Self-Assessment Report Statement of Continued Interest in Pursuing GAC Accreditation

December 20th, 2017

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)
Attention: Accreditation Programs Administrator
14 Campus Boulevard
Newtown Square, PA 19073
United States

Dear Accreditation Programs Administrator,

Please accept this Self-Assessment Report on behalf of the Universidad El Bosque for GAC accreditation of its Especialización en Gerencia de Proyectos (Specialization in Project Management)

Enclosed with this cover letter please find:

I. Updated demographic information and program data related to the original Letter of Intent.

II. All responses, including evidence, demonstrating that the applicant program aligns with each of the GAC Accreditation Standards contained in the GAC Accreditation Handbook (4.0).

III. The GAC Accreditation Fee of $2000 U.S.:

We certify that all of the facts submitted in this Self-Assessment Report are true to the best of our knowledge and belief. Please contact us if any further information is needed to support this application.

Sincerely,

//Jorge Alberto Osorio Villa //
Jorge Osorio – Engineering Postgraduate Director
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www.uelbosque.edu.co

//Julio César Sandoval Villarreal//
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**Updates to the Original Letter of Intent**

Insert in the chart below any changes to the original demographic information/program data provided in the original accepted Letter of Intent, such as updated numbers of enrolled students, graduates and so forth.

<table>
<thead>
<tr>
<th>Letter of Intent Section</th>
<th>Updated Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Location</td>
<td>Insert a response with any changes to the accepted Letter of Intent, if applicable.</td>
</tr>
<tr>
<td>Business Unit</td>
<td>Insert a response with any changes from original accepted Letter of Intent, if applicable.</td>
</tr>
<tr>
<td>C.1: Institution Accreditation and Legal Authority</td>
<td>Insert a response with any changes from original accepted Letter of Intent, if applicable.</td>
</tr>
<tr>
<td>C.2: Degrees or Awards Eligible for Accreditation</td>
<td>Insert a response with any changes from original accepted Letter of Intent, if applicable.</td>
</tr>
<tr>
<td>C.3: Period of Operation</td>
<td>Insert a response with any changes from original accepted Letter of Intent, if applicable.</td>
</tr>
<tr>
<td>C.4: Administrative Structure and Academic Leadership</td>
<td>Insert a response with any changes from original accepted Letter of Intent, if applicable.</td>
</tr>
</tbody>
</table>

**GAC Accreditation Standards**

Each academic program applying for accreditation by GAC must demonstrate that its academic degrees or awards satisfy the GAC Accreditation Standards.

The Self-Assessment Report submitted by the applicant program shall clearly demonstrate how its academic degrees and awards align with the GAC Accreditation Standards.

**D.1 Program Mission**

*D.1.1: The program’s mission statement and evidence that it is publicly available.*

From the biopsychosocial and cultural approach, at El Bosque University we prepare professionals from all disciplines in the Project Management’s fundamental knowledge, with a high commitment to the country having as supreme imperative the promotion of dignity of the human being in its integrality, offering as a differentiating feature the multi disciplinarily experience that promotes the blending of professionals from different disciplines with a common purpose, the development of a project, but with a great plurality based on the multiple interests of each person. The Specialization in Project Management aims to prepare professionals of any discipline in the design, organization and execution of projects in any field

The Program’s mission is published in the program’s URL:

http://www.uelbosque.edu.co/especializacion/gerencia-de-proyectos

*Note: a screenshot of this information on the link is posted in Supplement 1*

**D.1.2: Evidence that the program’s mission statement and supporting objectives:**

*D.1.2.1: Are consistent with the mission of the academic institution.*

From the biopsychosocial and cultural approach, at the University El Bosque we made a commitment with the country having as supreme imperative to promote the dignity and the human person in its entirety. We strive our
best to provide own conditions to facilitate the development of ethical-moral, aesthetic, historical and technoscientific values rooted in the culture of life, quality and meaning. All this towards building a more just, pluralistic, participatory, peaceful and affirmation of a responsible human being, a constituent part of nature and its ecosystems society. Receiver and builder critical global processes of culture.

The Institutional mission is published in the program’s URL: [http://www.unbosque.edu.co/nuestro-bosque/alma-mater](http://www.unbosque.edu.co/nuestro-bosque/alma-mater)

*Note: a screenshot of this information on the link is posted in Supplement 2*

El Bosque University has clearly defined its purpose and rationale since the formulation of its institutional mission. “From the Bio-Psycho-Social and Cultural approach, El Bosque University assumes its commitment to the country, having as its supreme imperative to promote the dignity of the human being as a whole. Its maximum efforts are focused on offering proper conditions to facilitate the development of ethical-moral, aesthetic, historical, and technoscientific values rooted in the culture of life, its quality and its meaning, within the perspective of building a more just, pluralist, participatory, peaceful society, and the affirmation of a responsible human being who is a constituent part of nature and its ecosystems as well as a receptor and critical constructor of the global processes of culture.”

In particular, to fulfill one of the purposes of university work which is “education of human beings who are critical of the global processes of culture and service to society,” the Specialization in Project Management contributes to the mission as it seeks to “train real specialists in this field, capable of contributing directly to create value and solve problems in organizations using the knowledge, skills and tools they acquire during the development of the Program”.

The University defines its Institutional Learning Objectives (ILO) as a tool to articulate the Institutional Educational Project and develop the Institutional Strategic Orientation (ISO). In this way, the Learning Objectives are defined as those that, in the light of the IEP, guide the construction of the curriculum, the didactic design and instruction standards; make intentions explicit and guide the development of activities and processes towards the attainment of a goal.

The curriculum seeks flexible and interdisciplinary articulation in the areas assigned in the respective academic periods and is aimed at the development of the competencies that underpin the training profile of the Project Management Specialist at El Bosque University.

### D.1.2.2: Are relevant to the management of projects* profession and consistent with the GAC core areas of focus for program learning outcomes.*

The name “Specialization in Project Management” corresponds to the degree issued upon its completion, the level at which students specialize, the specific area of study and the curricular contents of the program. According to the Project Management Body of Knowledge Guide (PMBOK® Guide), page 61, “Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements”.

The PMBOK is an internationally recognized standard (IEEE Std 1490-2003) which provides the project management fundamentals, applicable to a wide range of projects, including construction, software, engineering, etc. The standards marks a clear differentiation between the management practices required to create a product or service and the specific management practices required to carry out a project. This is how the fundamental characteristic of a project is identified with regard to the multidisciplinary environment in which it is developed; and how the applicability of managerial skills of Project Management practices to all projects of any nature and field is confirmed. For this reason, the multidisciplinary and interdisciplinary
approach of the Specialization in Project Management of El Bosque University focuses on the development of management skills.

At El Bosque University we prepare professionals from all disciplines in the fundamental knowledge of Project Management, we commit to the country to promote dignity; and approach the human being in an comprehensive way. As we offer the distinctive feature of interdisciplinarity we promote opportunities for professionals of different disciplines to get together with the common purpose of developing a project but with a great plurality based on the multiple interests of each.

This characteristic results in great acceptance of the program among professionals who want to acquire the necessary tools to plan, execute and evaluate projects of any discipline and is a competitive advantage when compared to other graduate programs of similar characteristics. It is also challenging, as we aim to train specialists with integrity and the ability to work in interdisciplinary teams while remaining coherent with the way in which the University approaches its mission and vision; the postulates of the Institutional Educational Project which are oriented towards the comprehensive education of all members of the educational community; with cultural transformation, through the university-society-culture relationship; the pluralist and democratic participation of all its members and the motivation towards a critical and constructive way of thinking about the world in which we live, among others.

The program is designed for Project Management specialists to develop competencies and skills in technical expertise, strategic awareness and professional awareness. Students receive the following topics that form them in these skills (only some of the program topics are shown):

- **FOR TECHNICAL EXPERTISE**: Planning of all areas of knowledge included in PMBoK; Use of computer tools for project management, among others.
- **FOR PROFESSIONAL BEHAVIOR**: Managing competencies, leadership, effective presentations, Managing change in organizations, among others.
- **FOR STRATEGIC AWARENESS**: Corporate Finance, PMO, Organizational Maturity in Project Management, Balanced Scorecard, Economics, etc.

D.1.2.3: Clearly identify the potential students for the program.

In the public web site of the Project Management Specialization program there is a description of the potential students of the program as follows: (http://www.uelbosque.edu.co/especializacion/gerencia-de-proyectos)

“Professionals (holding a B.Sc. degree) of any discipline who have interest and special dedication in the design, organization and execution of projects in any field. The applicant must have a broad knowledge of the reality of his / her environment and a deep-rooted awareness of the work in interdisciplinary teams, inherent to the development process of any project, as well as a solid scientific training that will actively involve him/her in the program with great social and humanistic content.

*Note: a screenshot of this information on the link is posted in Supplement 3*

The ages of the students of our program range approximately as follows:
- 56% from 20 to 29 years old
- 38% from 30 to 39 years old
- 6% older than 39 years old

The years of experience of the students of our program range approximately as follows:
- 59% from 0 to 5 years of experience
- 27% from 6 to 10 years of experience
- 9% from 11 to 15 years of experience

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• 5% more than 15 years of experience

The industries distribution where our students work are approximately as follows:
• IT: 20%
• Energy & Utilities: 8%
• Financial Services: 6%
• Engineering & Construction: 30%
• Retail/Consumer Products: 6%
• Healthcare and Labs: 5%
• Education: 5%
• Other: 20%

D.2 Curricula and Core Areas of Focus for Program Learning Outcomes

D.2.1: Description of the academic degree or award, its philosophy, and references to professional standards and guides.

The name of the program "Specialization in Project Management" (Especialización en Gerencia de Proyectos) corresponds to the degree that is issued, the level of specialization, the specific area of study and the curricular contents of the program.

Overview description of the degree itself

The Specialization in Project Management degree is a post graduate degree, 2 semester length and taught in presencial mode.

The degree’s general purpose is to educate specialists in Project Management who have the necessary knowledge, tools and skills to be in charge of any project, from its conception and formulation, to its implementation, execution and closure.

The degree’s specific objectives are:
• Generate an open space for the discussion and analysis of the fundamental topics in Project Management.
• Promote, stimulate and develop research in four fundamental lines that are: design, formulation, evaluation and management.
• Establish a permanent bridge between theory and practice in Project Management through the continued implementation of the case study.
• To be a permanent consulting academic unit for the support, identification, study and solution of key problems in the development of projects.
• Reach international markets through the quantitative and qualitative study of international projects in education, industry and business.
• Emphasize humanistic education through the study of Bioethics, as the basis of the integral process of personal development, essential in the scheme of individual management - organizational management.

Its philosophy.

The Specialization in Project Management of the Universidad El Bosque in its multidisciplinary approach, means that a professional of any discipline is able to acquire the tools to specialize regardless of the type of project that he or she faces. This characteristic makes that the postgraduate has a great reception by professionals who want to acquire the necessary tools to plan, execute and evaluate the projects of their professional discipline, overcoming the fear, even generalized, that the Project Management is only for
engineers. This characteristic not only motivates the linking of professionals in different disciplines, but also helps to train students in the experience of projects, where it is necessary to interact with professionals from different areas. The Specialization is covering, not only the areas of knowledge defined by the Project Management Institute PMI, within its standard (adopted by all entities that offer training in Project Management in the country); it covers the development of the additional competencies identified for the Project Manager in the Project Management Competency Development Framework document, published by the PMI in 2007.

The program is designed for Project Management specialists to develop competencies and skills in technical expertise, strategic awareness and professional awareness. Students receive the following topics that form them in these skills (only some of the program topics are shown):

- **FOR TECHNICAL EXPERTISE:** Planning of all areas of knowledge included in PMBoK; Use of computer tools for project management, among others.
- **FOR PROFESSIONAL BEHAVIOR:** Managing competencies, leadership, effective presentations, Managing change in organizations, among others.
- **FOR STRATEGIC AWARENESS:** Corporate Finance, PMO, Organizational Maturity in Project Management, Balanced Scorecard, Economics, etc.
- The credits are based on Decree 1295 of 2010, chapter IV, articles 11, 12 and 13. An academic credit is equivalent to forty-eight (48) hours of academic work of the student, which includes the hours with direct accompaniment of the teacher and the hours of independent work.

The program is developed in two academic semesters, in three specific areas of training. Area of Leadership and Administration, Economic - Social and Financial Area, and Research and Humanities Area.

It consists of 14 subjects which are arranged in a modular manner, with 28 academic credits, 448 face-to-face hours on Friday from 6:00 p.m. to 10:00 pm. and Saturdays from 8:00 a.m. at 5 p.m. and 896 hours of independent work. The Structure of the training activities in each semester, according to the academic subject, is presented in the following Table:

**Tabla 1. Structure of courses and subjects**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization in Project Management</td>
<td></td>
</tr>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>PROJECT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>SCOPE PLANNING</td>
<td></td>
</tr>
<tr>
<td>TIME PLANNING</td>
<td></td>
</tr>
<tr>
<td>COSTS AND PROCUREMENT PLANNING</td>
<td></td>
</tr>
<tr>
<td>QUALITY PLANNING</td>
<td></td>
</tr>
<tr>
<td>RESOURCES, STAKEHOLDERS AND COMMUNICATION PLANNING</td>
<td></td>
</tr>
<tr>
<td>RISKS PLANNING</td>
<td></td>
</tr>
<tr>
<td>PROJECTS FORMULATION</td>
<td></td>
</tr>
<tr>
<td>FUNDAMENTALS IN PROJECT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>STRATEGIC PLANNING</td>
<td></td>
</tr>
<tr>
<td>ACCOUNTING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>FINANCIAL FUNDAMENTATION</td>
<td></td>
</tr>
<tr>
<td>COMPUTER TOOLS 1</td>
<td></td>
</tr>
</tbody>
</table>

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**D.2.2:** Specific learning outcomes that reflect the academic degree level and describe what students should know and be able to do on completion of the academic degree or award.

The professional who has completed the Specialization in Project Management, will be in the capacity to perform as:

- Manager of companies and organizations from projects.
- Process manager of public and private companies.

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• Adviser in the process of installation and assembly of investment projects
• Act as auditor in the process of installation and assembly of processes and units producing goods and services that have been the subject of contracting processes.
• Consultant and advisor in the administration, management and evaluation of projects of public and private companies.
• Researcher in topics of scientific interest, oriented to analyze, interpret and provide policies, techniques and tools on the function of control and quality assurance in the assembly of investment projects.
• University teacher in the areas of design and project development, financial, cost and budgeting, project evaluation, financial analysis and financial management, among others.
• Professional with the capacity to create management consulting companies of Projects, control and monitoring of the process of assembly and installation of projects.

The students deliver a degree work, done as a team, with which they demonstrate having correctly managed a real project. From the first semester students define and work on a real sector project, in which they put into practice the concepts learned in the classes. In these jobs the students:
• Analyze a problem or opportunity and define a solution through a project
• Start the project, determining business objectives and project objectives.
• Justify the project
• They develop all the project plans, according to the PMBoK, of the PMI
• Execute, monitor, control and close the project under the same precepts.
• Provide evidence of this management
• Manage the conflict that may eventually arise in this work.

List of Program Learning Outcomes:
1. Identify and understand the main concepts of Project Management, understanding the existing relationship of projects, programs and portfolios with the strategic objectives of the Organization. Students develop skills to recognize and understand organizational objectives and the main aspects of strategic fulfillment that allows organizations to meet their strategic objectives.
2. Develop specific and general skills to plan projects, taking into account all areas of knowledge. Students develop techniques and skills to design plans for Scope, Time, Quality, Costs, Human Resources, Communications, Risks, Acquisitions and Management of stakeholders.
3. Understanding of basic concepts and principles related to the way organizations present their accounting information through the basic financial statements and the analysis of how these financial statements reflect the generation of value. Elaboration of the budgets and financial projections for the evaluation and analysis of projects and, finally, the basic tools that financial mathematics have for the management decision-making about investment and financing situations will be studied. In the same way, the students identify the necessary elements to automate a project such as resources, tasks, times; framed in the components of project management: Scope, cost and time.
4. Recognize and understand the different stages of change in organizations and their staff, developing a strategy that allows change to be a positive aspect in projects. In the same way, students recognize the value of a business for the client as an important aspect in the preparation of projects and business plans.
5. Understanding which are the external and internal variables that can significantly influence the planning and execution of projects, allows a successful decision making in projects. The students know, understand, and make a correct technical evaluation of the projects; conceptualize on the
Financial Evaluation of Projects, elaborate different cash flows used for the financial evaluation of projects and recognize the tools provided by financial mathematics for the analysis and evaluation of the financial convenience of carrying out investment and/or financing projects.

6. Strengthen soft skills as a future project manager, developing practical activities where you can identify strengths and weaknesses and know how to improve them day by day.

7. Apply good practices of monitoring and control in projects, based on the guidelines of the Project Management Institute, through practical exercises that allow to know situations of real projects.

8. Recognize basic concepts in economics and labor law, to be implemented in the development of projects. Students identify the common language of economy, basic concepts, frames of reference and generalities about the different models, and recognize the main elements that make an employment relationship, so that it is clear that from the legal framework for labor relations in which reality prevails over formality.

9. Acquire the knowledge and skills to design and implement strategies, applying modern management techniques such as strategic maps, BSC, value proposal and customer experience curve. Similarly, students develop skills to properly manage knowledge, which constitutes a powerful strategic tool for companies to be more efficient, more profitable and have a better position in the integration processes during the planning and later in the execution, monitoring and closing of the projects as well as knowing the purpose of the Project Management Offices (PMO) and the Programs, Projects and Portfolio Offices. Students develop skills to make decisions regarding the allocation of resources, balance objectives and competing alternatives and manage the interdependencies between the Knowledge Areas of project management he market with respect to the competition.

10. Strengthen the integration processes during the planning and later in the execution, monitoring and closing of the projects as well as knowing the purpose of the Project Management Offices (PMO) and the Programs, Projects and Portfolio Offices. Students develop skills to make decisions regarding the allocation of resources, balance objectives and competing alternatives and manage the interdependencies between the Knowledge Areas of project management.

11. Recognize and show and implement the tools and methodological procedures of bioethics in relation to decision making in the business environment and the social responsibility that implies. It also studies those transformations and ethical dilemmas that appear around new technologies in relation to life, in particular, and in society in general.

In each subject, students will develop the following learning objectives through which knowledge is assured.

>Note: A table with this detailed explanation is found in the Supplement 4

D.2.3: A chart that cross-references each course or subject with the academic degree or award learning outcomes and the GAC core areas of focus.

