cuanto a matrícula, beca y convalidación de cursos.

1. El estudiante se tiene que registrar (hacer matrícula), para cada semestre, en su unidad de la UPR. De tener que depender de otra persona para gestionar la matrícula, tiene que enviar una carta de autorización.
2. El estudiante tiene que gestionar seguro médico en la Universidad/institución anfitriona para poder tener acceso a servicios médicos.
3. El estudiante tiene que estar en comunicación con su Decano de Asuntos Académicos/Consejero Académico y Coordinador de Intercambio de su unidad para propósitos de planificar por anticipado que los cursos que tome en la Universidad en EEUU puedan ser convalidados para completar el grado, en la UPR.
4. De no pagar matrícula en su unidad en la UPR, la Universidad anfitriona procederá a cobrarle la matrícula con tarifa regular de un estudiante no residente de su institución.
5. Los gastos de hospedaje, comida y personales serán responsabilidad del estudiante con excepción de las instituciones anfitrionas que así lo ofrezcan.
6. El estudiante que desee participar en este programa tiene que tener progreso académico en la UPR.
7. Al terminar el semestre, el estudiante tiene que regresar a su unidad en UPR para completar el grado.
8. El profesor o coordinador de la Universidad anfitriona enviará la nota y créditos directamente a la unidad en la UPR en una transcripción o certificación de nota oficial para convalidación.
9. Los estudiantes con beca se manejarán como se tramitan las becas de los estudiantes de intercambio.
10. Los estudiantes en este acuerdo se consideran estudiantes regulares de la UPR. La Universidad anfitriona admitirá a los estudiantes registrados de la UPR como estudiantes visitantes y no como candidatos a grado.

IRR/ATM

**SPECIFIC COLLABORATION AGREEMENT
UNIVERSITY OF PUERTO RICO – CORNELL UNIVERSITY
AS RELIEF EFFORT AFTER HURRICAINES IRMA AND MARIA**

As the First Party, The University of Puerto Rico, a public corporation created by Puerto Rico Public Law Number 1 of January 20, 1966, as amended, hereinafter referred to as the UPR, represented by its Interim President, Darrel Hillman Barrera, Doctor in Dental Medicine.

As the Second Party, Cornell University, a not-for-profit educational corporation organized and existing under the laws of the State of New York, hereinafter referred to as Cornell, represented by its President, Martha Pollack.

DECLARE

Both parties agree to the present Collaboration Agreement, wherein are stated the terms of the Visiting Student Program referred to in the First Clause of the Agreement.

CLAUSES

FIRST: INSTITUTIONAL PLEDGE

The UPR and Cornell reaffirm their decision, in the aftermath of hurricanes Irma and Maria, to allow UPR students the opportunity to conduct studies at Cornell University during the Spring semester of academic year 2017-2018 as visiting students. It is expected for the experience at Cornell to strengthen the UPR students' educational and cultural background.

By means of this agreement, the UPR and Cornell University will provide opportunities so that certain UPR students in good standing may enroll in courses at Cornell, as visiting students, during a period that will not exceed the spring semester of the 2017-2018 academic year, hereinafter referred to as the Visiting Student Program.

SECOND: VISITING STUDENTS REQUIREMENTS

In order to participate in the Visiting Student Program, UPR candidates must fulfill the following requirements:

1. They must be active undergraduate or graduate students and in good standing at UPR. Exceptions may be made for candidates that do not meet these conditions only with the consent of both UPR and Cornell.
2. Those interested in participating in the Visiting Student Program must submit proof of satisfactory academic performance at the UPR, by

requesting an official transcript of approved courses for the registrars at the UPR campuses who will send it directly to Cornell.

THIRD: PLACE OF ENROLLMENT

Students will enroll in their corresponding UPR Campus.

FOURTH: HEALTH PLAN

Students must enroll in the Cornell Student Health Plan or have private insurance that meets Cornell's requirements.

FIFTH: TUITION AND HOUSING

Cornell University will waive tuition for UPR visiting students and provide each student with on-campus housing and a meal plan compatible with the on-campus housing to which they are assigned at no cost.

SIXTH: STATUS OF VISITING STUDENTS

Cornell will register students from UPR as visiting students and not as candidates for an academic degree.

