



**COLLEGE OF EDUCATION
GRADUATE SCHOOL OF EDUCATION
MASTER OF SCIENCES IN SPEECH-LANGUAGE PATHOLOGY**



**PROGRAM STRATEGIC PLAN
EXECUTIVE SUMMARY**

The Strategic Plan of the Master Program in Speech-Language Pathology is an important instrument for the management of all the components of the program since it makes it easier to execute. It is aligned with the 2013-2020¹ Strategic Plan of the Pontifical Catholic University of Puerto Rico (PUCPR) and is consistent with the mission and vision of the Institution. In addition, it facilitates the achievement of results as it serves as a guide, direction and follow-up to the fulfillment of activities, the effective administration of resources and the proper administration of the budget. The Program Strategic Plan will be disclosed to all administrative and teaching staff, as well as non-teaching and service staff. The intention is thus to lead to the effective achievement of the Institutional Strategic Plan and the institutional, College and Program mission.

Next, the 2020-2026 Program Strategic Plan is presented. It includes the strategies and activities for its implementation, the human, physical, and technological resources required for its development, and the achievement indicators.

¹ The ISP was extended to 2022 due to COVID-19 (June 19, 2020). Objectives, strategies, activities, resources and indicators of achievement may be reviewed when the new ISP will be published.

Figure 1 shows the elements integrated into the strategic plan of the program.



INTRODUCTION

The Program Strategic Plan is based on and refers to the Strategic Plan 2013-2020 of the Pontifical Catholic University of Puerto Rico, hereinafter referred to as the Institution or by its initials PCUPR. The PCUPR Strategic Plan 2013-2020 establishes eight institutional strategic priority areas. The achievement of the goals, objectives and strategies depends on the effort and follow-up of all the institutions and academic units of the Institution, for which reason the Institutional Strategic Plan is a vital source of reference for the elaboration of the operational plans of the academic, administrative, service and support units for the learning.

The Program Strategic Plan is the product of the challenges and priorities of the Institution, the College of Education and the requirements to establish and maintain a high quality academic program in Speech-Language Pathology. In preparing the Program Strategic Plan, the priorities of the College of Education and the compliance with accreditation standards requirements were integrated. Professor Ana Báez, Acting Dean of Education (effective August 1, 2020) reviewed and approved it. Recommendations received were incorporated.

This plan makes it possible to determine, in a viable way and in accordance with the priorities of the Program, the College and the Institution, the goal, objectives, strategies and activities, resources (human, physical and technological), and it will be the guide to the budget allocations to be made to the Program.

The eight (8) priority areas of the Institutional Strategic Plan 2013-2020 are:

- I. Integration of Faith and Life
- II. Attention to the Needs of the Students
- III. Curriculum Update

- IV. Human Resources
- V. Technological infrastructure
- VI. Physical infrastructure
- VII. Administration and finance
- VIII. Research Culture

The budgetary allocations that result in outputs are:

- **Product 1) Students:** Recruitment translated into enrollment, retention and graduation rate
- **Product 2) Curriculum:** Have an updated and articulated curriculum to the processes of formation in the Christian and Catholic, cultural, social and community faith; Accreditation: Quality management of academic programs
- **Product 3) Faculty:** Training program, in-service training and evaluation of teaching performance.
- **Product 4) Technological infrastructure:** Conditions of technology equipment located in classrooms, computer labs, and offices.
- **Product 5) Physical infrastructure:** Classroom conditions, maintenance, physical environment.
- **Product 6) Research:** Research and publication culture.

The goal of the Program Strategic Plan of the College of Education is focused on:

- Lead joint efforts that respond, mainly, to the nature of the Program through the development of objectives and activities aligned to the Institution's Strategic Plan 2013-2020² and the priority areas it promotes.

² The ISP was extended to 2022 due to COVID-19 (June 19, 2020). Objectives, strategies, activities, resources and indicators of achievement may be reviewed when the new ISP will be published.