<table>
<thead>
<tr>
<th>Chart A</th>
<th>Mapping program learning outcomes to GAC Core Areas of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions: For each applicant academic degree or award complete the following chart. Add rows as necessary. Use the following key to alignment: F = fully addresses; S = substantially addresses; P = partially addresses; N/A = not addressed.</td>
<td></td>
</tr>
</tbody>
</table>

| Name of Applicant Degree or Award: POSTGRADUATE IN PROJECT MANAGEMENT |
| Level of Academic Degree or Award: POSTGRADUATE (ESPECIALIZATION) - ESPECIALIZACIÓN |

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<table>
<thead>
<tr>
<th>GAC Core Area of Focus 1: Technical Expertise</th>
<th>GAC Core Area of Focus 2: Professional Behavior</th>
<th>GAC Core Area of Focus 3: Strategic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of projects to meet needs within constraints, with reference to professional standards and guides.</td>
<td>Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork.</td>
<td>Contextual awareness and knowledge of strategic and operational drivers required to inform decisions and deliver sustained competitive advantage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicant Program Learning Outcomes*</th>
<th>Insert Degree or Award Learning Outcome:</th>
<th>Insert narrative response regarding how learning outcome 1 addresses this specific GAC area of focus.</th>
<th>Insert narrative response regarding how learning outcome 1 addresses this specific GAC area of focus.</th>
<th>Insert narrative response regarding how learning outcome 1 addresses this specific GAC area of focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and understand the main concepts of Project Management, understanding the existing relationship of projects, programs and portfolios with the strategic objectives of the Organization. Students develop skills to recognize and understand organizational objectives and the main aspects of strategic fulfillment that allows organizations to meet their strategic objectives.</td>
<td>Insert F, S, P or N/A</td>
<td>F</td>
<td>N/A</td>
<td>P</td>
</tr>
<tr>
<td>Develop specific and general skills to plan projects, taking into account all areas of knowledge. Students develop techniques and skills to design plans for Scope, Time, Quality, Costs, Human Resources, Communications, Risks, Acquisitions and Management of stakeholders.</td>
<td>Insert F, S, P or N/A</td>
<td>F</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Understanding of basic concepts and principles related to the way organizations present their accounting information through the basic financial statements and the analysis of how these financial statements reflect the generation of value. Elaboration of the budgets and financial projections for the evaluation and analysis of projects and, finally, the basic tools that financial mathematics have for the management decision-making about investment and financing situations will be studied. In the same way, the students identify the necessary elements to</td>
<td>Insert S, P or N/A</td>
<td>S</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Automate a project such as resources, tasks, times; framed in the components of project management: Scope, cost and time.</strong></th>
<th>with the dynamics of the labor world.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognize and understand the different stages of change in organizations and their staff, developing a strategy that allows change to be a positive aspect in projects. In the same way, students recognize the value of a business for the client as an important aspect in the preparation of projects and business plans.</strong></td>
<td>Students develop and apply competencies of the Project Manager as change manager; They connect Change Management with Leadership skills, Negotiation management skills, teamwork and communication skills; They interact with their group colleagues to understand change management and individually propose the application of the model and acquire skills to create a development plan for change management by understanding the obstacles to change.</td>
<td>Students recognize the elements to identify opportunities in a market to develop or develop business plans and strategies conducive to meeting the objectives of companies or businesses, goods or services through the analysis of geographical, demographic and psychographic factors; They understand the importance of differentiation as a fundamental factor to create positioning and preference, and know how they can leverage the digital world to communicate to their relevant audiences the differentiation of their value proposition, a good, service or their own personal brand.</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding which are the external and internal variables that can significantly influence the planning and execution of projects, allows a successful decision making in projects. The students know, understand, and make a correct technical evaluation of the projects; conceptualize on the Financial Evaluation of Projects, elaborate different cash flows used for the financial evaluation of projects and recognize the tools provided by financial mathematics for the analysis and evaluation of the financial convenience of carrying out investment and / or financing projects.</strong></td>
<td>Acquire the competences for the evaluation of the projects from the financial point of view, through the understanding and execution of the different modalities to determine an evaluation in agreement with the other previous studies on the evaluation of an investment project; They apply concepts, tools and fundamental techniques of accounting and financial engineering to the decision making about the convenience of carrying out a project. Relate the importance of cash flows as a support tool for investment decisions and financing. Develop skills to interact more easily with professionals from other disciplines related to accounting and financial issues; Acquire the competences for the evaluation of the projects from the technical point of view, through the understanding and execution of the different modalities to determine an evaluation in agreement with the other previous studies on the evaluation of an investment project.</td>
<td>Assume documented positions on social problems and accentuate the human factor, deciding on social problems, their indicators, objectives and assumptions.</td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen soft skills as a future project manager, developing practical activities where you can identify strengths and weaknesses and know how to improve them day by day.</strong></td>
<td>Students strengthen their skills as exhibitors and acquire and apply tools to make effective presentations, taking into account the main aspects and elements of a presentation: theme, exhibitor and graphic material.</td>
<td>Students develop skills to perform interventions to correct situations that interfere with their own performance and that of their collaborators, through the application of the tools acquired during the process; They use the knowledge, skills and abilities acquired during the class, to carry out effective actions on a day-to-day basis.</td>
<td></td>
</tr>
</tbody>
</table>
in their work. In the same way, they recognize their managerial management as a system, in which the people who make them establish internal and external relationships that impact the development and welfare of both individuals and their environment in the organizational context.

The students are able to: Understand the importance of good planning, as it will be the guide for the execution of the project. Identify the changes to planning that must be managed through the process of change control. Identify and resolve situations, which during the execution of the project, could generate “Scope Creep” and “Gold Plating” Solve problems, strengthening decision-making processes through the evaluation of different scenarios that represent the most common situations that may arise during the execution of a project Write follow-up reports, through the use of indicators. Putting in context information through the collection of data that will be valued against the project management plan Evaluate the correct planning of risks, reason, argue and re-evaluate action plans that allow them to be managed. Understand the concept of integration in the context of Project Management. Identify the iteration between planning and project execution, through the application of change controls. Relate the contents and connections that link to the different plans that make up the project management plan. Integrate decision making with the change management process and the project management plan.

Recognize basic concepts in economics and labor law, to be implemented in the development of projects. Students identify the common language of economy, basic concepts, frames of reference and generalities about the different models, and recognize the main elements that make an employment relationship, so that it is clear that from the legal framework for

<table>
<thead>
<tr>
<th>Activity</th>
<th>Achievement</th>
<th>Competence</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply good practices of monitoring and control in projects, based on the guidelines of the Project Management Institute, through practical exercises that allow to know situations of real projects</td>
<td>The students are able to: Understand the importance of good planning, as it will be the guide for the execution of the project. Identify the changes to planning that must be managed through the process of change control. Identify and resolve situations, which during the execution of the project, could generate “Scope Creep” and “Gold Plating” Solve problems, strengthening decision-making processes through the evaluation of different scenarios that represent the most common situations that may arise during the execution of a project Write follow-up reports, through the use of indicators. Putting in context information through the collection of data that will be valued against the project management plan Evaluate the correct planning of risks, reason, argue and re-evaluate action plans that allow them to be managed. Understand the concept of integration in the context of Project Management. Identify the iteration between planning and project execution, through the application of change controls. Relate the contents and connections that link to the different plans that make up the project management plan. Integrate decision making with the change management process and the project management plan</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Recognize basic concepts in economics and labor law, to be implemented in the development of projects. Students identify the common language of economy, basic concepts, frames of reference and generalities about the different models, and recognize the main elements that make an employment relationship, so that it is clear that from the legal framework for</td>
<td>Students acquire competences to: • Evaluate, and analyze the content of a contract - employment relationship • Write a work contract and / or labor agreement. • Make decisions based on the revision of the contents of a contract, whether or not the parties are obliged to work</td>
<td>N/A</td>
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<td></td>
<td>The students are capable of: • Understand the proper use of the terms of supply and demand. • Identify the consumer choice system and the price function. • Understand the behavior of microeconomics and macroeconomics as a whole. • Analyze the behavior of the trade balance, exchange rates and be able to understand the different exchange models.</td>
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</tbody>
</table>
labor relations in which reality prevails over formality.

- Recognize the necessary elements for decision making as consumers and/or producers.

<table>
<thead>
<tr>
<th>Acquire the knowledge and skills to design and implement strategies, applying modern management techniques such as strategic maps, BSC, value proposal and customer experience curve. Similarly, students develop skills to properly manage knowledge, which constitutes a powerful strategic tool for companies to be more efficient, more profitable and have a better position in the market with respect to the competition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<tr>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Evaluate strategies that generate impact for the organization Analyze environmental factors for the development of strategies Create innovative strategies Develop indicators of objectives Make strategic decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengthen the integration processes during the planning and later in the execution, monitoring and closing of the projects as well as knowing the purpose of the Project Management Offices (PMO) and the Programs, Projects and Portfolio Offices. Students develop skills to make decisions regarding the allocation of resources, balance objectives and competing alternatives and manage the interdependencies between the Knowledge Areas of project management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Understand, differentiate and relate the concepts of: - Project deliverables, business results, benefits and business objectives. - Project Selection / Prioritization and Efficient Frontier - Projects, Program and Portfolio (Definition, Management, Governance) - Opportunities, business benefits and Business case for a PMO-P3O - Services, functions and structure of a PMO-P3O - Approach, scope and nature of a PMO-P3O Build a model for the selection and prioritization of projects integrating the concept of efficient border - Establish the route: Deliverables, outcomes and benefits - Determine criteria for the selection and prioritization of projects - Build the project selection model and efficient frontier Develop the strategic intention for a PMO-P3O of the company to which the student belongs. - Determine justification and benefits for the PMO-P3O - Set SMART goals for the PMO-P3O - Establish Vision, Mission</td>
</tr>
</tbody>
</table>

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Recognize and show and implement the tools and methodological procedures of bioethics in relation to decision making in the business environment and the social responsibility that implies. It also studies those transformations and ethical dilemmas that appear around new technologies in relation to life, in particular, and in society in general.

The students:
- They know the different modes of expression of human and philosophical thought in the West, in order to explain the way in which bioethics is inscribed in discussions about man and his relationship with nature and to identify the social political economic aspects of the 20th century that they propitiated the emergence of bioethics.
- They recognize the methodologies and tools of Bioethics and their contributions for their professional training and to face the ethical problems raised by the advances and techno-scientific developments.
- They assume a critical, responsible and reflective position in the decision-making process, in the judgments that are issued and in the options that are contemplated in the face of a dilemma, with the aim of developing a plural ethical attitude and with this they will walk along the path of professional excellence.
- Recognize the social, political and ethical factors that affect human decisions and that are part of an ethical tradition.
- Developed skills to permanently identify visions about the concept of person and human dignity and its influence on health decisions.
- Develop the ability to learn and update to become autonomous subjects and responsible for their ethical training.

**Note: This Chart is available in next file:**

D.2.3 Chart B.xlsx

The Following is a listing of full courses with the subjects and contents that are taught within each one:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SUBJECTS</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization in Project Management</td>
<td></td>
<td></td>
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<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
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<tr>
<td>PROJECT MANAGEMENT</td>
<td></td>
<td></td>
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<tr>
<td>SCOPE PLANNING</td>
<td>Introduction (product scope Vs. Scope project), requirements traceability matrix scope definition - Work Breakdown Structure (WBS) - EDT Dictionary Scope management plan.</td>
<td></td>
</tr>
<tr>
<td>TIME PLANNING</td>
<td>Time Management Plan Define activities - difference between activity and milestone Sequencing activities - precedence diagrams and types of logical relationships</td>
<td></td>
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<tr>
<td>Section</td>
<td>Content</td>
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<td>----------------------------------------------</td>
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<tr>
<td>Critical path method</td>
<td>- identification of critical activities and analysis of gaps</td>
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<tr>
<td></td>
<td>- Techniques and tools for estimating and resource allocation</td>
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<tr>
<td></td>
<td>- Techniques and tools for estimating analog, parametric and PERT duration - among others</td>
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<tr>
<td></td>
<td>- Techniques and tools for schedule compression - Crashing and Fast tracking</td>
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<tr>
<td></td>
<td>Quality assurance in building a timeline</td>
<td></td>
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<tr>
<td>Costs and Procurement Planning</td>
<td>costs of each resource, human and material to cover the costs of activities,</td>
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<tr>
<td></td>
<td>costs of deliverables and project cost.</td>
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<tr>
<td>Quality Planning</td>
<td>Importance of quality projects and restrictions to consider</td>
<td></td>
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<tr>
<td></td>
<td>- Quality development: Concepts and Principles</td>
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<td></td>
<td>- Knowing the PMI knowledge areas concerning quality:</td>
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<td></td>
<td>- PMI methodology</td>
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<td></td>
<td>- Quality management according to the PMBOK</td>
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<td></td>
<td>- Utility</td>
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<tr>
<td></td>
<td>- Application of QFD Tool</td>
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<tr>
<td></td>
<td>- Knowing the Project Quality Plan:</td>
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<td></td>
<td>- Development Project Quality Plan - PMBOK the project case</td>
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<td></td>
<td>- Assurance and quality control - PMBOK</td>
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<td></td>
<td>- Management tools</td>
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<td></td>
<td>- Technical and service tools</td>
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<td></td>
<td>- Quality costs</td>
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<tr>
<td>Resources, Stakeholders and</td>
<td>Identification and management stakeholders.</td>
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<tr>
<td>Communication Planning</td>
<td>Communication Management in projects.</td>
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<tr>
<td></td>
<td>- Identification, call, strengthening, recognition and output of human talent.</td>
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<tr>
<td>Risks Planning</td>
<td>Risk Management Plan,</td>
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<td></td>
<td>- Risk identification,</td>
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<td></td>
<td>- Qualitative and quantitative analysis,</td>
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<td></td>
<td>- Risk response plan.</td>
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<tr>
<td></td>
<td>- Workshops for each of the planning process through the development of specific cases</td>
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<tr>
<td></td>
<td>- Overall assessment of risk planning processes and topics covered in class.</td>
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<tr>
<td>Projects Formulation</td>
<td>Project definition and its relationship with organizational strategy.</td>
<td></td>
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<tr>
<td></td>
<td>- Differences between project, program and portfolio.</td>
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<tr>
<td></td>
<td>- Definition of Project Management</td>
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<td></td>
<td>- Life cycle of projects and their difference with the life cycle management of projects and</td>
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<td></td>
<td>- life cycle products.</td>
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<tr>
<td></td>
<td>- Influence of the Organization in Project Management</td>
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<tr>
<td></td>
<td>- Overview of the processes of project management</td>
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<td></td>
<td>- The role of the knowledge areas of project management.</td>
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<td></td>
<td>- Develop the Constitution Act Project</td>
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<td></td>
<td>- Develop Project Management Plan, with emphasis on the Plan</td>
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<tr>
<td></td>
<td>- Configuration and change management project.</td>
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<tr>
<td>Fundamentals in Project Management</td>
<td>General concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Organizational environment</td>
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<td></td>
<td>- Endogenous and exogenous levels of the organization</td>
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<td></td>
<td>- Strategic analysis SWOT</td>
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<td></td>
<td>- Corporate strategy through project management</td>
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<tr>
<td></td>
<td>- Strategic plan model</td>
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<tr>
<td>Strategic Planning</td>
<td>Financial Fundamentation</td>
<td></td>
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<tr>
<td></td>
<td>- Concepts and basic principles</td>
<td></td>
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<tr>
<td></td>
<td>- Budgets and financial projections for the evaluation and analysis of projects</td>
<td></td>
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<tr>
<td></td>
<td>- Basic tools</td>
<td></td>
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<tr>
<td>Computer Tools 1</td>
<td>Introduction to automation projects using Microsoft Project 2013. Setup Tool tool</td>
<td></td>
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<tr>
<td></td>
<td>- Calendars and Tasks Configuration</td>
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<td></td>
<td>- Configuration Resources and Costs</td>
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<td>- overallocation</td>
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<td></td>
<td>- Create a project baseline</td>
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<td>- Curve S Monitoring</td>
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<tr>
<td></td>
<td>- Monitoring (indicators)</td>
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<tr>
<td>Management Skills</td>
<td>Organizational Change Management</td>
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<tr>
<td></td>
<td>- The importance of change management projects</td>
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<tr>
<td></td>
<td>- Why Projects Fail?</td>
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<td></td>
<td>- Perceived as an obstacle to change</td>
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<tr>
<td></td>
<td>- What is the change?</td>
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<tr>
<td></td>
<td>- Definition</td>
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<td></td>
<td>- Stages of Change</td>
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<td></td>
<td>- The attitude a mental decision</td>
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<td></td>
<td>- Organizational Change</td>
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<td></td>
<td>- Change Management Model</td>
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<td></td>
<td>- Create a sense of urgency</td>
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<td></td>
<td>- Organize the team guide</td>
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<tr>
<td>Marketing Fundamentation</td>
<td>Introduction to Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Good businesses fail due to lack of marketing</td>
<td></td>
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<tr>
<td></td>
<td>- Marketing and its relationship to the strategy</td>
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</tr>
</tbody>
</table>

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### Marketing basics (needs, wants, Supply, Demand, Market)
- Definition of marketing
- Marketing process
- Identify market opportunity
- Conduct market research
- Develop a marketing plan (Product, Price, Place, Promotion)
- The importance of differentiation
  - As rely on digital tools to communicate that differentiation

### SOCIAL AND ECONOMIC EVALUATION OF PROJECTS

#### TECHNICAL EVALUATION OF PROJECTS
- Overview of investment projects and its contextualization within the general framework of national economic policy and the external context.
- The location of the project. General aspects and internal context. Location variables.
- The size. Importance of determination. ¿How big should be the project to start?
- The process. What is the engineering process which is determined for the project?
- The environmental aspect. What are the environmental implications that are generated?

#### PRIVATE EVALUATION OF PROJECTS
- Conceptualizing the basics for Financial Evaluation of Projects
- The development of the various cash flows used for financial evaluation.
- Finally, tools that provide financial mathematics for the analysis and assessment of financial convenience of carrying out investment projects will be discussed and / or financing

#### SOCIAL EVALUATION OF PROJECTS
- Social enterprises and social projects
- Analysis of the problem
- Methodologies for social evaluation of projects.