SEVENTH: VISITING STUDENTS TREATMENT

During their stay at Cornell, UPR visiting students will receive the same treatment as the regular students of that university; likewise, UPR visiting students are responsible for complying with all Cornell rules, regulations, policies, and procedures contained in official Cornell University publications and announcements that may be issued from time to time, including the Cornell University Campus Code of Conduct and Cornell University Policy 6.4: Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct ("Policy 6.4"), the Code of Academic Integrity, the House Rules applicable to residential communities, as well as all local, state and federal laws. Failure to comply with such rules, regulations, policies and procedures may result in disciplinary action by Cornell, including suspension or dismissal from the Visiting Student program at Cornell.

EIGHTH: END OF STAY

At the conclusion of their authorized stay at Cornell, UPR students participating in the Visiting Student Program must return to the UPR to continue their academic program.

NINTH: COURSE ELIGIBILITY

Visiting students may choose to take any course except those that give priority to regular students of Cornell. In order to take a course, visiting students must have met the established course requirements, and have been enrolled full time at UPR for the previous fall semester. At the end of the spring semester of the 2017-2018 academic year, the coordinator(s) in charge of the visiting students at

Cornell will send an official transcript of the credits and grades obtained by each visiting student to his or her counterpart at the UPR, so that these may be duly credited. This service will not convey additional costs to the visiting student or UPR. UPR must provide contact and mailing information for those counterpart(s) of UPR campus(es) to the Cornell coordinator(s) before the end of the spring term, and no later than May 9, 2018.

TENTH: NO DISCRIMINATION

The two parties state that neither shall discriminate against any person, including in the selection and treatment of visiting students, on the basis of race, color, creed, religion, national or ethnic origin, marital status, citizenship, sex, sexual orientation, gender identity or expression, age, disability, or protected veteran status.

ELEVENTH: LIABILITY

Each party shall maintain its own liability insurance in amounts deemed appropriate for its operations. Such insurance shall provide for coverage for negligent acts, errors, or omissions and provide protection against bodily injury or property damage claims. It is expressly understood that each party shall be solely responsible for its own actions and those of its agents, officials and employees; also that such insurance as described above shall not extend to the other party.

TWELFTH: USE OF NAMES, TRADEMARKS AND LOGOS

Neither party shall use the name, trademark, logo, or insignia of the other party without prior, written approval.

THIRTEENTH: NOTICES

Any notice required or permitted under this Agreement will be in writing and will be deemed effectively given by delivering it personally, upon confirmed delivery by email, on the fifth day following sending it by registered airmail, at the time of transmission when sent by fax to the address and to the attention of the relevant Party set out below, provided that a transmission report is generated by the sending fax machine or electronic mail confirming that the communication was sent to the proper number/recipient and that all pages were successfully transmitted, addressed as follows:

If to UPR:	
OFFICE	Office of the Vice-President
UNIT	Central Administration
ADDRESS	Jardín Botánico Sur
	1187 Calle Flamboyán
	San Juan, P.R. 00926-1117
Attention:	Dr. Ilka C. Ríos Reyes

Facsimile: 787-250-6120
Tel: 787-751-8644
EMAIL: ilka.rios@upr.edu

If to Cornell University:

Michael I. Kotlikoff, V.M.D., Ph.D.
Provost and Professor of Molecular Physiology
300 Day Hall Cornell University Ithaca, NY 14853
Email: provost@Cornell.edu
Telephone: 607-255-2364
Facsimile: 607-255-9924

FOURTEENTH: COORDINATION AND CONTACTS

UPR and Cornell designate the following representatives to coordinate and manage the activities under this Collaboration Agreement:

For Cornell:

Eric Lavin
Registrar, School of Continuing Education and Summer Sessions
B20 Day Hall
Ithaca, NY 14853
607.255.4987
el527@Cornell.edu

For UPR:

Office of the Vice-President
UNIT Central Administration
ADDRESS Jardín Botánico Sur
1187 Calle Flamboyán
San Juan, P.R. 00926-1117
Attention: Dr. Ilka C. Ríos Reyes
Facsimile: 787-250-6120
Tel: 787-751-8644
EMAIL: ilka.rios@upr.edu

FIFTEENTH: MODIFICATIONS OR AMENDMENTS

This Agreement may be modified or amended at any time with the written agreement of both UPR and Cornell. If the present Agreement, is expanded or modified, both parties are committed to the completion of activities in progress.