The objectives, strategies, activities, resources and indicators of achievement outlined in the Strategic Plan 2020-2026 of the Program are presented below:

I. Integration of Faith and Life					
PCUPR Goals:					
1. To be an instrument of Evangelization through the education of the university community for the integration of faith, culture and knowledge. 2. Promote an environment of charity and volunteerism for the renewal of society in accordance with the Social Doctrine of the Church.					
General objectives	Strategies	Activities	Resources	Action itinerary	Achievement indicators
A. Integrate community service experiences with a volunteer approach in academic programs, according to the Social Doctrine of the Church (ISD).	A1. Collaborative agreements with faith and charity organizations A2. Community service curriculum integration with a volunteer approach in courses of study programs. A3. Collaborative participation of faculty, student associations, and community service / volunteer staff. A4. Provide community services through CEDYTA in an environment of charity, commitment and respect for the dignity of the human person.	<ul style="list-style-type: none"> ▪ Faith and charity organizations that want to impact and renew or establish community service and volunteer agreements that meet their needs will be identified. ▪ Courses that can integrate experiences of community service and volunteering that revolve around a noble cause and solidarity with others will be selected. ▪ Students from the Program and student associations will be integrated into community service and volunteer activities and projects. ▪ Students will be involved through clinical and practical 	Human Faculty, students Student organizations and mentors, Administration and service and support personnel teaching-learning, PUCPR photographer, Press staff PUCPR Coordinator and staff of the CEDYTA Center, Professional Internship Supervisors Others Physical and Technological Office supplies, Photocopier,	During the academic year	<ul style="list-style-type: none"> ▪ The program will integrate in one or more of their courses and in one or more faith and charity organizations, experiences in solidarity with a noble cause or a meritorious charity work. ▪ Participation of 2 students who complete their clinical experiences or professional internship at CEDYTA. The services will be offered in an environment of charity, commitment and

	<p>A5. Collaborative agreements with pediatric and adult clinical sites</p>	<p>experiences in professional services for individuals with communication and swallowing disorders.</p> <ul style="list-style-type: none"> ▪ Agreements with clinical sites will be completed 	<p>Projector and screen, Camera and video, Conference room</p>		<p>respect for the dignity of the human person.</p> <ul style="list-style-type: none"> ▪ Agreements with at least 3 pediatric clinical sites ▪ Agreements with at least 2 adult clinical sites
<p>B. Develop activities with an impact on the university and external community that show the integration of faith, culture and knowledge, in accordance with the ISD.</p>	<p>B1. Integration of faith, culture and knowledge in the academic, co-curricular activities of the Program</p> <p>B2. The Program cross-curricular curriculum runs according to the ISD.</p>	<ul style="list-style-type: none"> ▪ Extracurricular activities sponsored by the ISD such as <i>Interdisciplinary dialogues, seminars and forums, and other activities sponsored by the Institution, such as the Catholic and Public Life Congress, others.</i> ▪ Extracurricular activities will be reviewed in accordance or supported by the ISD and that they show the integration of faith and science, faith and reason, faith and culture. ▪ Review of ISD guides (sent on May 2020) for integration of the 	<p>Humans</p> <p>Directors and Coordinators of the interdisciplinary dialogues, the Catholic and Public Life Congress, students, administration and staff, invited resources, PCUPR photographer, PCUPR press staff, Others</p> <p>Physical and Technological</p> <ul style="list-style-type: none"> ▪ Conference room, Office 	<p>During the academic year</p>	<ul style="list-style-type: none"> ▪ Hold one activity showing the integration of faith, culture and knowledge, in accordance with the ISD with an impact on the university and external community. ▪ Report the integration of Catholic Church Social Doctrine in three courses per academic year.