### RESEARCH METHODOLOGY

#### RESEARCH METHODOLOGY
- Know the language of the Projects
- Know the Research Process
- Know the formulation of the Research Problem
- Apply the citation and scientific consultation methodology (APA Standard)

#### GRADE WORK SEMINAR
- Grade work Guide

### SECOND SEMESTER

#### MANAGEMENT SYSTEMS

#### LEADERSHIP IN PROJECTS
- The importance of leadership in project management
- Why Projects Fail?
- Features Leader
- Leadership Model
- The Extraordinary Leader
- 5 Groups Strengths
- The character
- Leader Level 5

#### MANAGEMENT COMPETENCES
- Personal Capacity
- Interpersonal skills
- Relationship Management

#### RELATIONSHIP MANAGEMENT
- The beliefs
- The paradigms
- The ego
- Teamwork
- Conflict management

#### EFFECTIVE PRESENTATIONS
- The topic
- The speaker
- The presentation
- Application Workshop

### EXECUTION, CONTROL AND CLOSURE OF PROJECTS

#### EXECUTION, CONTROL AND CLOSURE OF PROJECTS
- Introduction: Differences and integration between implementation and monitoring & Control
- Scope vs. quality - Requirements Traceability Matrix
- Earned Value - Introduction
- Earned Value - Recovery Techniques (Crashing & Fast-Tracking)
- Risks
- Monitoring report
- End of project
- Control Panel - presentation to management
| ECONOMICS | Model of supply and demand  
Consumer choice  
Market equilibrium  
Balance of trade and exchange rates  
Economic indicators |
|-----------|--------------------------------------------------|
| LABOR IMPLICATIONS | Labor Contract and its elements  
Difference between the employment contract and service delivery  
Reality contract  
Human relations  
Mobbing law  
Content of a contract-elements  
Misleading Advertising |
| FINANCES | Introduction to corporate finance.  
Main functions of corporate finance.  
Statement of financial position.  
Statement of income.  
Statement of cash flows.  
Financial statement analysis (horizontal and vertical)  
Value of money over time.  
Budget and Treasury  
Relationship between finance and project management |
| CORPORATE FINANCES | MS Project  
7 processes Time Management applied to MS Project tool.  
MS Excel  
Overview of Functions  
Logic functions  
Tools for data management |
| COMPUTER TOOLS 2 |  |
| STRATEGIC CONTROL TOOLS | What is strategy?  
Factors strategy  
¿Creativity and Innovation in business management?  
Value innovation  
Co-creating customer experiences  
Curve Customer Experience  
How to design the value proposition?  
The design and implementation of the strategy through the Balanced Scorecard  
SOs (DOFA, structural analysis)  
Strategic maps  
Strategic Insights  
Aligning the value proposition  
Simulator for making strategic marketing decisions |
| BALANCED SCORECARD | Knowledge Management Concepts  
Usefulness and value of knowledge management  
Process Knowledge Management in Project Management  
Application of Knowledge Management in Project Management |
| KNOWLEDGE MANAGEMENT | Conceptualization  
Change control  
Configuration plan |
| INTEGRATION MANAGEMENT | Introduction to project management  
Starting projects with agile methodologies  
Planning projects with agile methodologies  
Plannign the iteration of the project  
Executing the iterations of the project  
Carrying out monitoring and control of the iterations of the project |
| AGILE PROJECTS | OPM: Organizational Project Management and Strategic Planning  
The Project Offices PMO-P3O  
Development of competencies for the Management of Projects, Programs and Portfolios |
| ORGANIZATIONAL PROJECT MANAGEMENT | Basics of Bioethics  
Bioethics and environment  
Bioethics and education |
| BIOETHICS |  |
| BIOETHICS |  |
| GRADE PROJECT |  |
D.2.4: Description and evidence of how curricula facilitate active student engagement in learning. In addition to traditional reading, research, and course activities, programs should provide a description of collaborative, integrative activities and environments designed to reflect workplace practices to improve student professional performance.

The Project Management program curricula is designed to facilitate students engagement in learning in two main ways; our meaningful learning approach and collaborative virtual learning tools. Our Pedagogical Guidelines, availables in Politics and Institutional Curriculum Management El Bosque University. 2011. P.39 describe the meaningful learning approach of our university and that is fully applied in our program to ensure the successful learning engagement of our students. Regarding collaborative virtual tools, our program offers a comprehensive virtual classroom, where our students collaborate in forums and interest groups in each of the modules.

The virtual classroom URL is: https://ubosquemoodle.unbosque.edu.co/my/ (Please use this information to access: (REDACTED BY GAC)

Note: Screenshot of this information on the link is posted in Supplement 5, Supplement 6

As part of the virtual tools provided to facilitate engagement in learning, we have virtual collaborative sessions called Tutorial Coffees. In these sessions, hosted by one of our teachers, we provide the environment to have a dialogue around specific topics (Knowledge Areas, Processes Groups, Tools & Techniques, etc) with the objective to clarify concepts and strengthen knowledge in our students. We record all of the Tutorial Coffees and posted in our virtual classroom to make them available to all of our students community.

This is Tutorial Coffees URL: https://ubosquemoodle.unbosque.edu.co/course/view.php?id=2764 Note: This is the same site used for Tutorial Coffees. Both, Webinars and Tutorial Coffees are posted in here. (Please use this information to access: User: gerencia.proyectos Password: Gerencia.proyectos)

Note: Screenshot of this information on the link is posted in Supplement 7

In the same way, the program has additional virtual sessions, called Webinar in Project Management, in which experts in Project Management present some relevant topics in the discipline and that complement the knowledge acquired by the teachers. The recordings of these sessions are hosted in the virtual classroom of the program.

This is Webinars URL: https://ubosquemoodle.unbosque.edu.co/course/view.php?id=2764 (Please use this information to access: User: gerencia.proyectos Password: Gerencia.proyectos)

Note: Screenshot of this information on the link is posted in Supplement 8

D.2.5: Description and evidence of how curricula provide summative experiences based on the processes, knowledge, and competencies acquired throughout the program and incorporating appropriate management of project standards and constraints.

The program has identified the following specific competences of training:

- **Communication skills**: Effective exchange of accurate, appropriate and relevant information with the interested parties, using methods to the measure of each one.
- **Leadership Competencies**: Guiding, inspiring and motivating team members and other stakeholders to manage and solve problems to achieve the project's objectives.
- **Management Competencies**: Effectively manage the project to through the deployment and use of human, financial, material, intellectual and intangible resources.

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• Cognitive ability: Apply an appropriate level of depth of perception, discernment and judgment, to effectively direct a project in a changing and evolving environment.

• Effectiveness: Produce the desired results using the appropriate tools, resources and techniques in all the activities of the Project Management.

• Professionalism: Maintain an ethical behavior guided by responsibility, respect, friendship and honesty in the practice of Management of Projects.

The pedagogical strategy of the program is the implementation of the institutional pedagogical model where teaching is centered on learning and learning is centered on the student. The institutional pedagogical model is the "meaningful learning" proposed by Professor Dee Fink and based on elements constructivist, and experiential, which poses a taxonomy in which there are different types of learning.

"An important feature of this taxonomy is that each type of learning is interactive, which means that each type of learning can stimulate other types. The six dimensions of this taxonomy for Fink L. allow us to know the type of learning that students are expected to achieve, as follows:

• Fundamental knowledge: Understand and remember the relevant content in terms of terms, concepts, theories, principles, etc.

• Application of learning: They will use the content appropriately.

• Integration: Identify the interactions between the contents seen and other content classes.

• Human dimensions of self learning: They will learn about themselves: (who is, who can be or will be) Others: Will be able to understand and interact effectively with others.

• Commitment or assessment: Develop new feelings, interests or values in relation to the subject that is being studied.

• Learning how to learn: Involves student "skills", skills self-directed research and learning ".

This approach to "learning" is an essential part of the Integrated Course Design model, based on the same components that are part of most instructional design models, but assembles such components in an integrated, non-linear model. The basic concepts of the instructional design model are broken down below:

• Situational factors: They involve carefully reviewing information about the situation and are used to make important decisions about the course. The general and relevant categories to take into account are the general and specific context of the learning situation, the nature of the subject, the characteristics of the apprentices and the teacher.

• Objectives (goals) of learning: When teachers appeal to the focus on learning, they usually identify several additional types of meaningful learning, although their responses usually include "understand and remember" type learning. However, it is important to emphasize critical thinking, to learn to use the knowledge of the course creatively, to learn to solve real-world problems, to change the way students think about themselves and others, to understand the importance of learning for all life, etc. The learning goals according to the instructional design should be clear, although they should also be important and significant in terms of the educational value they provide to students.

• Learning activities: Through the incorporation of active learning, meaningful learning is created, which allows students to learn and retain for longer what they have learned in an active way and offers students experiential learning opportunities in order to generate a reflective dialogue. In order to create a complete set of activities capable of creating meaningful learning, a holistic perspective of active learning is required that includes three integral modalities: obtaining information and ideas, experience and reflective dialogue.
• **Evaluation activities:** A focus on learning is based on feedback and evaluation procedures called "educational evaluation", which enhance the quality of student learning. The four components of the educational evaluation are the anticipatory evaluation, the criteria and standards, the self-evaluation and the feedback.

The training process is developed as follows:

**First semester:** It is an immersion in the stages of Start and Planning. At this moment the student takes a tour of the Planning of:
- Scope,
- Time,
- Costs,
- Risks,
- Quality,
- Procurement,
- Human Resource and,
- Communications

In these subjects, the different Plans as well as the Integration Plan are expected as main deliverables. It highlights processes such as: (the most relevant)
- Product and Project Life Cycle
- Project Charter
- WBS and Dictionary
- Scope Statement

**Second Semester:** It is an immersion in the stages of Execution and Monitoring-Control, as well as in Closure. In this cycle, students must make evident the advances and deliverables that were planned in the first semester; make progress reports (of management)

On the other hand, Company applications are made, typical of the Management, such as the classes of: Strategic Management, Financial Management, among others.

During the same semester, the company dives into business issues such as Economy and Finance; as well as in Research (Research Methodology) and a Group Work is formulated as a Group

Both first and second semester have a space dedicated to the Presentation and Sustainability of the Degree Projects, which are evaluated and qualified as part of the training process and condition for obtaining the degree.

The main strategies used are:
- Flipped Class
- Case Study (case applied to projects)
- Degree Work (Real, in a company)

These strategies are based on (mainly):

**Significant Learning:** The evaluation process is done as follows:
- **Previous readings, inverted class:** through this methodology the student prepares the class, makes comprehensive reading, creates retention and reading comprehension, explores new concepts.
- **Case Study:** Through this strategy, the student in an integrative process, unites and reinforces concepts and criteria. On the other hand, this methodology allows you to make group decisions (group work)
• **Exhibitions and Sustainability Degree Work:** Thanks to this methodology, the student develops the ability to work as a team, creation and explanation of concepts, integration of topics and apprehension of new knowledge.

• **Exams (oral and written):** With these memory is reinforced, the ability to analyze, the ability to discern, among others. The exam allows the student to demonstrate their knowledge.

• **Debates:** Two-way action system, on the one hand, the teacher places an activity, question or general topic, on the other side, students interact at the request of the teacher, and, the results are constructed collaboratively.

• **Forums and Virtual Classroom:** As already mentioned, it is the main mechanism of evaluation and academic interaction of the training model of the Specialization. Thanks to this, dynamics such as real-time access to subjects and contents are achieved, the results of the evaluation are known and the results and notes of the different classes are known.

The final document, with which the students demonstrate to have acquired sufficient knowledge in Project Management, and be prepared to assume the role of Managers, under the good practices established by the PMI, is the Work of degree. This document demonstrates that students are able to conceive, plan, execute, control and close a project. The process of construction of this process is detailed below:

**INTRODUCTION TO THE GRADE PROJECT**

In the Faculty of Engineering of the Universidad El Bosque, SPECIALIZATION IN PROJECT MANAGEMENT, students must submit a GRADE WORK as a requirement to qualify for the Project Management Specialist degree. With the Degree Work seeks to demonstrate the assimilation and application of knowledge, tools and practices of Project Management, presented in the courses of the Specialization and also investigate the practice of this Management. The Degree Project consists of a Project Management exercise with a Project suggested by each group of students and approved by the Degree Work Committee.

The main condition that applies to each degree work is determined as the Management of a real project. This means that students will present project management proposals for a project that is in any of the phases of the life cycle of the product, service or unique result in a real company, or as part of a particular initiative. The proposals must be supported by a communication issued by the company that owns the project, with signature by the sponsor of the project, in which it is committed to provide support to students in everything relevant to the proper management of the same. The Coordination of the Specialization will send to the students a proforma that will be filled by the company and delivered to the Coordination of the Specialization. In the case of a particular initiative, the student will deliver the same document signed by the project sponsor, even if it does not belong to a specific company.

It will be considered as a project proposal to manage through grade work, any of the following:

- A project that currently exists in a real company, clearly determining which phase(s) will be the object of the scope of the degree work.
- A project, which results from an analysis of problems, opportunities and / or needs of an organization. This can be part of the portfolio of projects of the Organization or can be conceived by the student.
- A personal undertaking, such as the formation of a company.

The project of work of degree will include the elaboration of two (2) groups of deliverables:

1. **EVIDENCE OF THE PRODUCT, SERVICE OR UNIQUE RESULT:** it is understood as the project itself. Students must provide evidence demonstrating the development of deliverables approved by the Committee (eg, New architectural design. refrigeration plant; Installation of energy...
2. **EVIDENCE OF MANAGEMENT OF THE PROJECT**: it is understood as the Management Book of the project, which contains all the management evidences of the chosen project, during the whole life cycle of the project or during the selected phase (s). The Project Book, which evidences the management thereof, must contain the following deliverables:

   a. **Deliverables from the project initiation process group**: All projects must show a formal start and must comply with the guidelines established in the fifth version of the PMBOK, issued by the PMI. The minimum deliverables required are:
      
   b. **Act of constitution of the project or phase (Project - Phase Charter)**, verified by the Project Director, and accepted and authorized by the Sponsor.

   c. **Identification of stakeholder groups**.

   d. Deliverables from the group of project planning processes: All projects must demonstrate detailed formal planning and must comply with the guidelines established in the fifth version of the PMBOK, issued by the PMI. The planning of the project must be defined in the Plan for the Project Management and the following groups of processes, this plan must define which will be used, therefore it should be taken into account:

   e. **Project Management Planning Processes**: determines the relevant processes to plan, execute, monitor, control and close the approved project. This item should contemplate:
      
      i. List of selected and relevant processes for the management of the project, with scope, that can even differ to the totality of the processes determined in the PMBOK.
      
      ii. Justification of decision by which processes are determined that they will not be used in project management.

      iii. Timeline, roles and responsibilities defined for the Project Management.

      iv. Management Plan of the Project Configuration that must contain Change Management Plan for the same. This plan must be built progressively, with the accompaniment of the grade work director, throughout the first semester of the program.

      v. Definition of Project life cycle (Note: the project life cycle does NOT correspond to the project management process groups).

   f. **Methodology of product construction, service or unique result**.
      
      i. Definition of standard and complementary practices aimed at establishing the steps for the construction and management of the product. It defines the technical approach, that is, the establishment of processes, procedures, techniques and tools necessary for the elaboration of deliverables of the product, service or unique result of the draft.

   g. **Scope Management Planning Processes**: Document the relevant processes to determine all work and only the work necessary to meet the project's objectives.

   h. **Time Management Planning Processes**: Document the relevant processes to determine the time necessary to meet the project's objectives.

   i. **Cost Management Planning Processes**: Document the relevant processes to determine the cost necessary to meet the project's objectives.

   j. **Project Quality Management Planning Processes**: Document the relevant processes to determine the standards, standards and metrics necessary to meet the project and product objectives. Emphasis should be placed on the correct establishment of project and product indicators.
k. **Planning Processes of Human Resources Management**: Documents the relevant processes to determine the human resources necessary to fulfill the project’s objectives, their roles and responsibilities.

l. **Communications Management Planning Processes**: Document the relevant processes to determine the communications needed to meet the project’s objectives.

m. **Risk Management Planning Processes**: Document the relevant processes to determine the Risks that may positively or negatively affect the objectives of the project, as well as their classification, ranking (prioritization) and quantitative analysis (when required). The treatment corresponding to the risks must also be determined with the following deliverables:
   i. Complete registration of initial and updated risks.
   ii. Risk response plan.
   iii. Contingency reserve.
   iv. Management reservation.

n. **Procurement Management Planning Processes**: Document the relevant processes to determine the relevant purchases and / or subcontracting to meet the project’s objectives.

o. **Processes of Planning of the Management of interested**: It documents the pertinent processes to determine the strategies that assure an efficient management of the expectations of the interested ones, aligned with the objectives of the same. The stakeholder engagement management strategies should be defined, detailed and particularized where relevant (quantified, with responsible and compliance and measurement times).

p. Act of closing of planning, reviewed by the Director of project and signed by the Sponsor, with the pertinent updates based on the suggestions that the jury issues prior to the first lift, with its corresponding version management.

### 3. METHODOLOGY OF GRADE PROJECT

**a. FIRST SEMESTER**

To comply with what is defined in this document, the following is established:

- Students must form work groups of degree, (minimum three members per group, maximum four) and deliver two initiatives for the Degree Work, which must be reviewed by the Work Committee grade, of which one will be approved. These initiatives will be the main deliverable of the GRADE WORK SEMINAR module, and should be presented in the format F-TDG-001 Proposed Format TDG.

- In the event that the work committee of the degree does not approve any of the initiatives, the affected students will have 15 calendar days to present two new initiatives that must be approved by the Work Committee of the degree, without this affecting the schedule established for the sustentation.

- Once the initiative is approved, the Working Committee of the degree will designate the Director of Degree work for each group and the corresponding qualifying jury.

- Students must process the formalization letters of the initiation of the Degree work. For this they must fill out the following formats:
  - F-TDG-002 Acceptance of company form, which must be signed by the Project sponsor
  - F-TDG-003 Format TDG initiative acceptance, which must be signed by the Director of degree work

These two documents should be attached to the project management book.

Students must hold meetings with the Director of Degree Work with a verifiable periodicity. This periodicity must be agreed with the Director and each minute the corresponding minutes should be prepared in the format shown in Annex F-TDG-009 Format Meeting document of the degree work. At least four face-to-face meetings.
with the director must be carried out, each of a minimum duration of one hour, of which there must be evidence in the minutes. without prejudice to partial revisions by electronic means or mechanisms agreed by the work team.

The meeting minutes must be prepared in the same meeting with the Director and its preparation is mandatory. The Director of the Degree must submit a communication to the Degree Work Committee authorizing the group to present themselves at the end of the semester, using the format shown in Annex F-TDG-005 Plenary Support Approval Format 1

The students will make a preliminary presentation of their project in a first Support that will be made halfway through the semester, and in which they must report:

- Context: explain the situation generated by the project, presenting a context of the applicant company.
- Business Objectives: The business objectives that originate the project are those that will materialize once the project is finished, they must correspond with the Project Applicant Organization, they must be coherent with the justification (Why?) And must be quantifiable (comply with the SMART rules).
- Preliminary scope of the project: List the deliverables of the project product / service in a concrete way and, if possible, present its structure or general content; Exclusions: Relate, in case of existing, those important exclusions related to the scope
- Project life cycle: Description of the phases that make up the project expressing with clarity which are the phases that will intervene in the work of degree.
- Main milestones of the project: Main key moments of the project, with an expected date of compliance.
- Project management team: Very brief summary of the profile of each member of the team, and their possible technical contribution to the project.
- Main Management Restrictions: Succinct explanation of the decisions that the team can not make autonomously, and their protocol for taking them.
- The Coordinator of the Specialization will define dates and times to sustain the work of degree and will notify all the requirements of Scope, time and quality contemplated for the Sustainability.
- The students will present their work of degree before the qualifying jury on the date and time defined by the Coordinator of the Specialization.
- The qualifying Jury will ask questions and deliver suggestions and comments in the Sustainability and will award a grade.