SIXTEENTH: EFFECTIVE DATE AND TERMINATION

The present agreement will be effective from the day of signing and will terminate on June 30th 2018. It may be renewed for additional periods by means of a written agreement by both parties.

The expiration of the Agreement will not affect the development and completion of the programs, projects or activities that are still in progress at said date.

SEVENTEENTH: EXCLUSIVENESS OF WRITTEN AGREEMENT

This document contains the totality of all the covenants and pacts entered into by the Parties in this Agreement, any expression, representation or verbal pact is hereby declared void and null. In order for any alteration, modification or extension of the terms and conditions of this Agreement to be valid, the same has to be executed in writing and authorized by the signing Parties before the agreement or obligation that the Parties may want to introduce for the first time into this contract is to come into force.

Any act done in disregard of the above statement will be void and will not create any kind of obligation between the signing parties or as it may regard any third party that intends to act or benefit of any amendment or modification before it is incorporated in writing into the terms of this Agreement.

The parties agree that the headings used herein are for convenience of reference only, and in no way imply, accept, presuppose, or create an specific duty binding on the parties, it is stated that the same are not part of this Agreement and will not affect the construction of, or be taken into consideration in interpreting, any of the clauses of this Agreement.

EIGHTEENTH: DISPUTE RESOLUTION

The parties declare that they sign this agreement and agree to its stipulations in good faith; and by that good faith they commit themselves to all actions that will ensure its fulfillment. The parties will consult each other and attempt to resolve disputes of misunderstandings that arise in the administration of this Collaboration Agreement informally.

NINETEENTH: NO EMPLOYMENT RELATED RELATIONSHIP

The conditions stated in this Collaboration Agreement, will always be of an administrative nature, and under no circumstance will employment rights or obligation be deemed to arise regarding any person, including a visiting student, and who may participate in any of the projects or visiting programs developed under this Agreement.

No activity or program arising from this Agreement will be deemed to create any agency, partnership or joint venture between **THE PARTIES**, it being understood that each Party is performing services and fulfilling its obligations hereunder as an independent contractor of the other Party.

Neither Party will have, or hold itself out as having, the power or authority to contract or otherwise create any obligation or responsibility, express or implied, in the name of or on behalf of the other Party.

TWENTY: DOCUMENT PRESERVATION CLAUSE

UPR agrees to maintain records of all documents related to the acts to be provided under this Agreement for a period of no less than six (6) years or until an audit is performed on the UPR pursuant to applicable law, whichever happens first. Cornell agrees to maintain records of all documents related to the acts to be provided under this Agreement consistent with its university records retention policy. To the extent reasonably necessary to substantiate UPR compliance with its regulations, Cornell agrees to make such records, if still maintained by Cornell, available for examination or copying by the Office of Internal Auditors of the University of Puerto Rico, by a firm of outside auditors hired by the University of Puerto Rico, or by the Office of the Comptroller of Puerto Rico in its auditing of the University of Puerto Rico, but only as permitted by applicable federal and state law. Cornell may redact any such records to the extent necessary to protect proprietary and confidential information and to avoid any invasion of personal privacy.

TWENTY FIRST: RECORDING OF CONTRACT

The UPR has notified Cornell that this agreement will be submitted for recording to the Office of the Comptroller of Puerto Rico as required by Puerto Rico Public Law Number 18 of October 30, 1975 as amended.

TWENTY SECOND: PROTECTION OF PERSONAL INFORMATION

Both Parties declare that they will comply, and hereby expressly bind themselves to comply, with all the applicable state and federal legislation regarding the protection of personal information of each participating visiting student. The

signing parties, agree to give to any information, obtained or provided pursuant to the implementation of this agreement, the treatment required by Law. Both parties state and acknowledge that any personal information received under this agreement may be entered and recorded by the parties under each applicants file only to the extent needed to execute this agreement. The visiting students rights and duties regarding the information so provided as it regards to the applicants ability to access, rectify, cancel or object to the files content will at all times be allowed under the conditions and requirements established by the applicable law.