		<p>Catholic Church Social Doctrine</p> <ul style="list-style-type: none"> Evaluate the integration of Catholic Church Social Doctrine in courses. 	<p>supplies, Copier, Projector and screen, Camera, video, ISD guides for the integration of the Catholic Church Social Doctrine others</p>		
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II. Attention to the needs of the student body

PUCPR Goals:
 3. Provide cultural, work and other experiences that transcend geographic borders.
 4. Train a professional with a solid moral foundation.

Objectives	Strategies	Activities	Resources	Action itinerary	Achievement indicators
<p>A. Increase the entrance of new students in the committees of the College and in the student organizations of the College, for the development of leadership skills, commitment, collaborative work and positive interdependence based on ethics and morals.</p>	<p>A1. Encourage student representation and participation in college, departamental and program committees as far as feasible.</p> <p>A2. Develop a dynamic plan for the dissemination and promotion of the Program's student associations.</p> <p>A3: Encourage participation in the program's, OPPHLA's and NSSHLA's student associations.</p>	<ul style="list-style-type: none"> Students will be recommended for committees in which their participation applies. Students will be invited, by letter, to be a member of the corresponding Committee. In case the student does not accept the invitation, another student will be identified and the indicated procedure will be followed. One week will be assigned in academic year for the 	<p>Humans</p> <p>Deans, directors, coordinator and faculty, mentors of the student associations and the representative of Education in the Student Council</p> <p>Physical and Technological</p> <p>Office supplies Photocopier, Projector and screen, Camera, video, Computers, Emails, Internet, College of</p>	<p>At the beginning of the academic year</p>	<ul style="list-style-type: none"> At least one student from the program will participate in an institutional, college or departamental committee, which may include: Recruitment and Retention, Curriculum, Interdisciplinary Dialogue, Honors Assembly, Achievement Night

		<p>dissemination and promotion of the Program's and Department's student associations and will be carried out by the students themselves with the support of the coordinator.</p> <ul style="list-style-type: none"> ▪ Inform students about the program's, OPPHLA's and NSSHLA's student associations. 	Education Lobby, others		<ul style="list-style-type: none"> ▪ Registration of a 50% or more of students in one or more students association.
<p>B. Develop the extracurricular activities of the Program and the different academic departments through a collaborative effort between faculty and students.</p>	<p>B1. Planning and integrated participation of faculty and students in Program's, Department's and College's extracurricular activities.</p>	<ul style="list-style-type: none"> ▪ Inclusion of student participation in departmental and college curriculum committees, including extracurricular, co-curricular, and devotional activities. ▪ Extracurricular activities such as: Deafness Month, Autism Month, Special Education Week, SLP Month, among others. ▪ Catholic Devotions will be planned and held through the effort and integrated participation of faculty and students. 	<p>Humans Professors, Students, Academic and Non-Academic Administrators, Computer Technicians, Other College and Institution Staff, Guest Resources, Other Resources</p> <p>Physical and Technological Office supplies, Copier, Projector, screen Camera, video, Others</p>	<p>As scheduled at Program, College or institutional level for each academic year</p>	<ul style="list-style-type: none"> ▪ 80% of the extracurricular activities of the Program were planned and developed through a collaborative effort between faculty and students.
<p>C. Provide various means and resources for the</p>	<p>C1. Creation of computerized modules for the</p>	<ul style="list-style-type: none"> ▪ Digital modules for independent learning 	Humans	<p>During the academic year</p>	<ul style="list-style-type: none"> ▪ Creation and digitization of five modules for