DELIVERABLES OF THE FIRST SEMESTER

The following are the minimum deliverables that must be presented in the Sustainability (The Director of Work of Degree has total autonomy to request and / or demand the additional deliverables that it considers pertinent for the presentation):

- **EVIDENCE OF PLANNING OF THE PROJECT**: Digital version on the Mahara platform, of the Project Management (instructions and publication tutorials will be delivered), which must have the following order of publication, in what is known as a COLLECTION (Grouping of views) on the platform:
  - Name of the company that owns the project
  - Mission and Vision of the company
 Sponsor's Letter of Authorization, declaring knowledge of the Work of degree, and committing itself to give support to the students in the development of the same, as well as authorizing the use of the pertinent information.

- Initiative (preliminary project) proposal, (Form F-TDG-001 Proposed Format TDG) that was approved by the grade work committee.
- Letter of acceptance of initiative signed by the Director of work of degree
- Act of Constitution of the project (Project Charter)
- Identification of Stakeholders
- Project Management Plan: Document that defines how the management of the project will be planned, executed, monitored and controlled, as well as the construction of the deliverables and that must contain at least:
  - Scope of Project Management: Processes defined for project management.
  - Project Management Schedule: Milestones that define the dates in which each of the project management deliverables must be carried out (Schedule of action plan).
  - Methodology to obtain the product or service of the project.
  - Project life cycle: Determination of project phases, with clear identification of which one (s) will be the one that the grade work group will develop as project scope for the degree work, in the case of projects with an extensive scope.
  - Configuration management plan: Documentation that establishes the configuration of the baselines, their management and the procedures carried out to give management to the integrated system of control of changes
- SUBSIDIARY PLANS: In accordance with the provisions of the Plan for Project Management, the Plans that the grade work group considered pertinent with respect to the Process Groups and knowledge areas, and which will correspond to the plans that, according to the class calendar, consider that they can finish for the presentation in plenary. This decision must be documented.
- ANNEXES: Signed minutes of all meetings held, Record of Lessons learned, Instruments, tools, etc., that were used for the planning of the project and that will serve as support for the results presented.
- PRESENTATION: Of free format and in the software that each group considers pertinent, a presentation that the group will use to sustain their work will be given to the Project management book, plus the information that they consider useful for the presentation. This presentation must be enclosed in printed form (two slides per sheet), so that the qualifying jury can make notes that it considers pertinent.

**DELIVERABLES OF THE SECOND SEMESTER**

1. **EVIDENCE OF THE PRODUCT, SERVICE OR UNIQUE RESULT:** it is understood as the project itself. Students must provide evidence demonstrating the preparation of the deliverables approved by the Committee (eg architectural design of a new refrigeration plant, installation of energy service for a residential complex, process to improve risk analysis in XYZ company). Students will submit photographs and documentations evidencing the deliverables in case they can not be physically delivered at the University.

2. **EVIDENCE OF MANAGEMENT OF THE PROJECT:** it is understood as the Management Book of the project, which contains all the management evidences of the chosen project, during the whole life cycle of the project or during the selected phase. The Project Book, which evidences the management thereof, must contain the following deliverables:
   a. Deliverables of monitoring and control of the project: Every project must contain documentation that evidences a systematic review of presented gaps and pertinent actions...
to control them, therefore the guidelines established in the fifth version of the PMBOK, issued by the PMI, must be complied with. It must be delivered:

i. Project change management report, which demonstrates correct management, in accordance with the provisions of the Integrated Project Change Plan.

ii. Biweekly progress reports of the project, which reflect the gaps presented in the execution with respect to planning, and the actions defined for its control. It is expected that this report contains information related to the areas of knowledge. The reports will progressively provide more complete information as the concepts are learned in the Execution, Control and Project Closing class.

iii. Dashboard, or indicator board, prepared according to instructions that will be received in the Execution, control and closing class.

iv. Monthly evidence of progress in the product of the project: Students must provide real and verifiable evidence of progress of the product, service or unique result, object of the project of work of degree. The mechanisms to present the evidence will be established in conjunction with the Director of the Degree Work.

v. Deliverables of the group of processes for the closure of the project or phase: Every project must contain documentation evidencing a formal closure of the same and / or of each phase once the objectives of the project have been met or its impossible compliance and the management performed to "rescue" the project, therefore, a report of project closure must be submitted, accompanied by a certificate of receipt and approval by the Sponsor thereof.

THE GRADE PROJECT ASSESSMENT: The final grade for Grade Work is the average of the grades for each of the semesters.

Evaluation of each of the semesters:

• 25% as a result of the mandatory meetings that must be held with the Director of the Degree Work. This evaluation includes compliance with the work plan and quality of the deliverables presented at each meeting, team management, team work, conflict resolution, participation. The note may be different for each of the team members according to their participation and behavior and is issued by the Director of work of degree.

• 10% corresponding to the valuation delivered by the qualifying jury on the first day of support in the middle of the semester. This will be a note for all the team that makes up the grade work group.

• 15% corresponding to the valuation delivered by the qualifying jury on the second day of support in the middle of the semester. This will be a note for all the team that makes up the grade work group.

• 50% corresponding to the grade obtained in the first semester.

• In each plenary a note will be given for the presentation and the support of each group, which will be the average of the grades given by each of the Grade Work Assessors:

• The grade will be from 0.0 to 5.0, in accordance with University regulations.

Once the note has been issued and the regulatory documents have been delivered, students must manage the necessary papers and requirements to graduate.

Some of the teaching methods are explained below:

Simplified German Seminar: Implies delivery or prior indication of readings. In all classes will be a prior control of written readings. Students will then discuss the central aspects of the readings. Two students will be selected to do so and their exposure should be done with the help of a concept map.
**Case study:** It is a work under the methodology of Problem-Based Analysis that involves the identification of problematic nuclei and the presentation of cases to solve, which presented in a partial way, allow the student to complete them, according to their capacity and level of progress in the topics. Usually, the students carry out final projects of the subjects, where the use or analysis of all or most of the concepts studied in the subject must be evidenced, for example in systemic thinking: students should simulate a real market in a mural, which should function as a system and is composed of a minimum of 5 companies, which in turn must be viable systems in which one or more archetypes can be detected and additionally visualize or explain the characteristics, properties and conditions of the systems.

**Seminar / workshop:** the teacher combines the explanation of theory with the development of practical workshops to apply the concepts explained.

**Master lecture:** the teacher prepares the content for the class and makes an explanation through traditional resources (board and marker) or technological resources (computer and videobeam).

**Computer Internship:** Students become familiar with the technological tools and software during the development of the computational tools subject where the emphasis is on the automation of projects using the Microsoft Project 2010 tool.

**Debates and round tables:** It involves an advance preparation of topics assigned according to the program of the module and bibliography provided. During the sessions the learning is developed through participatory discussion guided by the teacher.

**Grade work:** aims to consolidate the learning of the whole program in a formal project according to the interest of the student. All the activities related to this item are hosted in these urls: https://ubosquemoodle.unbosque.edu.co/course/view.php?id=2783 and https://ubosquemoodle.unbosque.edu.co/course/view.php?id=2785 (Please use this information to access: User: gerencia.proyectos Password: Gerencia.proyectos)

**Note:** Screenshots of some examples are posted in: Supplement 9

D.2.6: Description and evidence of how curricula include academic content, rigor, and quality appropriate for the degree or award level.

The program has a theoretical, practical and methodological basis and training is oriented according to principles and purposes; curricular contents are in accordance with the development of scientific-technological activity and the training profile based on the pedagogical model and learning strategies necessary to achieve training goals. On the other hand, based on the analyses developed by the Project Management Institute and the International Project Management Association, regarding the competences that have to be developed for professional performance in Project Management, the following have been identified:

**Communication skills:** Effective exchange of accurate, appropriate and relevant information with stakeholders, using appropriate methods in each case.

**Leadership Competencies:** Guiding, inspiring and motivating team members and other stakeholders to manage and solve problems to achieve project objectives.

**Management Competencies:** To manage the project effectively, through the deployment and use of human, financial, material, intellectual and intangible resources.

**Cognitive ability:** Apply an appropriate in-depth level of perception, discernment and judgment, to manage a project effectively in a changing and evolving environment.

**Effectiveness:** Produce the desired results using the appropriate tools, resources and techniques in all Project Management activities.

**Professionalism:** Maintain an ethical behavior guided by responsibility, respect, friendship and honesty in the Project Management Practice.
In this graduate course, students are expected to achieve an advanced and integrated understanding of project management, the integration with other areas and disciplines, and the latest developments in methods and practices. It also seeks to develop analytical, communication, creative and technical skills in order to:

• Define and solve complex problems involving different aspects of work and different disciplines in uncertain and unpredictable contexts.
• Interpret and synthesize relevant concepts, decisions, consequences, events and strategies.
• Propose innovative strategies to solve complex situations to minimize risks and optimize impacts.
• Thanks to the programmatic content of our graduate program, students are able to develop autonomy, adaptability and good judgment in order to:
  • Manage complex technical and professional activities and execute complex projects.
  • Develop new knowledge and procedures of different fields in a comprehensive way.
  • Develop innovative and relevant solutions for different academic and professional fields, as well as for different fields of work or disciplines.
  • Provide expert advice and expertise to predict and manage risks in unfamiliar contexts.

The program has a multidisciplinary spirit and its greatest contribution to interdisciplinarity are the professionals participating in the program, the professors, students and invited speakers, who from their experience, which comes from diverse basic disciplines, enrich the development of the program. Engineers, administrators, architects, environmental designers, economists, doctors, speech therapists, bacteriologists, nurses, dentists, veterinarians, zootechnicians, biologists, chemists, public accountants, lawyers, social communicators, publicists, linguists, professionals in international trade or marketing, finance and business, psychologists, social workers, are some of the professionals who have built the Specialization in Project Management. Likewise, teamwork, conceived as a strategy to develop natural leadership among the social actors involved, has strengthened participation processes and allowed solutions to solve the problems of professional performance.

The pedagogical strategy of the program is the implementation of the institutional pedagogical model where teaching is focused on learning and learning is student-centered. The institutional pedagogical model is "meaningful learning" proposed by Professor Dee Fink and based on constructivist and experiential elements, which proposes a taxonomy in which different types of learning takes place.

The following is a summary of the general content of the activities according to the academic area to which they belong.

**Leadership and Management Area:** It deals with project management activities: forecasting, planning, organization, direction, integration and control. In the process, the points related to project integration, strategic planning and resource allocation are identified, going through the essential processes of projects: scope management, scheduling, budget and quality management in order to reach recruitment, communications and human resources strategies, emphasizing on the kind of leadership management that Project Managers must evidence. This is done by covering the following subjects:

- Management Systems
- Project formulation
- Project Management
- Program Management and Project Portfolio Management
- Organizational maturity to manage projects
- Leadership and communications in project teams

**Economic - Social and Financial Area:** It deals with the project’s commercial and profitability possibilities, its social influence and its direct contribution in creating value for the organization. For this purpose, it emphasizes
on commercial, environmental, economic and social analysis, budget development activities, project accounting, financial projections and cash flow, additional requirements of capital resources and their conditions by covering the following subjects:

- Accounting systems.
- Marketing.
- Costs and budget
- Economics
- Financial, social and environmental evaluation of projects.
- Finance.

**Area of Research and Humanities:** Within the framework of a basic humanistic training in the field of bioethics, and to promote research, students are required to elaborate a graduation project that proposes, analyzes and develops current issues and interest for continuous improvement in project management within organizations by covering the following subjects:

- Bioethics.
- Investigation methodology.
- Normativity
- Seminar in IT expertise and computer applications.
- Graduation project.

In the next chart, there is all the evidence that clearly links program’s course/subject to the expected levels of achievement described in Appendix C.

<table>
<thead>
<tr>
<th>GAC Self-Assessment Report - Accreditation Standard D.2.6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chart C - Master's Degree/Award</strong></td>
</tr>
<tr>
<td><strong>Mapping Course/Subject Learning Outcomes to Appropriate</strong></td>
</tr>
<tr>
<td>GAC Expected Levels of Achievement</td>
</tr>
</tbody>
</table>

**Instructions:** For each academic degree or award complete the following chart. Add rows as necessary.

Use the following key to alignment with achievement level: F = fully addresses; S = substantially addresses; P = partially addresses; N/A = not addressed.

**Name of Institution Where Applicant Degree or Award is Housed:** Universidad El Bosque

**Name of Applicant Degree or Award:** Specialization in Project Management
<table>
<thead>
<tr>
<th>Course/Subject Name &amp; Number</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Application of Knowledge and Skills</th>
<th>Course Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management / Scope Planning</td>
<td>Advanced and integrated understanding of the management of projects discipline; its interface with other fields of work and disciplines; and recent developments in allied research, methods, and practice.</td>
<td>Analytical, communicative, creative, and technical skills to: • Scope and solve complex problems that traverse fields of work or disciplines in unpredictable contexts. • Interpret and synthesize relevant concepts, choices, consequences, events, and strategies. • Engage multidisciplinary teams to set and realize objectives. • Propose innovative pathways through complex situations that minimize risks and optimize impacts.</td>
<td>Autonomy, accountability, adaptability, and judgment to: • Manage complex professional and technical activities and the execution of complex projects. • Develop new knowledge, procedures, and processes integrating knowledge from different fields. • Develop innovative solutions and proposals relevant to an academic/professional field, field of work, or discipline. • Provide specialized counsel and expertise to predict and navigate risk in unfamiliar contexts. • Leverage complex sociocultural factors to promote successful management of people, procedures, or processes. • Consistently and sensitively manage complex and diverse ethical issues; self-awareness to guide and evaluate one’s own decisions and actions to continuously grow and improve.</td>
<td>Provide narrative response demonstrating how course/subject addresses the expected level of achievement.</td>
</tr>
<tr>
<td>Project management / Time Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project management / Costs and procurement Planning</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Core (Mandatory/Required) Management of Projects Courses/Subjects

<table>
<thead>
<tr>
<th>Project management / Scope Planning</th>
<th>S</th>
<th>P</th>
<th>P</th>
<th>The course offers students information and practical exercises through which they acquire techniques and skills to determine the requirements and deliverables of a project. With these practices, the students solve situations of real projects, relating to the corporate and project objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management / Time Planning</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>The course offers students information and practical exercises through which they acquire techniques and skills to plan the activities and the schedule of a project. With these practices, the students solve situations of real projects, relating to the corporate and project objectives.</td>
</tr>
<tr>
<td>Project management / Costs and procurement Planning</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>The course offers students information and practical exercises through which they acquire techniques and skills to plan the costs and acquisitions of a project. With these practices, the students solve situations of real projects, relating to the corporate and project objectives.</td>
</tr>
</tbody>
</table>

Reference Materials/ Evidence Supporting Narrative
Insert Page # in SAR &/or Supplement # with supporting evidence of levels of achievement.
<table>
<thead>
<tr>
<th>Project management / Quality Planning</th>
<th>S</th>
<th>P</th>
<th>P</th>
<th>The course offers students information and practical exercises through which they acquire techniques and skills to plan the quality metrics, standards and standards of a project. With these practices, students solve situations of real projects, relating to the corporate objectives, the project and the triple restriction.</th>
<th>Supplement 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management / Resources, Stakeholders and Communications Planning</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>The course offers students information and practical exercises through which they acquire techniques and skills to plan resources, the management of stakeholders and the communications of a project. With these practices, students solve situations of real projects, relating to the corporate objectives, the project and the triple restriction.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Project management / Risks Planning</td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>The course offers students information and practical exercises through which they acquire techniques and skills to plan the risks of a project. With these practices, students solve situations of real projects, relating to the corporate objectives, the project and the triple restriction.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Projects formulation / Fundamentals in Project Management</td>
<td>S</td>
<td>N/A</td>
<td>P</td>
<td>The course offers students information and practical exercises through which they acquire techniques and skills to formally start a project, in complete alignment with corporate objectives.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Projects formulation / Strategic Planning</td>
<td>S</td>
<td>P</td>
<td>N/A</td>
<td>This course develops activities and contents through which students understand the strategic objectives of an organization, and make decisions based on them.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Accounting Systems / Financial Fundamentation</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>In this course, students receive content and perform practices through which they understand the most relevant concepts of mathematics necessary to perform financial evaluation of projects.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Accounting Systems / Computer Tools</td>
<td>P</td>
<td>N/A</td>
<td>N/A</td>
<td>Through MS Project and Microsoft Excel, students put into practice the concepts seen in other classes of the program. In this course, students strengthen their skills in the management of these programs.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Management Skills / Organizational Change management</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td>In this course, students receive content and perform relevant activities to understand the implications of the changes generated by projects in organizations. Decision making is strengthened based on change management exercises.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Management Skills / Marketing fundamentation</td>
<td>P</td>
<td>P</td>
<td>N/A</td>
<td>In this course, the students, through readings and practical exercises, understand the importance of the market relationship between the organization and the environment and how this affects the projects. Decision making exercises are done.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Social and economical evaluation of projects / Social evaluation of projects</td>
<td>P</td>
<td>N/A</td>
<td>P</td>
<td>Students learn in this course to analyze the social components of a project. Through readings, review and analysis of films, these topics are discussed in class.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Social and economical evaluation of projects / Technical evaluation of projects</td>
<td>P</td>
<td>N/A</td>
<td>P</td>
<td>In this course, students understand the importance of analyzing the necessary resources and location of projects. With exercises in class, students acquire skills for decision making.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Social and economical evaluation of projects / Private evaluation of projects</td>
<td>P</td>
<td>N/A</td>
<td>P</td>
<td>In this course, dynamics are established and readings are shared so that students understand the most important concepts in the financial analysis of a project and all its variables.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Research methodology / Research methodology</td>
<td>P</td>
<td>N/A</td>
<td>N/A</td>
<td>This course offers students, through support to their degree work, the understanding of a correct definition of the objectives of a project, as well as its correct justification.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Research methodology / Grade work seminar</td>
<td>F</td>
<td>P</td>
<td>N/A</td>
<td>This seminar gives the students all the guidelines for the development of their project of work degree. They are given tools and concepts that will be key to the proper development of their project with which they graduate.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Management Systems / Leadership in projects</td>
<td>N/A</td>
<td>S</td>
<td>P</td>
<td>Through readings, discussions and practical exercises, students develop in this class the necessary skills to make decisions with the support of a team of collaborators. Strengthening leadership competencies, fundamental in projects.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Management Systems / management competences</td>
<td>N/A</td>
<td>S</td>
<td>P</td>
<td>In this course the students carry out practical exercises and case analysis through which they strengthen their abilities to work in teams, resolve conflicts and make decisions.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Management Systems / Relationship management</td>
<td>N/A</td>
<td>S</td>
<td>N/A</td>
<td>In this course, through practical exercises in class, readings and participatory discussion, students are given skills and concepts to improve their relationships with others.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Management Systems / Effective presentations</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Theoretical and practical course in which students develop skills to design and argue effective presentations.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Execution, control and closure of projects / Execution, control and closure of projects</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>Through this course, and the in-depth analysis of several scenarios designed for the case study of the program, through practical exercises, readings and discussions, students develop skills to implement comprehensive decision making, taking into account all the variables internal projects and those of the environment.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Economics / Economics</td>
<td>N/A</td>
<td>P</td>
<td>N/A</td>
<td>In this course students read and develop exercises to understand the influence of the environment and make decisions adjusted to a changing reality.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Economics / Labor implications</td>
<td>N/A</td>
<td>P</td>
<td>N/A</td>
<td>Students understand the most relevant aspects of labor relations, so through readings, review of videos and discussions, students acquire competencies to address different work situations, based on legal and administrative guidelines, to make better decisions.</td>
<td>Supplement 13</td>
</tr>
<tr>
<td>Course</td>
<td>Type</td>
<td>Effort</td>
<td>Evidence</td>
<td>Description and evidence of how the achievement of program learning outcomes are assessed for each academic degree or award.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Finances / Corporative finances</td>
<td>N/A</td>
<td>P</td>
<td>N/A</td>
<td>In this course students receive the main financial concepts that must be taken into account to understand the reality of the organization. Exams, practices, situation analysis help in this purpose.</td>
<td></td>
</tr>
<tr>
<td>Finances / Computer tools II</td>
<td>S</td>
<td>N/A</td>
<td>P</td>
<td>Through MS Project and Microsoft Excel, students put into practice the concepts seen in other classes of the program. In this course, students strengthen their skills in the management of these programs.</td>
<td></td>
</tr>
<tr>
<td>Strategic control tools / Balanced Scorecard</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>The strategic planning carried out in practice. In this course students understand the importance of correctly locating the organization's projects and aligning them to the corporate strategy. Readings, case analysis and simulation of Balanced Scorecard are made.</td>
<td></td>
</tr>
<tr>
<td>Strategic control tools / Knowledge Management</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>In this course, students, through readings, exercises and discussion understand the importance of managing the knowledge of the organization to capitalize on best practices.</td>
<td></td>
</tr>
<tr>
<td>Normativity and standardization / Integration Management</td>
<td>F</td>
<td>S</td>
<td>S</td>
<td>During this course, students perform practical exercises and review readings with which they understand the relationships between groups of processes. They develop skills and techniques to make decisions caused by changes in projects. They analyze specific situations presented based on the case study of the program.</td>
<td></td>
</tr>
<tr>
<td>Normativity and standardization / Agile projects</td>
<td>S</td>
<td>P</td>
<td>P</td>
<td>This is an introductory course to agile project management methodologies. Concepts and tools are delivered to use these good practices in the projects.</td>
<td></td>
</tr>
<tr>
<td>Normativity and standardization / Organizational Projects Management</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>In this course, the students advance a little more in the understanding of the relationship of the projects with the organization and the environment. They understand, through readings and practical exercises, the main concepts of organizational management of projects, the most relevant maturity models and the management of PMOs.</td>
<td></td>
</tr>
<tr>
<td>Bioethics / Bioethics</td>
<td>N/A</td>
<td>P</td>
<td>N/A</td>
<td>Through lectures, case analysis and lectures, students understand the main concepts of bioethics and the relationship of the human being with the environment.</td>
<td></td>
</tr>
<tr>
<td>Project Degree Work / Project Degree Work</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>Through the project of work of degree, the students carry out to the practice all the concepts related with Management of projects, take decisions and relate all the concepts with real and changing environments.</td>
<td></td>
</tr>
</tbody>
</table>