In witness thereof, the parties hereto have executed this Collaboration Agreement by their duly authorized representatives on the date stated on their signatures.

CORNELL UNIVERSITY

UNIVERSITY OF PUERTO RICO

MARTHA POLLACK
PRESIDENT

DARREL HILLMAN-BARRERA
INTERIM PRESIDENT

Date: _____

Date: _____

150532082
Federal Tax EIN

66-0433767
Employer Social Security

300 Day Hall
Cornell University
Ithaca, NY 14853

PO Box 364984
San Juan, PR 00936-4984

The following information is being provided to you for your information only. It is not intended to be used for any other purpose. The information is being provided to you in confidence and should be handled accordingly.

This information is being provided to you for your information only. It is not intended to be used for any other purpose. The information is being provided to you in confidence and should be handled accordingly.

CONFIDENTIAL - SECURITY INFORMATION

The following information is being provided to you for your information only. It is not intended to be used for any other purpose. The information is being provided to you in confidence and should be handled accordingly.

CONFIDENTIAL - SECURITY INFORMATION

The following information is being provided to you for your information only. It is not intended to be used for any other purpose. The information is being provided to you in confidence and should be handled accordingly.

CONFIDENTIAL - SECURITY INFORMATION

January 12, 2018

Dr. Patty Ard
Administrative Manager
Office of the Provost
Cornell University

Dear Dr. Ard:

I am the Interim Vice-president of the University of Puerto Rico. On behalf of President Hillman and the UPR Administration I express our great appreciation for the disposition of Cornell University to host 62 students for the second semester 2017-2018.

I need to contact all the students before they leave. Dr. Jose Garriga Pico was initially in charge of contacting the universities from the mainland that offered their support to UPR in the aftermath of the devastating hurricanes Irma and Maria. However, I am in charge now and he has not provided me with the information related the students going to Cornell for the semester and the institutional conditions for accepting these students

The UPR is dealing with the students that are temporarily going to other universities in the mainland as students participating in an exchange program.

- Students will register for the semester at UPR
- Students must acquire medical insurance coverage at the hosting university, in order for them to have access to medical services if needed
- The professors of the courses in Cornell must certify the grade of the course at the end of the semester and this grade must be officially sent to me or to the Registrar of the corresponding UPR Campus, in order for the grades to be included in their academic record at UPR.

Please send me, as soon as possible, the list of the 62 students that will be attending Cornell University for the second semester 2017-2018, and any contact information that you have, such as their email, phone number, student number and UPR Campus where they are conducting studies.

I need to make sure that they are accounted for in the corresponding UPR Campus as being at Cornell University from January to May 2018. I also need to contact them individually to make sure that they know exactly the conditions of this temporary “exchange program” and that they have done the corresponding registration and administrative procedures required by UPR.

It is imperative that the conditions in which this temporary “exchange program” will be conducted to be formalized through an agreement letter or MOU, signed by the presidents of UPR and Cornell, or at least by the provosts.

I have received emails from parents concerned because the students have been told that the final grades for the courses they will be taking at Cornell will be Pass/Fail. Since some of them are considering Medicine and other graduate programs after they complete their bachelor degree at UPR and courses graded Pass/Fail will not count for either GPA and/or college courses required.

You can contact me at 1-787-505-1150 or calling my Assistant, Mrs. Yomarie Santiago at 1-787-250-0000 Ext. 2057