<p>independent learning of students and to facilitate their success in the different stages of their professional academic training.</p>	<p>independent learning of students. C2. Provide support to the faculty in the electronic programming of the modules.</p>	<p>with course content will be created. <ul style="list-style-type: none"> The modules will be arranged through LERMA for student access and use. </p>	<p>Faculty, LERMA Coordinator, Technician in Instructional Design Physical and Technological LERMA Laboratory Computers, Module Preparation Guide for Independent Learning</p>		<p>independent learning (2020-2026).</p>
<p>D. Achieve an overall retention of 80%, of enrolled students during the academic years 2021-2022 to 2025-2026 in the Master of Science Program in Speech-Language Pathology, thus facilitating the achievement of your educational and professional goals.</p>	<p>D1. Accompaniment to the student from the beginning in her study program until the end of her studies. It includes: Orientations, follow-up, academic counseling, academic support</p>	<ul style="list-style-type: none"> The Program Coordinator will issue a personalized welcome letter to each new student. An introductory orientation will be offered to meet you personally and provide you with information about your Department and study program Academic counseling will be offered Student records will be updated at the end of each academic period or year The coordinator will prepare the SAP for students at risk and 	<p>Humans Faculty, Directors and coordinators of academic programs, Professional Counselors (VPAE), Statistics Office Staff Physical and Technological Room activities LERMA Laboratory Offices and student aid programs Office supplies</p>	<p>Beginning of the academic year. Intervention and action for student retention in the Program will be carried out during the academic year</p>	<ul style="list-style-type: none"> Evidence, through the data provided by the Statistical Office of the PUCPR, an achievement of 80% retention of the students enrolled in the Program during the academic years 2021-2022 to 2025-2026.

		<p>will personally guide them on it.</p> <ul style="list-style-type: none"> ▪ If necessary, they will be referred to the different offices and student aid programs of the Institution ▪ If necessary, they will make referrals for academic support through LERMA ▪ Academic support (retraining, reviews) of course content will be provided by professors during their office hours, according to the need presented. 	University Statistics- Retention Rate		
E. Achieve an on-time completion rate of 80% of the students admitted to the Academic Program.	E1. Student support from the beginning of the program of study until the end of his studies. It includes: Orientations, follow-up, academic counseling, academic support	<ul style="list-style-type: none"> ▪ Activities for student retention apply 	Resources for retention apply, University Statistics- Graduation Rate	At the end of the academic year	Evidence, through the data provided by the Statistical Office of the PCUPR, 80% in the program graduation rate in 2024-2025 and 2025-2026.

III. Curriculum update					
PCUPR Goals:					
5. Offer a competitive, creative, innovative and pertinent curriculum to the labor, local and international reality based on the Social Doctrine of the Church.					
6. Comply with the rigor demanded by institutional and professional accrediting agency, responding to the business vision of a globalized world.					
Objectives	Strategies	Activities	Resources	Action itinerary	Achievement indicators
A. Achieve and maintain the Candidacy of the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA)	A1. Develop the self-study of the academic program according to the professional accreditation process.	<ul style="list-style-type: none"> ▪ Develop and approve the Program Strategic Plan ▪ Complete and submit the candidacy application ▪ Conduct changes and reviews as required by the CAA ▪ CAA's site visit 	<p>Humans</p> <p>Dean, Directors, Program Coordinator, VPAA, Coordinator and staff of the Office of Institutional Assessment (OAI)</p> <p>Physical and Technological</p> <p>Office supplies, Computer, Printer, Copier, Statistical Program Data</p>	During the academic year until Spring 2022	<ul style="list-style-type: none"> • Submit Candidacy Application • Approval of Program's Strategic Plan • CAA conducts site visit • Achievement of Candidacy Status
B. Review and develop program documents according to accreditation requirements	B1. Review and update academic counseling documents, learning assessment forms and rubrics for clinical experiences.	<ul style="list-style-type: none"> ▪ The program will review and update academic counseling documents to reflect the program requirements. ▪ The clinical experiences 	<p>Humans</p> <p>Program Coordinator and Faculty</p> <p>Physical and Technological</p> <p>References Professional</p>	During the academic year 2020-2021	<ul style="list-style-type: none"> • Completed academic counseling documents, integrating program requirements.