The Postgraduate regulation manual contains the relevant information that students should keep in mind with reference to their behavior at the university. This institutional document contains:

- Principles and values that govern the University
- Academic and administrative organization of the University
- Postgraduate academic structure
- Definition of who is considered as a student at the University
- Requirements and processes of admission to the University and its possibilities.
- Definition of academic processes, such as curriculum, academic fees, credit definition, etc.
- Postgraduate academic system.
- Granting degrees, processes and requirements to obtain a diploma.
- Rights and duties of students

**Note:** Screenshot of scale of qualifications according to Postgraduate regulations is posted in Supplement 10

The system of qualification and / or evaluation of learning of the students of the program is based on different techniques and mechanisms, among which we can name:

- Reading checks
- Tests to validate concept learning
- Collective participation forums
- Conducting practice workshops
- Presentation of essays and exhibitions

An example of Assessment sheet is posted in Supplement 11

In the program the teachers must present a Didactic Guide in which the percentages of qualification for each activity are established. In the same way, students are given an Activity Guide that contains the details of what they should do and the indicators of success.

Examples of Didactic Guide and Activities Guides are posted in Supplement 12 and in Supplement 14

**D.2.8:** A detailed outline for each course or subject (e.g., aim and objectives, learning outcomes assessed, content, teaching, learning and assessment strategies, reading and resources, and major assessable activities) relevant to the management of projects.

Syllabus/course outline for each course/module, relevant to the management of projects are posted in Supplement 13

**D.2.9:** Description and evidence of how consistent delivery of curricula is assured across all locations and delivery modalities.

The course is delivered physically in the Universidad El Bosque Campus in Bogota. Each course is delivered in a classroom with all the required audiovisual aids. The students attend the lectures, workshops and activities scheduled for each subject in a previously assigned classroom. All the subject’s activities, as per the attached Activity Guide evidence, are available for the students in our virtual classroom.
D.3 Program Information in the Public Domain

D.3.1: A description and examples of the information provided to students, prospective students, other stakeholders, and the general public on the academic degree or award, such as university catalogs/prospectuses, websites, and any other institutionally authorized printed and digital materials.

The academic degree of our Project Management program is Project Management Specialist, which is a postgraduate program with a two semester duration and 28 academic credits as approved by the Colombian Education Ministry. Also, there is public information on the sign in schedule, requisites and tuition fees. The following information is found on the program's website: A registration form, through which the applicant requests more information. Mission, Vision and objectives of the program, Occupational profile of the program, Academic information of the program, Specifications to whom it is addressed, Curriculum and Information of the Program Director. The above information is shown in the following URL: http://www.uelbosque.edu.co/especializacion/gerencia-de-proyectos. A Screenshoot is posted in Supplement 1, Supplement 2, Supplement 23, Supplement 24, Supplement 25, Supplement 26 and Supplement 27.

As “Supplement to Section D.3: Program Information in the Public Domain”, we are including the Project Management program brochure, used for marketing purposes. An image of this brochure is posted in Supplement 21.

D.4 FACULTY AND STAFF

D.4.1: The roles and responsibilities of academic leadership, administrative leadership, and support staff, by position.

Organizational Structure of El Bosque University Resolution Number 210 of April 18, 2001, reforms the General Regulations of the El Bosque University in which its Academic and Administrative Organization is established and the Governing Bodies are regulated. As expressed in the General Regulations of the University, the institution is directed, governed and administered by: The Cloister, The Board of Directors, The Rector, The Academic Council, The Administrative Council, The Vice Rectors, The General Secretary, The Directors of Division, Deans, Program Directors:

The Cloister: It is the Superior Organ of the Institution and its decisions are called resolutions. They are mandatory for the entire University Community. The members of the Cloister are called Full Members and are permanent. It meets twice a year and is in charge of the election of Rector, Vice Rectors and Secretary General every two years. The functions of the Cloister are to approve the new academic programs, create or abolish academic dependencies and the others expressed in Article 5 of the General Regulations of the University.

The Board of Directors: The Board of Directors is composed of 9 members: The President of the Cloister, 6 members elected by the Cloister, 1 representative of the professors and 1 representative of the students; each of them has its respective substitute. The Board of Directors that meets periodically to exercise the direction, guidance and surveillance of the institution. Among its functions is to name and remove Division Directors, Deans, Academic Secretaries, Area Directors and everything stipulated in Article 15 of the General Regulations of the University.
**The Rector:** He is the legal representative of the University and responsible for his academic and administrative direction. He is elected by the Cloister for a period of two years. Its functions appear in Article 20 of the General Regulations of the University.

**The Academic Council:** Exercises the direction, orientation and monitoring of the academic process of the institution. Reviews and approves research policies, and approves the contents and modifications of academic programs. Its composition, as well as its functions are expressed in Article 24 of the General Regulations of the University.

**The Administrative Council:** Advises the Rector in the administrative and financial processes of the institution. Article 38 of the General Regulations expresses in detail the functions of the Administrative Council.

**The Vice-Rectories:** The University has two Vice-Rectories: Academic Vice-Rectory and Administrative Vice-Rectory. The Vice Rectors are elected by the Cloister for a period of two years.

**The Secretary General:** He is elected by the Cloister for a period of two years and is responsible for recording the resolutions and agreements issued by the Cloister, the Board of Directors and the Academic Council.

**Division Directors:** They are appointed by the Board of Directors for a period of two years and their function is to provide interdisciplinary and transdisciplinary services to the different academic units for the development of the Mission and the educational project of the institution.

**The Deans:** They are appointed by the Board of Directors for a period of two years and are responsible for the administrative and academic tasks that ensure the proper development and functioning of each of the different Faculties.

**Program Directors** They are appointed by the Board of Directors for a period of two years and are in charge of directing and coordinating the development of the teaching, research, extension, welfare and management activities corresponding to their program. Likewise, the University has Divisions, Faculties, Areas, Departments and Institutes with their respective directors, as it is presented in the respective organization chart. The functions of the other governing bodies are found in the General Regulations of the University. (Available in Supplement 65)

**Organizational structure of the program**
As established in the General Regulations of the University in its Article 27, the Faculties have a Dean elected by the Board of Directors of the University, for a period of two (2) years, which begins on April 1 and ends on March 31. March of the following year.

**The Dean** is responsible for the administrative and academic tasks that ensure the correct development and functioning of the faculty.

**The Faculty Council.** It is an advisory body of the Deans for academic aspects and is composed of: The Dean, who presides, a delegate of the Board of Directors, the Program Director, the Academic Secretary, a representative of the students, a representative of the teachers, a representative of the graduates, and a representative of the Graduate.

**The Program Director.** The director of the program is appointed by the Board of Directors and its functions are defined, in accordance with the provisions of the Agreement of the Board of Directors No. 10241 of 2010.

**The Secretary.** The Program Secretary attends the program's logistics and support activities. Assists the Director in communications work, archiving, assistance to teachers and students in their administrative and logistical needs.

**The Curricular Committee.** Its function is to maintain an updated curriculum, according to the needs and trends within the field of Project Management. If the restructuring of the program is required, the recommendations of the Self-evaluation and Curriculum Committee are presented to the Faculty Council and subsequently brought before the Academic Council. Once the case has been studied by the academic affairs committee of the Academic Council, the channel is followed to obtain the respective agreement by the Board of Directors.

*Organizational and program charts are posted in Supplement 28, Supplement 29, and Supplement 30*
D.4.2: Institutional/program standards for hiring and retaining faculty.

Institutional and program standards for hiring and retaining faculty are fully aligned with the Institutional Policy for Academic Human Talent Management of the University. Also, the mechanism for teachers’ career path and promotion is described. Specifically, for the Project Management Specialization, the selection criteria include:

- Academic Background
- Experience as teacher
- Practical experience in the subject of expertise

There are several ways of hiring/contracting teachers, the different ways and percentage of each of them are detailed.

For retention and evaluation, the students provide evaluation of each teacher. This helps us to improve the teacher’s performance and build improvement plans.

El Bosque University has an Academic Human Talent Management Policy that includes the guidelines defined by its Academic Units, the Vice-president for academic affairs and the Department of Human Talent. This policy is fully consistent with the regulations established in the Teaching Statute and coherent with the level of importance given by the institution to human talent, confirmed in the Institutional Development Plan (IDP).

- In this context, the Teaching Statute, through agreement 7268 of 2002, issued by the University's Board of Trustees, regulates the relations between the University and people who work for it in teaching, research and social projection.
- Chapter III of the same Statute in Article 6, establishes the procedure for selecting and recruiting faculty. This process is carried out by the Division Director or the corresponding Dean, who allows the participation within the contest system for this purpose. It is important to note that as a result of the self-evaluation processes carried out by the University, the Human Talent Division has been working on a new process, in which the competition system is prioritized through open calls and published in different staff recruitment media, which allows greater efficiency, coordinated, organized and transparent processes in the selection of personnel.

The process is described below:

- The Division Director, the corresponding Dean or the Program Director, request the appointment of new faculty along with the position profile, through the web of the University and the Human talent link.
- Once the request is received, the Human Talent area publishes the profile in the different media for personnel recruitment. Applications and resumes of the candidates suggested by the academic unit are then received to carry out the first pre-selection process.
- If requirements are fulfilled, candidates are selected for taking psychotechnical, English and IT tests. Based on the results, 3 candidates with the highest scores are pre-selected and scheduled for an interview with the Dean, the Psychologist, the Human Talent Leader and a specific test is performed, related to the position to be performed.
- The Human Talent Department verifies the documents: titles, work and personal references to select the candidate who meets the profile requirements for the position and who obtained the highest percentage during the process.
- Once completed, the selection is followed by the recruitment, contracting and induction of selected candidates.
- The Division Committee or the Faculty Council establishes the classification in the career ladder, according to the titles and accredited experience, which must be verified by the Academic Vice-Presidency.

The management policy of human talent and the teaching state are posted in Supplement 31.

The relevant points of this supplement are:

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Human Talent Policy – Relevant Points
The Academic Human Talent Management Policy contains specific policies that reproduce the management cycle of human talent from its planning and attraction to its retirement. It contemplates the management of the Academic Human Talent that is developed at the University, from its Academic Units, the Academic Vice Rectory and the Human Talent Department.

General purpose
Gives direction to the full cycle of the integral management of Academic Human Talent, from planning, attraction and conservation to its retirement, in accordance with the Mission, the biopsychosocial approach and autonomy of the institution.

Specific objectives
- Strengthen the self-evaluation and planning processes of the academic human talent at the Institutional level and in the Academic Units.
- Strengthen the process of attraction and selection of academic human talent articulated with the needs and opportunities of the institution of the Academic Units.
- Strengthen the recruitment process of academic human talent.
- Strengthen the compensation process of academic human talent.
- Strengthen the induction process of academic human talent.
- Strengthen the process of planning activities of academics.
- Strengthen the process of executing the activities of academics.
- Strengthen the process of self-assessment of academic human talent.
- Strengthen the career development process of academic human talent.
- Strengthen the institutional process for the development of academic human talent.
- Strengthen the disciplinary process of academic human talent development.
- Encourage academics to develop their academic vocation through the complete cycle of the integral management of Academic Human Talent.
- Strengthen the process of well-being, culture and climate of academic human talent.
- Strengthen the process of stimulation of academic human talent.
- Provide support, accompaniment to the academic human talent that is close to retirement.
- Provide support and maintain contact with retired academic human talent.

The Human Talent Management Policy ratifies the commitment of the University with continuous improvement, based on the strengthening of his human talent, the constant process of improving of the conditions of well-being and the quality of working life, the culture and organizational environment. This is a characteristic of the Mission and the cultural and biopsychosocial approach of the El Bosque University. This policy consolidates an appropriate environment and favorable conditions to satisfy the academic and working expectations besides the recognition and relationship needs of each one of the academic collaborators of the University.

This policy’s principles are: Respect, cooperation, reciprocity, social responsibility and ethics.

Mechanisms for continuity of faculty:
As noted in the faculty item, the Teaching Statute establishes in its Article 14, the criteria that should be considered for the evaluation of faculty of the different programs. In the first place it establishes the periodic evaluation of academic performance of faculty, regardless of their category and dedication, in order to achieve better quality in their work and for promotion purposes in the career ladder.
It also establishes that faculty must submit their corresponding work plan for each academic period and that its compliance will be one of the general criteria that will be taken into account in the performance evaluation. Faculty Councils define the procedures and instruments that were considered most appropriate for the evaluation, taking into account each of the general criteria established in the regulation. The IDP defines a complete axis for human talent which is Axis 4: "We build a better team", with five programs: Institutional Development, Disciplinary Development, Welfare, Integral Development and its quality, Life Quality, Internationalization and ICTs. The intention is to implement the programs of axis 4 of the IDP; to articulate the composition, skills and development of human talent with the Strategic Institutional Orientation to respond to changes in teaching-learning paradigms, boost the qualification of work teams, and promote learning and participatory culture and to promote a stimulating organizational environment in which community can be built.