Best Regards,
Ilka Rios

Name	UPR Email	UPR Major	Campus
Alicea Rojas, Gabriela	gabriela.alicea1@upr.edu	Biomedical Science	Aguadilla
Alicea Soto, Valeria	valeria.alicea2@upr.edu	Biology	Mayaguez
Almedina Colon, Arelys	arelys.almedina@upr.edu	Biology	Mayaguez
Amador Perez, Paola	paola.amador1@upr.edu	Biology	Mayaguez
Antunez de Mayolo Ramos, Carolina	carolina.antunez@upr.edu	Biology	Mayaguez
Arce Ruiz, Keishla	keishla.arce1@upr.edu	Microbiology	Arecibo
Arroyo Gonzalez, Anel	anel.arroyo@upr.edu	French/English	Mayaguez
Avellanet Crespo, Nicole	nicole.avellanet@upr.edu	Biology	Mayaguez
Bayron del Valle, Mariela	mariela.bayron@upr.edu	Microbiology	Mayaguez
Bones Ortega, Adriana	adriana.bones@upr.edu	Economics	Mayaguez
Canales Arroyo, Angel	angel.canales2@upr.edu	Communications	Arecibo
Colon Rios, Rebecca	rebecca.colon@upr.edu	Microbiology	Mayaguez
Cordero Rivera, Andrea	andrea.cordero2@upr.edu	Business	Mayaguez
De Jesus Szendrey, Jose	jose.dejesus28@upr.edu	Advertising Design	Carolina
Gomez Guzman, Kristina	kristina.gomez@upr.edu	HRM	Carolina
Gonzalez Ortiz, Astrid	astrid.gonzalez9@upr.edu	Biology	Mayaguez
Gonzalez Vargas, Yarelis	yarelis.gonzalez1@upr.edu	Biology	Mayaguez
Gutierrez Lorea, Victoria	victoria.gutierrez@upr.edu	Chemistry	Mayaguez
Hernandez Rivera, Harry	harry.hernandez@upr.edu	Computer Engineering	Mayaguez
Ibanez Vilanova, Maria	maria.ibanez@upr.edu	Animal Science	Mayaguez
Jimenez Garcia, Vilmarie	vilmarie.jimenez@upr.edu	Chemistry	Mayaguez
Jimenez Soto, Angelys	angelys.jimenez@upr.edu	Business	Mayaguez
LaSalle Cruz, Stephanie	stephanie.lasalle@upr.edu	English	Aguadilla
Maldonado Marti, Monica	monica.maldonado6@upr.edu	Microbiology	Arecibo
Maldonado Santiago, Priscilla	priscilla.maldonado2@upr.edu	Chemical Engineering	Mayaguez
Marrero Garcia, Michelle	michelle.marrero5@upr.edu	Mechanical Engineering	Mayaguez
Marrero Gonzalez, Mariana	marianamarrero2016@gmail.com	Agronomy	Mayaguez
Marrero Mendez, Lianis	lianis.marrero@upr.edu	Social Sciences	Mayaguez
Martin Mendez, Manuel	manuel.martin@upr.edu	JD	Rio Piedras - Law
Martinez Rodriguez, Ricardo	ricardo.martinez15@upr.edu	Biology	Mayaguez
Matos Ortiz, Gabriela	gabriela.matos3@upr.edu	Biology	Mayaguez
Montalvo Rodriguez, Patricia	patricia.montalvo2@upr.edu	Microbiology	Mayaguez

Natal Albelo, Ricardo	ricardo.natal@upr.edu	Mechanical Engineering	Mayaguez
Nieves Quiles, Michelle	michelle.nieves10@upr.edu	Teaching ESL	Aguadilla
Olivera, Gabriela	gabriela.olivera@upr.edu	Biotechnology	Mayaguez
Ortiz Gonzalez, Walmari	walmari.ortiz@upr.edu	Electrical Engineering	Mayaguez
Perez Cordero, Natanael	natanael.perez2@upr.edu	Microbiology	Mayaguez
Perez Jimenez, Erick	erick.perez5@upr.edu	Microbiology	Arecibo
Ramos Figueroa, Alexandra	alexandra.ramos12@upr.edu	Chemical Engineering	Mayaguez
Ramos Padilla, Natasha	natasha.ramos3@upr.edu	Chemistry	Mayaguez
Ramos Reyes, Natalia	natalia.ramos14@upr.edu	Animal Science	Mayaguez
Rivera Cardona, Santos	santos.rivera@upr.edu	Political Science	Mayaguez
Rivera Rodriguez, Grecia	grecia.rivera3@upr.edu	Natural Sciences	Humacao
Rivera Rosario, Elizabeth	elizabeth.rivera23@upr.edu	Biology	Aguadilla
Rivera Ruiz, Isabella	isabella.rivera1@upr.edu	Marketing	Mayaguez
Rivera Saavedra, Stephanie	stephanie.rivera63@upr.edu	Microbiology	Arecibo
Rodriguez Garcia, Amy	amy.rodriguez@upr.edu	Microbiology	Arecibo
Rodriguez Kalil, Valeria	valeria.rodriguez32@upr.edu	Wildlife Resources	Humacao
Rodriguez Martinez, Ambar	rodzambar@gmail.com	Biology	Mayaguez
Rodriguez Orengo, Amanda	abro1885@hotmail.com	Biology	Mayaguez
Rodriguez Pitre, Kristaly	kristaly.rodriguez@upr.edu	Biomedical Sciences	Aguadilla
Ruiz Espada, Yamila	yamila.ruiz@upr.edu	Animal Science	Mayaguez
Salazar Hernandez, Neshma	neshma.salazar@upr.edu	English	Aguadilla
Sanchez Ruiz, Alejandro	alejandro.sanchez4@upr.edu	Languages	Carolina
Sandoval Caraballo, Belma	belma.sandoval@upr.edu	Chemical Engineering	Mayaguez
Soto Castillo, Adrian	adraftot@gmail.com	Computer Engineering	Mayaguez
Sotomayor Irizarry, Diego	diego.sotomayor@upr.edu	Horticulture	Mayaguez
Trevino Cintron, Gilberto	gilberto.trevino@upr.edu	Business	Humacao
Valdes Valderrama, Andrea	andrea.valdes@upr.edu	English	Mayaguez
Varela Alpi, Alejandra	alejandra.varela@upr.edu	Chemistry	Mayaguez
Varela Soler, Yadiel	yadiel.varela@upr.edu	Chemical Engineering	Mayaguez
Velez Perez, Erik	erik.velez@upr.edu	Biology	Mayaguez