		documents will be developed and integrated in the Clinical Experiences and Professional Internship Manual: Student Evaluation of the Clinical Experience, and Clinical Experience Rubric	literature, Computer, Printer, CAA and ASHA Documents Others		<ul style="list-style-type: none"> • Completed clinical experiences documents: Student Evaluation of the Clinical Experience, and Clinical Experience Rubric • Updated Clinical Experiences and Professional Internship Manual
C. Expand the offer of program courses in the online learning modality	C1. Create hybrid and online courses	<ul style="list-style-type: none"> ▪ Courses to be offered in the hybrid or online modality will be identified. ▪ Professors who are willing and available to create and offer the hybrid and online courses will be identified. ▪ Professors will be certified by the Virtual Education Institute (IEV). ▪ The modules of the online courses will be designed and created following the IEV requirements. 	<p>Humans Dean, Directors, Program Coordinator, IEV Director, Instructional Designer IEV- Sra. Iliia Alvarado</p> <p>Physical and Technological Course syllabus, IEV audiovisual resources, Computers</p>	During the academic years 2021-2022 to 2024-2025	<ul style="list-style-type: none"> ▪ At least one new course will be created for its hybrid or online offering

		<ul style="list-style-type: none"> ▪ Courses will be scheduled for your offering once authorized by IEV. 			
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IV. Human Resources					
PCUPR Goal:					
7. Recruit and retain professors with mastery of the new technology applied in the classroom; highly trained in their specialty areas and committed to education, the College and the Institution.					
Objectives	Strategies	Activities	Resources	Action itinerary	Achievement indicators
A. Integrate interactive technology in the classroom to achieve greater efficiency and effectiveness in the teaching-learning encounter.	A1. Faculty participation in technology related workshops A2. Offer workshops with internal resources from the College of Education A3. Internal recognition for professors who demonstrate the innovative integration of technology in the classroom	<ul style="list-style-type: none"> ▪ The faculty will be encouraged to participate in technology-related professional development workshops. ▪ A viable program of professional training workshops will be developed with resources from the College of Education. ▪ Applications of the use of technology will be demonstrated in the courses created by faculty members. 	Humans Faculty members with Technology expertise, Telecommunications and Information Technology personnel Physical and Technological Classrooms with technological equipment (computers, projection boards, audio, etc)	During the academic year	<ul style="list-style-type: none"> ▪ Professors' participation in at least one technology workshop / seminar per year. ▪ Production of three workshops related to the use of technology in the classroom

		<ul style="list-style-type: none"> ▪ Individualized support will be provided to professors interested in applying it in their courses. ▪ Professors who integrate interactive technology in the classroom will be recognized. ▪ Videos will be produced demonstrating the use of interactive technology and the teaching-learning process ▪ Others 			
<p>B. Exceed what is required in the professional and technological improvement plan, as determined by the Institution.</p>	<p>B1. Identify professional conferences and forums of high distinction in Puerto Rico</p> <p>B2. Encourage the participation of the faculty: attending these, participating as a resource</p> <p>B3. Facilitate attendance and participation as a resource in high distinction professional forums outside of</p>	<ul style="list-style-type: none"> ▪ Conferences and professional development activities will be identified 	<p>Human Dean, Directors Program Coordinator, Faculty, VPAA</p> <p>Physical and Technological Institutional email</p>	<p>During the academic year</p>	<ul style="list-style-type: none"> ▪ 98% of the faculty will exceed the requirements of the Institution in the Professional Development Plan, in the areas of technology, specialty and general knowledge.

	Puerto Rico and internationally				
C. Hire professors with mastery of the new technology applied in the classroom; highly trained in their specialty areas and committed to education, the College and the Institution	C1. Develop a hiring plan for faculty C2. Interview candidates with specialized training	<ul style="list-style-type: none"> Develop a hiring plan for faculty Ensure Budget allocations annually Conduct job announcements Interview candidates according to institutional policies 	Human Dean, Directors Program Coordinator, Faculty, VPAA Physical and Technological Institutional email	During the academic year, before every trimester	<ul style="list-style-type: none"> Hiring plan document Budget allocations for faculty hiring Faculty professional credentials

V. Technological infrastructure

PCUPR Goal:
 8. Integrate new advanced technological tools to achieve greater effectiveness in the teaching-learning encounter.