**D.4.3: Curriculum vitae for all faculty currently teaching within the program.**

**D.4.3.1:** For each applicant academic degree or award, complete the following grid and add rows as necessary.

<table>
<thead>
<tr>
<th>FIRST AND LAST NAMES</th>
<th>ID</th>
<th>PROGRAM</th>
<th>Type of contract</th>
<th>CATEGORY</th>
<th>ACADEMIC TITLES</th>
<th>PROFESSIONAL CERTIFICATIONS</th>
<th>YEARS IN PROJECT MANAGEMENT</th>
<th>YEARS OF EXPERIENCE AS A TEACHER</th>
<th>YEARS AT INSTITUTION</th>
</tr>
</thead>
</table>
| ALBERTO CASTELLANO S GARCIA | 79.590.860 de Bogotá | ESP. GERENCIA DE PROYECTOS | 24 HOURS /WEEK  | SPECIAL TEACHER   | ADMINISTRATOR OF COMPANIES SPECIALIST IN MANAGEMENT OF MARKETING MAGISTER IN ADMINISTRATION OF COMPANIES | 1) Coach and neurolinguistic programming practitioner  
2) Coach de marketing | 16              | 2               | 2               |
| ROBERTO ANDRÉS MORENO SOUZA | 12.754.617 de Pasto | ESP. GERENCIA DE PROYECTOS | 40 HOURS /WEEK  | SPECIAL TEACHER   | CIVIL ENGINEER SPECIALIST IN ENGINEERING MANAGEMENT SYSTEMS WITH EMPHASIS IN PROJECT MANAGEMENT MAGISTER IN DESIGN, MANAGEMENT AND DIRECTION OF PROJECTS | 1) Project Manager Professional- (PMP)  
2) Risk Manager Professional – (PMI – RMP)  
3) Scheduling Professional - (PMI - SP)  
4) Agile Certified Practitioner – (PMI-ACP) | 10 years in Project Management  
4 years in Program Management | 8               | 5               |
<p>| ANDRES VILLEGAS CORTES | 80.412.019 de Bogotá | ESP. GERENCIA DE PROYECTOS | 20 HOURS /WEEK  | SPECIAL TEACHER   | INDUSTRIAL ENGINEER ECONOMIST MAGISTER IN FINANCES AND FINANCIAL MARKETS MAGISTER IN BUSINESS ADMINISTRATION MBA | 1) Project management (diploma) | 11             | 11              |
| CATALINA OVIDO AMEZQUITA | 41.951.087 de Armenia | ESP. GERENCIA DE PROYECTOS | 30 HOURS /WEEK  | PROFESOR ESPECIAL | PROCESS ENGINEER SPECIALIST IN MANAGEMENT OF MAGISTER PROJECTS IN ADMINISTRATION | 1) Project Manager Professional- (PMP) | 6               | 4               | 3               |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>ID Number</th>
<th>Address</th>
<th>Work Experience</th>
<th>Education</th>
</tr>
</thead>
</table>
| CLAUDIA LILIANA PAIPA AMAYA | 52.273.094         | de Bogotá       | 1) Lead Quality Auditor in ISO 9001-2000, Bogotá DC, Colombia  
2) Internal Auditor ISO 9001: 2000, Bogotá DC, Colombia  
3) Project Management Professional, Bogotá DC, Colombia  
4) ITIL V3 fundamentos, Bogotá DC, Colombia  
5) Risk Management Professional, Bogotá DC, Colombia  
6) Risk Manager ISO 31000, Bogotá DC, Colombia  
7) COBIT 5 Bogotá DC, Colombia  
8) TOGAF 9 - Program Certification |
| DAVID GUILLERMO PANQUEVA HERNÁNDEZ | 80.189.216        | de Bogotá       | 1) Management skills (course)  
2) Financial analysis (course)  
3) University teaching (diploma) |
| ERNESTO PIANETA MESTRE      | 91.288.323         | de Bucaramanga  | 1) Information technology infrastructure library - ITIL Foundation V3 (2009)  
2) Project management professional PMP (2011- 2014)  
<p>| LILIAM JALIME ELHADEM MADERO | 21.112.734         | de Villeta      | 1) PMP® - Project Management Professional |
| JORGE ALBERTO OSORIO VILLA  | 79138506           | de Bogotá       | 1) PMP® - Project Management Professional |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>ID</th>
<th>City</th>
<th>Position</th>
<th>Degree of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOSÉ FERNANDO BONILLA BALLESTEROS</td>
<td>79.297.509</td>
<td>Bogotá</td>
<td>ASSOCIATE INSTRUCTOR</td>
<td>PUBLIC COUNTER MAGISTER IN PROJECT MANAGEMENT</td>
</tr>
<tr>
<td>JOHN DOUGLAS CABRERA</td>
<td>79.136.991</td>
<td>Bogotá</td>
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<td>JOSE MIGUEL DIAZ SILVA</td>
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1) Project Offices: Portfolio, Program & Project Office P3O
2) Project Management: Project Management Professional PMP-PMI
3) Risk Management: Risk Management Professional RMP-PMI
7) Expert in Virtual Learning Environments EVA, Virtual Educa Teaching Training Institute and OAS Program.
8) JDEdwards: Purchases, AP, AR, Accounting, Address book, Faster
9) Cargill IT College SEMINARS WORKSHOP
10) Project management
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D.4.3.2: Include curriculum vitae for all faculty currently teaching within the program in Supplement to Section D.4: Faculty and Staff.

Curriculum vitae for all faculty currently teaching is posted in Supplement 32

D.4.4: A schedule of courses/modules offered, by term/semester over the past two years that includes course title and assigned faculty.

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<td>JORGE OSORIO</td>
<td>ROMMEY RUIZ (recently left the program)</td>
<td>ROMMEY RUIZ (recently left the program)</td>
<td></td>
</tr>
<tr>
<td>LABOR IMPLICATIONS</td>
<td>JUANITA GÓMEZ</td>
<td>PROJECT MANAGEMENT OFFICE</td>
<td>JOSÉ MIGUEL DÍAZ</td>
<td>JOSÉ MIGUEL DÍAZ</td>
<td>JOSÉ MIGUEL DÍAZ</td>
<td></td>
</tr>
</tbody>
</table>
Clarifications:

- Costs Planning was a module of the subject Management of projects, until 2017-2. Starting in 2018-1, this module was unified with Procurement Planning in just one.
- Organizational Project Maturity and Project management office, were module dictated, as for part of the subject Management Systems, until 2017-1. As of 2018-1 they were unified in a single module called Organizational Project Management, which addresses both topics.
- Relationship Management was part of the Management Systems subject from 2017-1, as a replacement for the Systemic Approach of Organizations module.
- The following are the teachers who at this moment are not part of the teaching body of the program, and the reasons for their retirement
  - **Giovanni Rojas**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Óscar Gómez**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Juan Gabriel Gantiva**: Voluntary retirement
  - **José Ivorra**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Mónica Leiva**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Samuel Maz**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Lucas Ivorra**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Angela María Jaramillo**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Jairo Barón**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Leonor García**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Gabriel Gómez**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Ernesto Pianeta**: Voluntary retirement
  - **Pedro José Benítez**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Mauricio Penagos**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Paloma Martínez**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Sonia Mesa**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
  - **Consuelo Peñafort**: Voluntary retirement
  - **Carlos Julián Valencia**: On the occasion of the number of students, the teacher is unified for the module, so the decision is made not to continue with the teacher.
Rommey Edwin Ruíz: The module that the teacher dictated was unified with another module in only one. The decision is made not to continue with the services of the teacher.

D.4.5: A brief summary and examples of institutional engagement and professional development of staff and faculty that addresses the following:

D.4.5.1: The interaction between the program and other programs at the institution.

The Project Management program has extended its interaction with some undergraduate programs in Engineering. Since the beginning of this year, conferences on Project Management have been designed in the programs of Industrial Engineering, Environmental Engineering and Bioengineering. In the same way, a plan has been created to intervene the Electronic Engineering and Systems Engineering programs. What has been done is related below

**Industrial Engineering:**
In order to train students of this program in Project Management, classes have been taught in the subjects Introduction to Engineering, first semester, Introduction to Administration in second semester, and Computer Tools in Second semester.

**Environmental Engineering:** Classes have been given in the subject of Introduction to Engineering, first semester, and Ecology in Second Semester.

**Bioengineering:** Classes have been taught in the Introduction to Engineering Course, first semester. With these interventions, the Project Management program has contributed to the curricula of the undergraduate programs, training students on project management issues, with which students can formulate and plan their disciplinary projects, with tools, methodologies and techniques supported by good practices.

Some examples of students Works are posted in **Supplement 33** and **Supplement 34**

D.4.5.2: The contributions of the faculty and administrators to the governance, intellectual, and social life of the program, institution, and professional community.

The administrative body of the program, as well as its teachers, are seriously committed to the growth of the program, contributing significantly, as described below:

**Governance:** Each semester, the teachers and the administrative body of the program hold a meeting to review all aspects of the program and thus propose administrative and curricular improvements.

**Intellectual aspects:** There are several teachers who direct degree works, allowing the documents produced by them and by the students to consult other students and the general public in the university library. Similarly, the case study that currently has, was developed by two teachers of the program, and is currently being used for student learning. Teachers participate in the Cafés tutorials and the Webinars carried out in the program, in order to expand the knowledge, not only of the students, but of the general public. All videos are hosted on a specific Youtube channel, which is [https://www.youtube.com/channel/UC8nO07TtKcPHUsLPasetw/videos?view_as=supplier](https://www.youtube.com/channel/UC8nO07TtKcPHUsLPasetw/videos?view_as=supplier)

A screenshot of this url is posted in **Supplement 35**

In the same way, teachers participate with notes, links, articles, etc. On the official Facebook page of the program, whose url address is: [https://www.facebook.com/groups/655805717823957/?ref=bookmarks](https://www.facebook.com/groups/655805717823957/?ref=bookmarks)

A screenshot of this url is posted in **Supplement 36**

Our program contributes to the broader institutional community by working with the several engineering programs. We provide support and teachers to introduce the Project Management practice to the 1st semester students of Bioengineering, IT and industrial engineering programs.

D.4.5.3: Support for staff and faculty in acquiring new skills and knowledge.
The institutional policy for the development of human talent includes the guidelines that guide the development of skills and knowledge of human talent of institutional interest, which allow us to appropriate the Mission and implement the IDP (Institutional Development Plan).

Human Talent is a fundamental pillar for the implementation of the Institutional Development Plan, for the development of the Mission, the Institutional Educational Project, the Strategic Orientation and the Institutional Objectives of Learning throughout the Institution. The development of organizations is achieved through their collective and must aim to achieve knowledge and strategic skills. These skills and knowledge are not uniform upon admission to the institution, so a collective development is sought that guarantees the skills at the institutional level and therefore the critical mass for the development of projects, programs and activities for institutional advancement.

The Institution encourages the offer of training and development programs for its academic community in areas of institutional interest such as proficiency in a second language, the use of ICT (Information and Communication Technologies), teaching-learning skills, among others. This offer is intended to be general, but respects the differences and individual inclinations of academic autonomy. It is the responsibility of Deanships and Program Directorates to ensure the consolidation of a teaching body that, as a group, has the competences, knowledge and skills in accordance with the institutional interests of the academic unit. The University provides financial support, and involves the commitment of academics in the use of the resources offered. The activities that are carried out are part of the teachers' annual work plans and, of course, of the teacher self-evaluation.

According to the Teaching Statute, it is from the spirit and letter of the present Regime to recognize the dignity and importance of the teaching staff, to professionalize their performance and to stimulate their development and well-being. In addition to what has been established in the previous chapters, the following are special incentives for the teaching staff:

1. Discount of up to twenty percent (20%) to study in the same University undergraduate and postgraduate higher education programs, courses, seminars, graduates, charged to the budget of the respective program, for those who meet the following requirements:
   a) Teachers with more than 2 and less than 5 years of full-time involvement or its equivalent.
   b) Children of teachers with more than 5 years of full-time involvement or its equivalent.
   c) Teaching staff Ad-Honorem, in the opinion of the Board of Directors. These discounts require approval by the Director of the Academic Program or Unit and the Academic and Administrative Vice-rectories.

2. Additional aids for special cases, charged to the budget of the respective Academic Unit, when they are of interest to said unit or charged to the budget of University Welfare, when they are of general benefit to the University. These additional aids must be approved by the Board of Directors, in amounts less than one hundred percent (100%) and are authorized in the following cases:
   a) For teachers attending Courses, Conferences, Diplomats, etc in Colombia or abroad, when they present works on behalf of the University.
   b) Aid of up to fifty percent (50%) of expenses for courses or scientific activities without presentation of work, chargeable to the Academic Unit or to Welfare as the case may be, as stipulated by the Board of Directors.
   c) Aid for studies abroad, granted by the Board of Directors as a forgivable loan by the respective Academic Unit and in the opinion of the Board of Directors.

3. In the School of Engineering, there is a concern to keep the teaching and administrative staff updated in different aspects, in order to acquire new skills and knowledge. Some of these actions are presented below:
   a) The teachers of the program have a virtual classroom in which they find information on how to design and manage a virtual classroom for their students, using the Moodle platform. The
b) A screenshot of this url is posted in Supplement 37

c) The program management has designed a project called Sequoia Project, which is based on the concepts of virtual communities, and is materialized in a web portal of community input, to learn about Teaching and Information and Communication Technology issues. The url address of this project is http://proyectoceiba.gdpelbosque.com/. A screenshot of this url is posted in Supplement 38

e) The Human Talent Management Policy and the Teaching Statutes are available at Supplement 39

D.5 STUDENTS

D.5.1: Clear policies for program admission and ongoing academic performance expectations.

The Project Management Specialization program follows the admissions and academic performance expectations described in the Postgraduate Regulation Manual of Universidad El Bosque. A copy of this document is posted in Supplement 15.

The policies, criteria and regulations for the selection and admission of undergraduate students of the University are established in the Student Regulations issued through Agreement 7639 of 2003. Given the characteristics of the students of the specialties, masters and doctorates offered by the University, a special regulation was established for this educational level, for which the Postgraduate Regulations - Student Regulations were issued through Agreement 9120 of 2007 that modifies the 7639 Agreement of 2003.

Likewise, when students enter the University, they are given a copy of the corresponding Regulation for their in-depth knowledge. It is also established in the Commitment Act that they sign, proof that it was delivered to them and that their commitment as students is to read it in order to be duly informed. In the case of Teachers, the University is governed by the Teaching Statute, Agreement number 7268 of 2002 issued by the Board of Directors that regulates the relations between the University and the persons who perform teaching, research and social projection functions for it.

El Bosque University offers the possibility of registering in two modalities: Virtual and Presential. On the website http://www.unbosque.edu.co/inscripciones/posgrado, the procedure to be followed in both cases is described. For the virtual option the following steps must be developed. A screenshot of this url is posted in Supplement 40.

The applicant may enter a graduate program as a new student, by re-entry or re-entry, by transfer or exchange with other universities, national or foreign.

The Inscription. It is the act through which an applicant registers to enter an academic program and acquires the right to participate in the selection process. The simple registration does not commit the University to admit the applicant.

The Requirements. Applications for admission to the different programs will include, at least, the following documents:

- Application form duly completed.
- Photocopy of the diploma or certificate of degree that accredits the professional title or proof of completion of studies or diploma in process.
- Certificate of qualifications of undergraduate and ECAES studies if presented.
- Resume of the applicant.

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Foreign students must present: Passport, Colombian student visa, validation of the degree and other requirements required by the DAS

**SPECIFIC REQUIREMENTS TO SPECIALIZATION**

Applicants must:

- Have completed their undergraduate studies
- Visit the Customer Service offices located at Carrera 7B Bis # 132-11 Edificio Fundadores - First floor, or send the documents by certified mail to Carrera 7B Bis # 132-11 Bogotá-Colombia. These documents must be: Copy of the identity document, Copy of the study diploma, completed registration form, three photographs, Copy of the Health care ID.
- Schedule an appointment for an interview, by calling 6489000 ext. 1170 or to the national toll-free line, 018000113033.

**THE SELECTION.** Is the academic-administrative process established by the University to admit candidates whose interests, competences and aptitudes are in accordance with the requirements and requirements of the respective program, for which they must present and pass the selection tests. Based on the results obtained, the Board of Directors will determine which students can be admitted.

**THE ADMISSION.** Is the act by which the entry of an applicant into an academic program is accepted. Once admitted, the applicant can register following the established procedures. The university does not admit students as assistants. The formal entrance to the programs of Specialization, Masters and Doctorate, demands to have completed undergraduate studies and to have obtained the corresponding title. The University will determine the undergraduate degree required to enroll in the program chosen by the student.

**THE ENROLLMENT.** Enrollment is the contract that is established between the University and the admitted candidate, by which the latter commits, with the means at its disposal, to form the student, and this one to comply with the statutes, regulations and other academic requirements of the college.

**THE LEGALIZATION OF THE ENROLLMENT.** For the legalization of the enrollment the student must comply with the requirements indicated in this regulation, pay the pecuniary rights and sign the respective registration. Registration must be renewed in each academic period.

**PECUNIARY RIGHTS.** The graduate student must comply with the payment, the sums corresponding to the following educational services: Registration, homologation studies and sufficiency tests, registration, accident insurance, holiday courses and special courses, preparatory exams or their equivalents, subjects taken by extension, certificates of qualifications, and degree rights on the established dates. The values of these services will be established by the Board of Directors.

**TYPES OF ENROLLMENT.** Enrollment is ordinary when it takes place within the dates indicated in the academic calendar established by the Academic Vice-rectory. Enrollment is extraordinary when it takes place between the date on which the regular enrollment and the date of commencement of classes end. The latter will have a surcharge equivalent to ten percent (10%) over the value of the ordinary registration.

**TRANSFERS.** Transfer to the process is denominated by which the University admits an aspirant coming from a program of Superior Education duly approved, so that it can continue in this university its studies. The student who enters by transfer, must attend at El Bosque University at least fifty (50%) of the total credits of the program to which he enrolls. A candidate who has lost the quality of a student in the institution of origin for reasons of a disciplinary order will NOT be admitted to transfer. ACADEMIC.
THE REQUIREMENTS FOR THE TRANSFER. To request a transfer, the applicant must submit the following documentation for study:

- Original certificate of the credits and qualifications of the courses taken at the institution of origin.
- The programmatic content of the subjects studied, signed and stamped by the institution of origin.
- The certificate of good conduct issued by the competent authority in the institution of origin.
- Written and motivated request to start the transfer process.

MECHANISM OF TRANSFER. The transfer process is carried out through the homologation of subjects.

HOMOLOGATION. Is understood as the act by which the University recognizes a subject taken in another Higher Education program, similar to one established in the graduate programs of the El Bosque University, given its agreement with the current program both in content and in the number of credits taken. The homologation study will proceed when the following requirements are accredited before the Faculty Council:

- That there is agreement between the programs, both in content and in the number of credits taken.
- That at least eighty (80%) of the program content of the subject to be homologated has been completed.
- That the hourly intensity is equal to or greater than that established in the curriculum of the University program.
- That the obtained qualification is equal or superior to THREE POINT FIVE (3.5)

INTERNAL TRANSFERS. A regular graduate student may request a transfer to another program within a similar discipline within the University, complying with the following requirements, which will be studied by the respective Faculty Council and submitted for approval by the University's Board of Directors:

- Submit a written and motivated request to the Postgraduate Office so that the study and transfer process can begin.
- Bring an accumulated average of THREE POINT FIVE (3.5) or more in the Specialty, Master or Doctorate you are studying.
- That there is agreement between the program that is being studied and the program to be transferred.
- Present the academic program that is being studied and its respective approving grades according to the regulations of the University.
- and. A certificate of good conduct issued by the program that is studying.

THE SUFFICIENCY. Sufficient sufficiency is the test authorized by the Faculty Council or Department Committee that is presented only once, to accredit the suitability in the knowledge of the subject of a subject that can not be approved or that has not been taken in the program academic one. The subject approved by proficiency test, has the recognition of the corresponding credits established for it in the curriculum of the University.

THE RESERVE OF QUOTA. A reservation of quota is understood as the act by means of which the Institution authorizes a student enrolled, who can not start or continue an academic period, to reincorporate later and continue the respective training program. This request will be processed before the Faculty Council or Department Committee. The student who processes the reservation of quota before the deadline of the enrollment period must pay thirty (30%) of the value of the tuition fees. This sum can be credited in the following semester so that it will only pay the readjustment that would have occurred upon re-entry to complete 100% of the registration fee. If you do not use this right, this amount will not be refunded. It is in the opinion of the Faculty Council to approve the reservation request, as long as this request is made before the first cut of grades.
VALIDITY OF THE RESERVE OF QUOTA. The reservation of quota is valid for two consecutive semester academic periods. Upon expiration of this term, the student loses the reservation and the right to reimburse the amounts canceled for said concept.

PERFORMANCE EXPECTATIONS:

SEMESTER SYSTEM The University annually establishes two academic periods of study for graduate programs.

THE ACADEMIC EVALUATION. The evaluation of the academic course is a permanent process or activity that allows to record in a cumulative way the progress in the domain of understanding, assimilation and systematization of knowledge, the development of skills and technical skills, effort, work and intellectual performance of the student, in light of the objectives of integral formation proposed by the University in each program.

EVALUATION PRACTICES. To make the evaluations, teachers will choose to practice oral or written tests, works, essays or other procedures that they consider appropriate. Such procedures and methods of evaluation should be informed by the teacher to his students at the beginning of each course.