FEDERAL STUDENT AID  "START HERE. GO FURTHER."

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT [PROVISIONAL APPROVAL]

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education
 Approval Expiration Date: **December 31, 2018**
 Reapplication Date: **September 30, 2018**

Name of Institution: **University of Puerto Rico Carolina Regional College**
 Address of Institution: **Carretera 887 Barrio San Anton
 Carolina, PR 00985-0000**

OPE ID Number: **03016000**

DUNS Number: **120697602**

Taxpayer Identification Number (TIN): **660560809**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This

Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS**, 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§ 1070d *et seq.*

PROVISIONAL CERTIFICATION

This provisional certification is granted for a limited period to permit the Institution to participate in the Title IV, HEA programs referenced in this Agreement. During the period of provisional certification, the participation of the Institution will be subject to revocation for cause. Cause for revocation includes, without limitation, a failure to comply with any provision set forth in this Agreement, a violation of Department regulations deemed material by the Department, or a material misrepresentation in the material submitted to the Department as part of the Institution's application process for this certification. The Department in its sole discretion may provide the Institution with an opportunity to cure any such failure, may place the Institution on reimbursement funding pending a decision regarding revocation of this Agreement by a designated Department official, or may suspend the participation of the Institution pending a decision by the Department regarding revocation of this Agreement. In the event the Department chooses to revoke this Agreement and the Institution's participation in the Title IV, HEA programs, the Institution will have the right to show cause why this Agreement should not be revoked by presenting its objections to the designated Department official in writing. The Institution agrees that this opportunity to show cause, and not the procedures in 34 C.F.R. 668 subpart G, shall be the sole administrative appeal regarding such revocation. The decision by the designated Department official will constitute the final agency action.

Special Requirements for Substantial Changes Made During Term of Provisional Certification

Any institution provisionally certified must apply for and receive approval by the Secretary for expansion or of any substantial change (as hereinafter identified) before it may award, disburse or distribute Title IV, HEA funds based on the substantial change. Substantial changes generally include, but are not limited to: (a) establishment of an additional location; (b) increase in the level of academic offering beyond those listed in the Institution's Eligibility and Certification Approval Report (ECAR); or (c) addition of any educational program (including degree, nondegree, or short-term training programs).

If the Institution applies for the Secretary's approval of a substantial change, the Institution must demonstrate that it has the financial and administrative resources necessary to assure the Institution's

continued compliance with the standards of financial responsibility (34 C.F.R. 668.15) and administrative capability (34 C.F.R. 668.16).

Reasons and Special Conditions of Provisional Certification

Reinstatement of Certification

The Institution is reinstated to participate in Title IV, HEA programs, and is granted provisional certification to demonstrate that it satisfies the standards of financial stability and administrative capability.