Objectives	Strategies	Activities	Resources	Schedule	Achievement indicators
A. Maximize technological tools available for teaching and serving students in a way that facilitates teaching-learning with a more dynamic and interactive approach among students with students, students with professors	A1. Acquire technological equipment and specialized computer programs for the use of the Program. A2. Acquire SLP specialized tests for the Program.	<ul style="list-style-type: none"> A 4-year plan will be made for the acquisition of specialized equipment, programs and tests, considering the curricular sequence of the Program. An inventory of the technological equipment available for the Program will be carried out. 	Human Dean, Directors, Program Coordinator, Computer Lab Coordinator Physical and Technological Computer Fiscal	Fall trimester 2020: 4-year acquisition plan Acquisition of specialized equipment and programs-according to plan	<ul style="list-style-type: none"> Document: 4-year plan for the acquisition of specialized equipment, programs and tests Acquisition of equipment, tests and programs to support the courses

and students with technology.			Allocated budget for capitalizable equipment, materials and information technology resources		
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VI. Physical infrastructure

PCUPR Goal:
 9. Maintain the physical facilities of the College of Education, assigned to Education, in good condition and appearance in a way that promotes the sense of pride and belonging of the students, the faculty, the administration and the personnel assigned to them.

Objectives	Strategies	Activities	Resources	Schedule	Achievement indicators
A. Develop conducive physical environments in the different facilities and settings where student learning is generated.	<p>A1. Manage institutional resources to maintain physical facilities appropriate for learning.</p> <p>A2. Manage the maintenance and arrangement of the student meeting areas to promote the sense of belonging, and pride in the students, professors and staff of the Program.</p> <p>A3: Renovations to classrooms, student lounges and CEDYTA</p>	<ul style="list-style-type: none"> ▪ The cleanliness of the building and a cozy atmosphere will be maintained. ▪ Attention and follow-up will be given to areas such as the lobby, the picnic area and the student square. ▪ An area will be designated for Program announcements. ▪ Renovations will be completed in classrooms and in the Academic Evaluation, Diagnosis and Treatment Center (CEDYTA) 	<p>Human Dean, Directors. Faculty, Students, Physical Plant Personnel, Engineers, Architects, others</p> <p>Physical and technological Bulletin Board</p>	During the academic year and summer	<ul style="list-style-type: none"> ▪ Renovation of one classroom, the graduate student lounge, the faculty room and CEDYTA facilities

VII. Administration and Government					
PCUPR Goals: 10. Contribute to the income of the Institution through projects from external sources. 11. Practice sound administration through the prudent and appropriate use of the funds assigned to the Program.					
Objectives	Strategies	Activities	Resources	Action itinerary	Achievement indicators
A. Achieve that the budgetary allocations granted to the Program result in products that contribute positively to the Institution.	Product A1. Students: Active participation in efforts leading to student recruitment that translate into enrollment, retention, and graduation rate	A1a. Activities will be carried out leading to the internal and external recruitment of students such as: <ul style="list-style-type: none"> ▪ guidance to education students at the undergraduate level about the articulation alternative to the Graduate School of Education. ▪ disseminate the program within the webpage, email and social networks ▪ visits to other institutions for recruitment purposes in a way that translates into enrollment, retention and graduation rate. 	Humans Dean, Directors and Program Coordinator Physical and Technological See sections corresponding to each product.	Throughout the academic year	See section corresponding to the product
	Product A2. Curriculum: Curricular review for content and teaching-learning to the needs and demands of today's society and the profession.	<ul style="list-style-type: none"> ▪ A2a. Work will be done on enriching and innovating academic programs by updating the official and operational curriculum. This includes the integration of content and 			See section corresponding to the product