THE FORMS OF EVALUATION. The academic evaluation process will be carried out through the application of partial tests, final and supletorias. The director of each program will set the percentage value of the qualification of each of these tests at the beginning of the program and at the beginning of each of the periods that are part of it.

THE SCALE OF QUALIFICATIONS. The professors will use the following grading scale accepted by the University and that expresses the student's performance in the following way:

- Five point Zero (5.0) Performance and excellent goal achievement.
- Four point zero (4.0) Performance and good goal achievement.
- Three point Zero (3.0) Performance and achievement of objectives acceptable.
- Two point Zero (2.0) Performance and achievement of bad objectives.
- One point zero (1.0) Performance and achievement of lousy objectives.
- Zero point zero (0.0) Performance and achievement of zero objectives

These notes apply to subjects or individual subjects. If an individual subject shows a grade below three point zero (3.0) it must be repeated as the case may be. The mark obtained after repeating a subject or repeating a period, will be the final grade to be taken into account for the final average.

The Faculty Council or Department Committee will establish the equivalences when students are received by transfer or homologation of studies is made.

The final grades must be expressed in a whole number and a decimal. If they are hundredths to obtain the final grade of each subject, module or rotation, they will be approximated to the upper decimal of the fraction if it is equal to or greater than ZERO POINT ZERO FIVE (0.05) and the decimal lower if it is less than ZERO POINT ZERO FIVE (0.05).

In the Postgraduate courses, no subject, module or rotation, may be subject to recovery test.

THE AVERAGE. In order to measure the academic performance, we will use the semiannual weighted average and the cumulative weighted average as follows:

- The semiannual weighted average allows us to assess together the academic scope of a student during an academic period. It is obtained by multiplying the final grade of each subject, module or rotation, by the number of credits associated with it; these products are added and divided by the number of credits taken during the corresponding period.
• The cumulative weighted average allows us to assess together the academic progress of a student during the semesters studied. It is obtained by multiplying the final grade of each subject, module or rotation by the number of credits associated with that subject, module or rotation, these products are added together and divided by the number of credits completed up to the moment.

• The semi-annual and accumulated weighted average must be equal to or greater than THREE POINT FIVE (3.5). Otherwise the student enters Academic Test in accordance with the provisions of Articles 49 and 50 of this regulation.

CLAIMS FOR QUALIFICATIONS. Claims for partial or final grades will be made in writing. In the first instance the teacher, who will have three (3) business days to answer the claim, in the second instance to the Program Director who will have five (5) working days to answer the request and ultimately to the Faculty Council or Department Committee who will have fifteen (15) business days to answer the claim. These claims will be made within three (3) business days following the date on which the ratings are disclosed.

After the scheduled date in the academic calendar for the change of notes derived from the presented claims, changes may only be made with the authorization of the coordinator or director of the program to which the subject belongs. Such circumstance will be immediately informed to the Admissions and Registration Department by the respective academic unit.

The professors of the University must make known to their students the qualifications obtained, within ten (10) business days following the practice of the partial evaluation. Except for the aforementioned period, those corresponding to degree and / or thesis projects and academic practices.

These changes of grades can not be authorized after eight (8) days of the beginning of the academic period following the one in which the course was given.

THE ACADEMIC PROOF. The student enters the academic test when his / her performance is deficient, that is, when the weighted or accumulated average is less than THREE POINT FIVE (3.5).

The academic test is a period with conditional enrollment and is intended to make a formal reprimand to the student to improve their performance during the semester test and raise it to a level that ensures you successfully complete your graduate.

At the end of the semester academic test, the cumulative weighted average must have exceeded the minimum established in the first paragraph of this article. Otherwise, the student incurs the cause c) of low academic performance, established in the following article.

THE LOW ACADEMIC PERFORMANCE. Low academic performance is established when the following circumstances occur:

• That the student loses fifty percent or more of the credits taken in an academic period.
• That the student loses a subject for the second time.
• Chapter VII
• When the cumulative weighted average at the end of the academic test period is less than THREE POINT FIVE (3.5)
• Low academic performance leads to the loss of student quality

D.5.2: Descriptions of the academic advisement, evaluation of academic progress, and support provided to students necessary to complete their intended courses of studies.

To ensure that students who enter the institution remain in the higher education system and successfully complete their studies, the University has the Student Success Program. This program develops strategies to accompany students both in the learning process and in their moral, emotional and psychosocial development. In addition, this program periodically analyzes the results of the process in order to improve the teaching-learning process, supports permanence and prevents drop-out. (Policy of Student Success is posted in
As part of the academic support for our students, we have virtual collaborative sessions called Tutorial Coffees. In these sessions, hosted by one of our teachers, we provide the environment to have a dialogue around specific topics (Knowledge Areas, Processes Groups, Tools & Techniques, etc) with the objective to clarify concepts and strengthen knowledge in our students. We record all of the Tutorial Coffees and posted in our virtual classroom to make them available to all of our students community. (Tutorial Coffees Screenshots are posted in Supplement 7)

In order to provide a support space for our students, we offer webinars on a regular basis on topics that are not only related to our studies plan but to the working and professional environment. These webinars are delivered by recognized senior project managers that provide a reality approach on the application of Project Management knowledge to facilitate the engagement in learning of our students. Also, this webinars are recorded and posted to be available to all of our students community. (Webinars Screenshots are posted in Supplement 8)

Also, as part of our advisement initiatives we provide our students with a Director for their degree project development. The directors provide our students with advisement and coaching on the academic matters and guidance on their degree project.

In Supplement 42 there is a sample of directors assigned to our students to coach and advise their degree project

The directors assignment is made by formal letter sent to the students and to the directors. In Supplement 43 there is a sample of this letter.

In the same way, the students know their qualifications in real time, through qualification forms located in Google Drive, shared with them through the Virtual Classroom. They also receive feedback in the virtual classroom, in the spaces available on the platform, as well as in the different participation Forums.

Examples of these instruments are posted in Supplement 44, Supplement 45, Supplement 46 and Supplement 47

D.5.3: Descriptions of the support services provided to students that are appropriate to the mission of the program and the needs of the students.

The program has different means, tools and strategies to support students and satisfy their needs. Below we provide a description of the different support services based on their objective:

Academic Support:
Virtual classroom: As previously stated in this document, the program has a virtual classroom, through which the student can interact with the teacher in real time or asynchronously. In it are the courses and different topics of specialization. With this tool the interaction of the student, the teacher, the classmates and the concept of community is developed. The main service is to give support to the academic activity and the autonomous work of the student.

The student finds the following environments:
- **General Information:** with the elements Technical Sheet; Syllabus; Teaching Guide; Teacher; Key Aspects; Ratings.
- **Consultation Material:** with the elements Presentation; Web page; Video; Support material
- **Interaction:** with the General Forum elements; Teacher evaluation.
- **Activities:** with the elements Evaluation Activity
Coffee Tutorials and Webinars: Created with the intention of extending the training process, they are born as an initiative of the direction of specialization. They were created with the intention of supporting the academic success of the student, creating two spaces

**The Coffee Tutorials:** are moments of group meeting, in virtual spaces, with support from the teacher of the subject and students interested in updating, deepening or clarifying issues and doubts arising from the educational process. They are taught on the subjects of specialization, especially on those of the nuclear process of training in projects

**The Webinars:** These are open spaces (For all audiences, not only the students of the specialization), who through a previous registration, can address current issues in Project Management and relevant topics of the PMI ® and its PMBOK ®

Coffee tutorials and webinars examples are posted in **Supplement 7 and Supplement 8**

Forums in the virtual classrooms: The forums are exclusive spaces for each subject and are used as a means of communication as well as the expression of students. They can be used to request information in two ways: from the teacher to the student or from the student to the teacher.

"Virtual forums are increasingly being configured as a powerful tool for communication and collaborative work. These spaces of work and dialogue provide the possibility of participation in a reflective way, compared to other tools of communication and work of a synchronic nature, where immediacy is an obstacle to reflection and analysis. Based on this importance, the role of coordinator, moderator, played in many cases by the teacher, takes on a role of great relevance, as it will be who re-lead, reflect, propose new directions, etc., within the forum space. Likewise, it will try to offer some suggestions or didactic proposals to put into practice, oriented above all to the application in the social sciences, but with possibilities of adaptation to other educational environments. "(Http://www.quadernsdigitals.net/ web_data / archive / r_1 / nr_662 / a_8878 / 8878.html)

**Direction of Degree Projects:** This is a space where a professor acts as a coach for the students during their Degree Project. In this relationship, the coach provides guidance and advice to the students so they can complete their Degree Project successfully.

To facilitate interaction, the university provides a digital platform “MAHARA” where the team (students & coach) can collaborate on the Degree Project documents and activities in an easier way.

MAHARA’s URL is: at [http://mahara.unbosque.edu.co/](http://mahara.unbosque.edu.co/),

Instructions to access:

1) Go to [https://ubosquemoodle.unbosque.edu.co/](https://ubosquemoodle.unbosque.edu.co/)
2) Username: gerencia.proyectos
3) Password: Uebjaovhapmp19720318
4) In left menu, search for: Servidores de Red // Home-Mahara.
5) Click on Home-Mahara

(Username: gerencia.proyectos // Password: Gerencia.proyectos) and screenshots can be found in **Supplement 48**

**D.5.4:** Descriptions of the library staff, services, holdings, and digital resources that are appropriate, adequate, and accessible to support the program’s learning outcomes.

**Library:** El Bosque University has the Juan Roa Vásquez Library, which is available to all its undergraduate and postgraduate academic programs. The Library provides the academic community with bibliographic material in all areas of knowledge and offers its users individual and group study rooms, computer rooms with Internet access, projection rooms for audiovisual material and lockers to store the belongings of its users, safely, among other services.

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Its development is projected to respond to scientific, technological and cultural progress and to the information needs of the third millennium. The Library has a web page through which it is possible to access from any site with an Internet connection to the virtual services it offers:

http://biblioteca.unbosque.edu.co/ and The development of a virtual library continues. A screenshot of this webpage is posted in Supplement 49

To achieve its objectives, the Library functions as a team made up of 25 people of which 70% are committed to information sciences (librarians and students of librarianship between the sixth and the tenth semester). The director of the library has a professional degree in librarianship and extensive professional experience in the area, with a diploma of specialist in university teaching. The Information Services Coordinator is a professional in librarianship and a specialist in networks and information systems. The administrator of the Unicornio system is a professional in the area of librarianship and computer specialist, in charge of the system operation. In addition to the library assistants, classified in categories I, II and III, likewise, we have professionals in other areas of knowledge, as well as support staff in the administrative area.

A table of titles and volumes of the printed and electronic collections is available in Supplement 50

In Supplement 51 the information on the number of titles for each one of the databases by subscription that the university library has, is presented.

Internet Access: The University accesses the INTERNET through a radio link, with a bandwidth of 3 M for international access and 6 M for national access. As a node, your domain is http://www.unbosque.edu.co. From anywhere in the world that has connections to the INTERNET, you can consult the Library at the following address: http://biblioteca.unbosque.edu.co/

National information systems. Virtual Health Library for Colombia: The purpose of the VHL Colombia is to manage the communication of scientific, technical and administrative information produced by the different actors of the Colombian health system, for this, it uses the information technology produced at a Latin American level by the Library Regional of Medicine BIREME in Brazil. Access also to catalogs and information services offered by the main libraries and national information centers, as well as with the Colombian Library Consortium of Higher Education Institutions.

Latin American information systems.

- **BIREME** (Latin American and Caribbean Center for Information in Health Sciences): Its objective is the promotion of technical cooperation in scientific information on health among the countries of Latin America and the Caribbean
- **ISTEC** (Ibero-American Consortium for Education in Science and Technology): The main objective of the consortium is to respond to the information needs of the users of the participating libraries, this objective is carried out through the exchange of documents between the members, This service consists in obtaining copies of journal articles, book chapters and thesis chapters existing in the libraries, by electronic means such as mail and ARIEL, in a very short time and without cost.
- **UNIVERSIA** University Network whose objective is to develop all the potentials of the knowledge society through the new information and telecommunications technologies.

Information systems of the United States and Europe.

- **University of Washington**: Provides reproductions or photocopies of articles and book chapters of international scientific publications in the area of health, that are not found in
Latin America and the Caribbean and are intended solely for academic and research purposes.

- **British Library**: National Library for Great Britain and Northern Ireland. It houses the largest Spanish-American collection in the United Kingdom, including material from all fields and periods within the humanities and social sciences. It has a fund of works printed in Mexico of more than 17,000 volumes, without counting manuscripts and brochures. Its collections include manuscripts, rare or curious works and several famous collections.

- **National Library of France**: Offers on-line access to its catalogs that have more than 2 million book references since 1970, newspapers since 1960 and computer documents since 1994, as well as virtual visits to exhibitions and a database on the classics of French literature. National Library of Spain: It allows access to its databases and through the Internet to its digitized funds, allowing not only the consultation of bibliographical references, but also the access to the own reproduction fund of the majority of monograph works published in Spain.

- **Virtual Library Miguel de Cervantes**: Bibliographic and documentary collection that, through the use of new technologies, makes available to its users the most important documents of Spanish and Hispanic culture, with the objective of compiling in electronic format the works of its tradition literary, especially in the historical aspects and spread the culture through the virtual space.

**Electronic collections**

- **Databases**: The Library has online databases specialized in the biomedical area of referential type and in full text. They analyze mainly international journals of high academic and scientific level; include thesauri and indexes; they are periodically updated, they have the Library Holding file, which stores the titles of the journals that the El Bosque University Library and other Libraries in the city and the country have. they can be consulted in network from any place of the university campus and also by remote access out of it.

- **E-books**: The library has a significant collection of books, encyclopedias, atlases, catalogs, dictionaries, textbooks in electronic and multimedia format.

- **Electronic Journals**: The Library has a collection of serial publications (electronic journals) that cover different areas of knowledge and different years of publication, they can be consulted inside and outside the institution (intranet and remote access) through the online catalog of the library and the website.

**Information Management**: The collections of the Library are developed particularly in the biomedical area, however since mid-1994 its theoretical coverage has been extended to all areas of knowledge. The Library has the following collections:

- **General Book Collection**: with more than 24,000 volumes.
- **Periodicals**: with more than 1000 journal titles
- **Audiovisuals**: Movies on VHS, more than 2,170 titles
- **Electronic collection**: CD-ROM, ON-LINE, floppy disk.
- **Vertical File Collection**: Comprised of more than 300 brochures.

**Products and Services**

- **Loan in room**: This service provides documents (reference books, general collection, magazines and videos) for consultation within the Library only.
- **Home loan**: you can take home general collection books, reserve books and magazines.
• **Interlibrary loan:** the user has the possibility of having books from other libraries, which is requested in the Reference Section of the Library, this system requires agreements between libraries.

• **Guidance and training:** the user is trained to correctly use the library's information resources, collections and services.

• **Reference:** Attention and immediate guidance to users. This service provides immediate answers to the demand for information on specific data, clarification and definition of ideas, updating of knowledge, etc.

• **Bibliographic information search:** Provides the user with a list of bibliographic references on the subject of interest, extracted from the databases, to which the Library has access.

• **Connection with databases:** INTERNET. Network of networks. Databases in CDROM. Databases of University Catalogs. Online Databases.

• **Photocopies:** It is used especially for works that can not leave the library, ie the reference works.

• **Obtaining documents not available in the library:** Obtaining a photocopy of journal articles, book chapters and others; existing in other national and international libraries. To provide this service, libraries use means such as: Air Mail, Fax, Internet, Scanner, Ariel Software.

• **Projection room:** It has the necessary infrastructure to consult the audiovisual material that the library keeps.

• **Consultation in other libraries:** The Library issues letters of introduction for users who require personal consultations in other libraries.

**D.5.5: Descriptions of the appropriate and accessible facilities, instructional equipment, and technology to support the program and students.**

**Computer and technological resources**

**Technology Directorate:** This unit is responsible for managing and managing the university's technological platform, develops applications and proposals that focus on providing tools that serve as logistical support to the administrative areas of the institution, ensuring constant updating thereof, in order to optimize the internal processes and the services that are offered to the students, teachers and administrative personnel belonging to this organization.

**Infrastructure of the Technology Directorate** With the support of the directives of the University, the Technology Directorate, currently has a technological infrastructure consisting of computer equipment, systems and electronic laboratories, and the generation that supports the work in the academic and administrative areas. It also has a plan for the constant renewal of technological tools. In this regard, the technological update of the computer equipment destined to improve the tools in the administrative and academic areas was recently made, including the implementation of three new IT lines. The work areas of the Technology Directorate are:

• **Servers Area:** Guarantees the availability of services to the academic and administrative community through the implementation of an adequate server infrastructure complemented with security schemes and information backup.

• **Telecommunications and technical support area:** responsible for ensuring the optimal functioning of the technological infrastructure and the LAN network of the University, develops and executes the plan for preventive and corrective maintenance of telecommunications equipment and computing, provides continuous support to the user through the use of the help desk, elaborates replacement plan and acquisition of the technological infrastructure.

• **Application development and support area:** responsible for the design and elaboration of the requirements of the applications developed in the university and provides permanent support to
the final users of the applications, elaborates and executes the training plan in the use of the applications.

**Academic information system – SALA**
The Academic Information System SALA, previously mentioned in the infrastructure condition on which we will expand the information in this point, was designed and implemented entirely with the university's own resources in order to ensure that the Institution uses the academic system as a tool strategic for its development and organizational strengthening and challenge the challenges that arise in the educational environment. It has the following modules:

**Module for the definition of registration fees and pecuniary services**: It allows registration of registration values in each of the academic modalities, undergraduate, postgraduate, continuing education by cohort and semester or direct value as the case may be, also allowing the registration of the different pecuniary values approved by the Board of Directors, for each one of the established academic periods.

**Applicant selection module**: Allows the selection of applicants, allows the registration of personal data of applicants who will subsequently become students, among them are recorded the following: identity document, telephone, address, marital status, date and place of birth, school of origin, parent data, academic information, financial resources and state tests. Allows the parameterization of selection tests and admission status.

**Student module**: Supports the registration of personal data of students. In the student record it allows to consult all the information related to the student as current graduate record, account statement, old graduate record, preview registration, disciplinary process, tuition, audit of notes, audit of the student's situation, audit of the type of student, pre-registration audit, miscellaneous payments, general student situation letter, student study plan, messages, documentation, update study plan, enrollment registration, schedules, pre-registration, historical consultation, modify history, report card, certificates, Vacation courses and shortcomings.

**Curriculum module**: It allows the registration of the curriculum which constitutes one of the main information structures of the system. By means of which a large part of the controls are carried out. The curriculum reflects the curricular structure established for each career. It defines careers, courses and subjects. It considers the variations that curricula may suffer over time for each defined career and the coexistence between each variation of the plans of the same career. You can establish prerequisites, academic requirements for each subject and define lines of emphasis establishing the appropriate sequence, as the case may be. In the definition of the curriculum, elective and elective subjects can be contemplated, as well as the definition of the credit system by career.