New Degree Program at Public or Private Non-Profit

In addition to the expansions and substantial changes identified above under Special Requirements for Substantial Changes Made During Term of Provisional Certification, as a provisionally certified public or private non-profit institution, the institution must also apply for and receive approval by the Secretary for the addition of any degree programs.

Requirement For Funding Arrangement Other Than Advance Funding, Due To Citing For Late Submission Of Audit

The institution has failed the financial responsibility requirements due to its failure to submit in a timely fashion acceptable compliance and financial statement audits. Pursuant to 34 C.F.R. §§ 668.171(c)(1)(ii), 668.171(d)(2), and 668.174(a)(3), an institution is not financially responsible if it has been cited during the preceding five years for failure to timely submit an acceptable annual compliance and/or financial statement audit. This means that the institution will not be considered financially responsible under the Department's regulations for five years, or longer if the institution provides untimely submissions in subsequent years. Therefore, pursuant to 34 CFR §668.175(f)(2) (iii), and as a condition of entering into the Program Participation Agreement under Provisional Certification, the institution agrees to (a) participate in the Title IV, HEA programs under the Department's cash monitoring payment method per 34 CFR 668.162 (e)(1), and (b) comply with the provisions under the Zone alternative.

Additional Requirements Regarding HCM1

University of Puerto Rico Carolina Regional College will be operating on limited Title IV eligibility and will be placed on the Heightened Cash Monitoring I (HCM-I) method of payment requiring enhanced reporting and documentation until further written notice from the Department. Under the HCM-1 method of payment, University of Puerto Rico Carolina Regional College] must first make disbursements to eligible students and parents and pay any credit balances due before it requests or receives funds for the amount of those disbursements from the Department in accordance with 34 C.F.R. § 668.162(d). The funding request may not exceed the amount of the actual disbursements that were made to the students and parents included in the funding request. Provided the student accounts are credited before the funding requests are initiated, the Institution is permitted to draw down funds through the Department's electronic system for grants management and payments, G5, for the amount of disbursements it made to eligible students and parents. The institution may not retain Title IV, HEA credit balances even if a student or parent borrower has authorized the institution to do so.

University of Puerto Rico Carolina Regional College must submit a master enrollment roster for all of its students who are enrolled in Title IV-eligible programs at the time it is put on HCM-I. The master enrollment roster must include all students currently enrolled in each of the institution's Title

IV, HEA-eligible educational programs as of the date of the signing of this PPA, along with each student's start date, anticipated completion date, and program of study. The master roster of students must be returned to the Federal Student Aid New York/Boston School Participation Division within 10 days of the date of this PPA. Instructions will be sent electronically on how to enter the required data fields in the master roster.

Letter of Credit (LOC)

University of Puerto Rico Carolina Regional College is responsible for its own debts by statute, Law Number 1 of January 20, 1966, as amended. 18 L.P.R.A § 612(f). Accordingly, University of Puerto Rico Carolina Regional College cannot rely on the "full faith and credit" of the Commonwealth of Puerto Rico. Therefore, if the institution is determined not to meet the standards of financial responsibility, University of Puerto Rico Carolina Regional College may be required to provide an irrevocable Letter of Credit, as warranted under 34 C.F.R. Part 668, Subpart L.

Application for Recertification

Upon completion of the period of provisional certification, if the Institution wishes to apply for recertification to participate in the Title IV, HEA programs, the Institution must submit a completed Application for Approval to Participate in Federal Student Financial Aid Programs, together with all required supporting documentation, no later than September 30, 2018.

Grant or Denial of Full Certification

Notwithstanding any paragraph above, the provisional certification ends upon the Department's notification to the Institution of the Department's decision to grant or deny a six year certification to participate in the Title IV, HEA programs.

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.

The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

3. The Institution agrees to comply with --

- a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);

- b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.
 - f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.
4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
 5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

(v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;

(5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;

(6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;

(7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;

(8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;

(9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;

(10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--

(i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and

(ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;

(11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;

(12) It will provide the certifications described in paragraph (c) of this section;

(13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;

(14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;

(15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --

(A) Is participating in the FFEL or Direct Loan programs for the first time; or

(B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.