	<p>Product A3. Human resources: Professional training of the faculty and the teaching and non-teaching administrative staff, and faculty Hiring</p>	<p>learning experiences into the processes of formation in the Christian-Catholic faith, and of cultural, social and community formation.</p> <ul style="list-style-type: none"> ▪ A2b. Neuroscience-based strategies, universal design for learning, and best practices will be incorporated into undergraduate and graduate courses. ▪ A2c. The quality management of academic programs will continue through efforts leading to the accreditation of all education programs. ▪ A2d. CEDYTA will be used as a center for clinical experiences and learning support. ▪ A3a. Internal training will be provided with College and related resources that respond to the needs and interests of the faculty. ▪ A3b. The participation of students in the evaluation of professors will be promoted through 			<p>See section corresponding to the product.</p>
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	<p>Product A4. Technological infrastructure: Maintenance and updating of technological equipment and resources</p>	<p>the electronic means of the Institution.</p> <ul style="list-style-type: none"> ▪ A3c. It will be promoted, with the payment of tuition and provision of time, that the faculty attend to professional development activities. ▪ A3d: Develop a hiring plan for faculty ▪ A3e. Interview candidates with specialized training <ul style="list-style-type: none"> ▪ A4a. A 4-year plan will be made for the acquisition of specialized equipment, programs and tests, considering the curricular sequence of the Program. ▪ A4b. The inventory of technological equipment will be updated. 			<p>See section corresponding to the product.</p>
	<p>Product A5. Physical infrastructure: Maintenance, cleaning and beautification of physical facilities.</p>	<ul style="list-style-type: none"> ▪ A5a. Necessary steps will be taken for the physical maintenance of the building, both outside and inside. 			

	<p>Product A6. Research: Develop a research culture</p>	<ul style="list-style-type: none"> ▪ A5b. Continuous monitoring will be given to the cleaning of classrooms, sanitary services, common areas, administrative offices and the faculty, among others. ▪ A5c. The physical environment of the College will be kept cozy and attractive by monitoring the corresponding human and physical resources. ▪ A5d. An area will be designated for Program announcements. ▪ A6a. Continuous work will be done to promote and incentivize research and publication among students and faculty. 			<p>See sections corresponding to each product.</p>
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VIII. Research culture

PCUPR Goal:
12. Stimulate the constant search for truth through an innovative research and dissemination culture pertinent to the reality of Puerto Rico with an international scope and from a humanistic and ethical vision in accordance with the Social Doctrine of the Church.

Objectives	Strategies	Activities	Resources	Action itinerary	Achievement indicators
<p>A. Promote research, publication and professional exposure at the local and</p>	<p>A1. Encourage research and publication among students and faculty.</p>	<p>A1. Professors will be encouraged to carry out local and international research, publications and presentations.</p>	<p>Humans Dean, Directors, Program, faculty</p>	<p>Throughout the academic year</p>	<ul style="list-style-type: none"> ▪ Registered approval number of research projects

<p>international level among the faculty of the College of Education, in accordance with what is expected in a University of high excellence.</p> <p>B. Achieve participation of professors involved in a research project among colleagues and between professors and students, and of publication and local and international exposure.</p>		<p>A1b. They will be informed of opportunities that arise and financial aid will be provided according to the resources available in the budget of the College and the institution.</p> <p>A1c. The program will distribute and promote the reading of research publications made by researchers from other schools of the Institution and outside it, who have stood out and contributed to current issues and problems through their research.</p> <p>A1d. Professors who have been professionally projected inside and outside the Institution for their research work will be asked to offer some talks or hold professional dialogues with the Program</p>	<p>Physical and Technological Graduate School of Education Research Room, Institutional Library, Computer Labs, Excel, SPSS, Turnitin and other programs</p>		<ul style="list-style-type: none"> ▪ Minimum of an investigation carried out by a professor or group of professors ▪ Minimum of one publication by a professor or team of professors in a high-level peer-reviewed or professional journal ▪ Minimum of one publication made by a student in a peer-reviewed or high-level professional magazine.
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