(ii) The institution does not have to use an approved default management plan if --

(A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and

(B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.

(16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the award of title IV, HEA program funds.

(A) The restrictions in paragraph (b)(22) of this section do not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

(B) For the purpose of paragraph (b)(22) of this section, an employee who receives multiple adjustments to compensation in a calendar year and is engaged in any student enrollment or

admission activity or in making decisions regarding the award of title IV, HEA program funds is considered to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid.

(ii) Notwithstanding paragraph (b)(22)(i) of this section, eligible institutions, organizations that are contractors to eligible institutions, and other entities may make--

(A) Merit-based adjustments to employee compensation provided that such adjustments are not based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid; and

(B) Profit-sharing payments so long as such payments are not provided to any person or entity engaged in student recruitment or admission activity or in making decisions regarding the award of title IV, HEA program funds.

(iii) As used in paragraph (b)(22) of this section,

(A) *Commission, bonus, or other incentive payment* means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.

(B) *Securing enrollments or the award of financial aid* means activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.

(1) These activities include contact in any form with a prospective student, such as, but not limited to--contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student's signing of an enrollment agreement or financial aid application.

(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on--

(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student's enrollment agreement or financial aid application; or

(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.

(C) *Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid* means--

(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards title IV, HEA program funds; and

(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards title IV, HEA program funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding title IV, HEA program funds.

(D) *Enrollment* means the admission or matriculation of a student into an eligible institution.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

- (i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and
 - (ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;
- (26) If an educational program offered by the institution is required to prepare a student for gainful employment in a recognized occupation, the institution must--
- (i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the institution is located, if the State has established such a requirement, or as established by any Federal agency;
 - (ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student; and
 - (iii) Provide for that program the certification required in § 668.414.
- (27) In the case of an institution participating in a Title IV, HEA loan program, the institution --
- (i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and
 - (ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;
- (28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;
- (29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --
- (A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;
 - (B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and
 - (C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.
- (ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;
- (30) The institution --
- (i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --
 - (A) The use of one or more technology-based deterrents;
 - (B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

- (2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.
- (f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.
- (2) An institution may terminate a program participation agreement.
- (3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.
- (g) An institution's program participation agreement automatically expires on the date that--
- (1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or
- (2) The institution's participation ends under the provisions of § 668.26(a)(1), (2), (4), or (7).
- (h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.

3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.
5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).
8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R. Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the

undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended;

or

- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:

- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
- A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
- A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
- A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
- A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:

- Determine its effectiveness and implement changes to the program if they are needed.
- Ensure that its disciplinary sanctions are consistently enforced.

**PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION,
INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER
COVERED TRANSACTIONS**

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and

Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

PART 3 CERTIFICATION REGARDING GAINFUL EMPLOYMENT PROGRAMS

A list of the reported Title IV eligible educational programs that the institution offers that are required to prepare students for gainful employment in a recognized occupation ("gainful employment programs") is included as part of the Eligibility and Certification Approval Report (ECAR) that is a part of this Program Participation Agreement. By signing this Program Participation Agreement, the institution certifies that:

1. the list of gainful employment programs it offers is accurate and complete;
2. each of the gainful employment programs is approved by a recognized accrediting agency or is otherwise included in the institution's accreditation by its recognized accrediting agency;
3. each of the gainful employment programs it offers is programmatically accredited, if such accreditation is required by a Federal governmental entity or a State where the institution or one of its additional locations is required to obtain State approval pursuant to 34 C.F.R. §600.9;
4. each gainful employment program in a State where the institution or one of its additional locations is located satisfies the licensure or certification requirements that are needed for a student who completes the gainful employment program to qualify to take any licensure or certification exam in that State that is needed for the student to practice or find employment in an occupation that the gainful employment program prepares the student to enter; and
5. for a gainful employment program for which the institution is establishing initial eligibility for Title IV, HEA program funds, the program is not substantially similar to a program offered by the institution that in the prior three years, became ineligible for Title IV, HEA program funds under the debt-to-earnings rates measure or was failing, or in the zone with respect to, the debt-to-earnings rates measure and was voluntarily discontinued by the institution.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

For the Secretary: _____ Date: _____
U.S. Department of Education