**Degree management module**: It enables the academic secretaries of each faculty and the general secretary of the university to control the different events generated for the management of degrees such as verification of completion of studies, verification of degree conditions (student letter, general situation), application / approval / rejection of degree, degree certificates, title registration, update of the resumes, recording of records and title registration, window degrees, degrees of honor, certificates and reports.

This system url is [https://artemisa.unbosque.edu.co/serviciosacademicos/consulta/facultades/consultafacultadesv2.htm](https://artemisa.unbosque.edu.co/serviciosacademicos/consulta/facultades/consultafacultadesv2.htm)

**Services offered to the university community:**

**Computer rooms.** There are 15 computer rooms equipped with 446 computers with high technical characteristics exclusively for academic use, fulfilling the conditions requested by the different academic programs, which allows the attention of the undergraduate and postgraduate academic population of the university, in a timetable of attention from Monday to Friday from 7:00 am to 10:00 pm, Saturdays from 7:00
am to 5:00 pm, all students can access the classrooms with the current card of the institution. The classrooms have some free spaces within the semester programming, which are available for students to access them. For the optimal management and control, and as a support tool for teaching, the Technology Directorate implemented a control tool on the operating systems of the teams in the service areas, and a software to support and control the sessions during the academic days, which allow to guarantee the protection of the facilities in the teams against malicious acts, and a better control of the teacher towards the assistants and users in the classes.

**WIFI:** Available for all university communication with a 100% coverage within the university campus with two exclusive internet channels for students and visitors that add up to 40 MB in ADSL technology.

**Internet:** 60MB dedicated internet access channel, which guarantees the availability of virtual services offered by the university and access to the internet.

**Moodle 2.04:** Learning Management System used to support virtual education.

**Email** The e-mail service is available through the GoogleApps platform, with storage capacity of 7 GB and life for students with domain @ unbosque.edu.co. The University made the decision to migrate its administrative email accounts, teachers, students and graduates, to the Google Apps platform for education. The above presents the following benefits for users:

- Storage capacity (6GB).
- Filters for SPAM and high quality viruses.
- Instant messaging and voice calls. Connection instantly with other users to solve any doubt.
- Google Calendar. Schedule meetings, create events and share calendars with other users.
- Google Docs and spreadsheets. Create documents and collaborate in real time with other users.
- Homepage. You can add the favorite gadgets to the home page.
- Access to information at any time and place. All content is available online. You can even access email from a mobile device.
- Reliability. The Google Apps for Education products are designed with speed and reliability in mind.

**Computer equipment:** The University has a total of 1325 equipments, located in different places.

**Equipment to support the academy** A portable mini-computer, connected to a video beam, and to the Internet as a technological resource for the support of face-to-face education is available in each classroom.

**Datacenter:** The Data Center of the University offers an advanced environment to keep the servers in service 24 hours a day, with the highest level of Internet interconnection. The facilities match the quality of advanced data centers in Colombia.

**Current Agreement Open ValuesSuscripcion or Campus Agreement,** It has a licensing agreement with Microsoft, for applications such as office, operating systems for desktop and servers, This agreement brings benefits for officials of this institution, where teachers and administrative staff can purchase original software from Microsoft at very low costs, Only by presenting the current university card, the detail of this agreement can be found on the institution's website.

**Audiovisual resources:** The Department of Audiovisual Resources of the Universidad El Bosque, arises as a result of the consolidation of new means and forms of communication based on technological progress. The audiovisual media market has grown exponentially worldwide in recent years, as a result of the technological development towards digitalisation and the optimization of broadcasting systems.
The fundamental purpose of the Department of Audiovisual Resources during this time has been the implementation and administration of the technological tools, with which the process of teaching and learning of our university community is complemented and strengthened. In recent years the Department of Audiovisual Resources has focused its efforts on the provision and modernization of the audiovisual equipment in various academic settings, among which we have classrooms, laboratories, computer rooms, library and auditoriums, likewise, the necessary adjustments and connectivity facilities have been made in each of these places. In next Table, the audiovisual resources of the Institution are presented.

<table>
<thead>
<tr>
<th>Audiovisual equipment</th>
<th>Cantidad</th>
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<tbody>
<tr>
<td>Video projectors</td>
<td>149</td>
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<tr>
<td>Laptops</td>
<td>180</td>
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<tr>
<td>Video conference</td>
<td>2</td>
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<tr>
<td>Radio tape recorders</td>
<td>8</td>
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<tr>
<td>Projectors of acetates</td>
<td>6</td>
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<tr>
<td>Slides projectors</td>
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<tr>
<td>Video cams</td>
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<td>Photo cams</td>
<td>2</td>
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<tr>
<td>Home Teathers</td>
<td>5</td>
</tr>
<tr>
<td>Digital Voice recorders</td>
<td>10</td>
</tr>
<tr>
<td>Turning point</td>
<td>4</td>
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<tr>
<td>Plasma TV</td>
<td>14</td>
</tr>
<tr>
<td>Auditorium equipment</td>
<td>3</td>
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</table>

**Auditoriums:** In 2007, five auditoriums were placed inside the campus, for different events, today that offer is eight. The new auditorium of the "Founders Building", furnished with a retractable sillería set, constitutes a multipurpose and versatile space for different institutional events. Classrooms In 2007, the physical plant had 104 spaces destined to classrooms, in 2012, the amount is 152 units, with varied alternatives of capacity and specifications. The offer includes: Generic Classrooms, Drawing Classrooms, Dramatic Art Classrooms, Music Classrooms and more.

**Additional educational resources for the Specialization program in Project Management**

Students, professors, administrators and other members of the human team of the Specialization Program in Project Management benefit from the endowment, services and means that El Bosque University provides for all its academic programs, constituting an environment conducive to development with quality of teaching, research and service.

**Specific bibliography for the Specialization Program in Project Management:** As mentioned in previous paragraphs, the Juan Roa Vásquez Library provides face-to-face, digital and web 2.0 services and has printed collections, a digital collection, an online catalog, an out-of-campus consultation and Google Scholar consultation. The Specialization Program in Project Management benefits from all the Library services which has the following specific titles to support the program. This collection is enriched and updated according to the suggestions of the academic community of the program.

The number of titles in physical and electronic media available in the Juan Roa Vásquez library according to specific program topics, is shown in *Supplement 52*

**Databases:** Among the databases held by the Library, the following are especially relevant for users of the Specialization Program in Project Management Example:

- **Proquest.** This is a multidisciplinary database, made up of 32 databases in all areas of knowledge, among which the data subbases stand out.

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• **ABI / INFORM Global**, which provides a deep and academic coverage of business and economic conditions, management techniques, business theory and practice, advertising, marketing, economics, human resources, finance, taxes, IT and many other topics

• **The ABI / INFORM Trade & Industry**, which offers the latest industry news, product information and competition, marketing trends from all major industries, including finance, insurance, transportation, construction and many others.

• **The Accounting and Tax**, based on the AccountantsIndex, provides up-to-date information on accounting policies and rules, state and national tax legislation, taxes on businesses and individuals, pension and compensation plans and corporate financial management, as well as profiles of accounting firms, CPA (Authorized public accountants) and management consulting firms.

• **The Banking Information Source**, provides information on the industry of financial services, banking and trends in the sector.

• **The Business Dateline**, with access to news and analysis of local and regional companies, difficult to find. Comprehensive coverage of local and regional business news about large corporations, private companies, local initiatives, executive profiles and marketing, finance and industrial news.

• **The Financial News (NF)** is a news service of the IMS Group, produced in conjunction with 34 of the largest publishing organizations in Latin America. NF provides financial and economic news in full text and real time of Latin America. The NF database tracks more than 11,200 corporations and organizations.

• **Dissertation Abstract and Thesis**, where the best doctoral degree works of the United States are published.

• **Human management.** It is a database of business cases of practices in human resources applied by national and international companies, in topics such as: Training, Outsourcing, Compensation, Customer Service, Communications, Teamwork, Balanced Score Card, High Performance Teams, Negotiation, Ethics and values, Intranet Management, Mergers and acquisitions, Leadership, Knowledge management, Competency management.

• **MDConsult-TheClinics.** Online database with exclusive access on the university campus; of the Editorial Legis, specialized in law, allows access to the codes, regimes, legislation and jurisprudence of Colombia.

**Note:** Screenshots of Academic information system – SALA is posted in Supplement 53

**D.5.6: Descriptions of opportunities for students to participate in student and/or professional societies and activities.**

The students of the Project Management Specialization program are eligible to fully participate in the University Alumni Program even when they are not graduated yet. This policy seeks to support students who are taking the last third of their academic training in preparation for working life. Also, in generating awareness of the importance and relevance of continuing to be part of the academic community. Likewise, it seeks to generate in them an awareness of the importance of the impact on the community of the bio-psychosocial and cultural approach to their learning, the permanent updating in the area of knowledge of their interest and the exchange of professional experiences with other members of the academic community upon graduation.

The students of our program can take advantage of the following:

- Integral Health
- Sports and fitness
- Culture and Hobbies
- Interests groups
Besides the above, there is a strong relationship of the program and the PMI Bogotá, Colombia Chapter. Our students are encouraged to participate as chapter members and have special student rates for the events of the local PMI Chapter.

In Supplement 54, a picture of our program Facebook Group with information on the PMI Bogota, Colombia Chapter information.

The program monitors graduates to assess their performance and the social impact of the program. Today the University recognizes that its greatest impact on society is exercised through its graduates, natural multipliers of the Institution, in addition to its direct action in its missionary tasks of training, research and service. This awareness has generated the growing interest of Higher Education Institutions to strengthen the relationship with their graduates. El Bosque University, from its bio-psychosocial approach, works to maintain a close relationship with its graduates in such a way that there is a permanent feedback on the programs developed in response to the demands of the world of work, their needs for updating in the area of knowledge, the exchange of professional and investigative experiences with the other members of the academic community and in particular on the strengthening of their belonging to the Alma Mater.

Given the importance of graduates in the university community of El Bosque University, it was necessary to adopt an Alumni Policy whose purpose is to define the guidelines and conditions to manage and consolidate the relationship with graduates. This policy is aimed at graduates of undergraduate and postgraduate both face-to-face and distance learning and university students from the moment they enter the university until they acquire their status as graduates. A copy of this Policy is available at Supplement 55.

It is focused on facilitating the communication and relationship between the graduates and their respective faculties by generating awareness of belonging to the academic community and the constant reinforcement of the social responsibility of the graduate with their local, regional and national environment, acquired through education received with the bio-psychosocial and cultural approach taught by the University.

The Graduate Policy of El Bosque University was based on the experience and institutional programs under development and according to the guidelines contained in the General Regulations of the University, in the Student Regulations and taking the Institutional Development Plan 2011 as a reference. 2016, in which programs are contemplated in the different axes and specifically in the Axis 3: Student success, through its projects for Management for Professional Performance and Strengthening of Business Practice; and, of the Axis 5: Development of the Environment for Learning, in its project of Relationship with the Graduates.

The Graduates Policy contains the following specific Policies:

**Policy of upcoming graduates.** This policy seeks to support students who are studying the last third of their academic training, in their preparation for working life and in the generation of awareness of the importance and relevance of continuing to be part of the academic community. Likewise, it seeks to generate in them the awareness of the importance acquired by the impact in the community of the bio-psychosocial and cultural approach to their learning, the permanent updating in the area of knowledge of their interest and the exchange of professional experiences with the other members of the academic community upon graduation.

**Politics of recent graduates:** Define the guidelines that will allow the newly graduated to strengthen the relationship of continuity in the academic community through the resources, services and programs that the Institution develops especially for them.

**Politics of graduates in professional consolidation:** This policy seeks to maintain the relationship with the professional in consolidation offering the services and resources of the University and the offer of continuous education tailored. In the same way, it fosters the generation of immersion possibilities in working life through their professional development, for recent graduates.
**Senior Graduates Policy:** Accompany Senior Graduates by offering them the benefits of being part of the academic community through the use of resources and services, such as continuing education courses and preparation for retirement. Promote the culture of mobilizing resources for the University and strengthening the mechanisms of job options for newly graduated and consolidating professionals. The management, implementation and development of the Graduate Policy through programs, strategies and activities is the responsibility of the Development Office through the Graduates Area, with the active participation of the faculties through their respective representatives of Graduates and Graduates. Currently, the following strategies that are part of the policy components are developed:

**Strengthening relationships with graduates.** Establish and maintain channels of continuous communication in two ways with graduates that allow a relationship with benefit for them as well as for the university. Support, through the Area of Graduates with collaboration of the academic programs and curricula, the organizations of Graduates and the link with other organizations and associations that contribute to strengthen and protect the professional exercise.

**Integration to university life**
- Establish, support and strengthen the mechanisms for the representation of graduates in the governing bodies of the university. Prioritize the employment relationship of graduates and their participation in activities that allow them to learn from their experience and provide feedback on the design and updating of the curriculum to ensure the relevance and quality of education offered by the University.
- The graduates of El Bosque University will have access to the services offered by the university and the activities carried out by University Welfare.

**Management for professional performance.**
- Promote, coordinate and disseminate, with the collaboration of the academic units and University dependencies, actions and programs of academic participation to support students who are about to graduate and graduates covering their needs for professional updating and labor incorporation.

**Institutional Observatory of graduates.**
- Update and integrate information about them in a computer platform, which takes into account the interests of the entire university community, associations, employers, and other people or organizations that want to know this information.
- Conduct studies that deepen the needs, expectations and satisfaction of the graduates with their training, on their employment status and on their impact at the local, regional, national and international level.
- Participate in the Monitoring Network for Graduates promoted by the Ministry of National Education and the Colombian Association of Universities.
- Make use of the information provided by the Ministry of National Education through the Labor Observatory for Education and other systems available for monitoring graduates and their employability in the labor market.

**Professional and personal development**
- Support the different academic and cultural activities, through permanent updating programs managed by Continuing Education and other academic units.
- Support intermediation and labor promotion programs.
- Commitment to the university.
• To develop in the graduates the sense of belonging with their alma mater and their commitment to contribute to their growth and development.

Currently, the Program works as a team with the Development Office through the Graduates area of the University to support the implementation of the established policy of graduates and direct their monitoring strategies in harmony with those defined at the institutional level. However to identify their graduates, maintain a relationship with them and know their location and provide support the program develops actions such as: **Database:** It has information and data of all graduates of the program, which is constantly updated, in order to make the appropriate follow-up. This information is complemented with that registered by the student in the SALA Program.

**Communication channels with graduates:** The university website and email are today the most agile communication media; Through this mechanism graduates have updated information about events and publications of the Faculty.

**Participation of the graduates in the evaluation of the Institutional Educational Project (PEI):** Through the self-evaluation day that takes place each semester with the students, the graduates have participated in changes that today are reflected in the way the curriculum is developed.

**Continuing education activities and advanced training for graduates:** There are some benefits that the University has established in terms of discounts on the payment of tuition for graduates of the basic training program, in academic events, diploma courses and advanced education courses.

**Participation of graduates in scientific, academic and research activities:** The program carries out each year the Research Week in which both undergraduate and postgraduate students and graduates can present their research to the academic community of the Faculty and with them participate in the research contest. With this activity, it is also intended to stimulate scientific activity, strengthen the bonds of belonging of students and graduates of advanced training programs, the Faculty and the University in general.

**Participation of graduates in the publications of the program:** As a last link in the chain corresponding to scientific activity, graduates also have the possibility to present their work to the publications office of the Faculty so that they can be studied there and if necessary, approved, may be published in any of the means of disclosure available to the Faculty.

**Exchange of professional and investigative experiences with graduates:** Through the aforementioned, the different mechanisms and spaces through which the Specialization Program in Project Management and the University in general, promote the exchange of experiences are described. academic, scientific and professional with their graduates.

**Linking graduates to the teaching staff:** The Specialization in Project Management program is open to the possibility of having the participation of graduates of the program who express vocation for this activity and who also have sufficient competences to work as teachers in This level of advanced training.

Note: At this time, it is clear that our program must work much more in promoting the participation of students and graduates in activities, communities or professional groups. We do not have a clear and forceful example that evidences these participations, and without a doubt this point becomes an aspect of improvement in our program.
At the moment, we only have an active group on Facebook, in which our students and graduates participate. This group already has more than a thousand active members. In Supplement 56 there is a group image, and this is your url: https://www.facebook.com/groups/655805717823957/?ref=bookmarks

**Examples of opportunities for participation in groups, clubs, communities, etc.**

Although there is no formal strategy for students to participate in groups, clubs or communities, the following has been advanced:

- A virtual group of the Specialization has been created on Facebook, at the following address: https://www.facebook.com/groups/655805717823957/, which can be entered, requesting permission from the administrator. In this group there are currently 1211 members, and shares of jobs, articles on project management, surveys, etc. are shared. This group has been growing and there are more and more active people.

- In the same way, steps are being taken with the Bogotá Chapter of the PMI in the following aspects:
  - Conformation of a Sectional Project Management, in which students can participate through volunteering, using the model already implemented in Peru, successfully. This initiative is barely in its initial stage, because these sectionals (SEDIPRO) are being included in the Bogotá Chapter very recently.
  - Alliance with the PMI Bogotá Chapter, in order that our students have access to a memebresia of the chapter with the benefits that this entails. Nothing has been consolidated for the time being, however, the talks began, with a view to reaching the pertinent agreements.

**D.6 FINANCIAL RESOURCES**

**D.6.1: Description of how the program maintains financial adequacy and sustainability.**

The Specialization Program in Project Management is financially viable for the offer and development of the program as shown by the budget and investment plan. The University and the program have a policy on financial resources. A copy of this policy is available at Supplement 56.

The University has a General Regulation that includes, among other aspects, the institutional policies regarding the management of physical and financial resources. Some of them are summarized below:

The University manages its resources under the premise of optimizing its revenues and rationalizing its expenses for an adequate balance that allows it to fulfill its institutional mission. There is a Budget organized by Centers Costs where the different academic programs are identified. The University, through the Administrative Vice-rectory and the Budget Department, carries out the budget execution. Each program receives the execution status quarterly for analysis. The authorization of expenses must be processed before the bodies designated by the General Regulations for the approval of the expenditure in its order, the Senate, the Board of Directors, the Administrative Council, the Purchasing Committee, the Rectory and the Vice-Rectories.

For each term the academic program, using the budget tool calculates your income and estimates your expenses according to the development needs of the program, indicating among the most important: the number of students, payroll, fees, human resource management, research projects, projects of social projection, continuing education courses, investment expenses in adaptations, equipment and furniture.

Each academic program has its own Income and Expenses Budget. If the result of the program is positive, these resources serve the Institutional Institutional Investment or to help the subsidy of the programs whose result is negative.

Likewise, the academic programs make a projection on a complete cohort, generally of 5 years in the undergraduate programs, with the exception of Medicine whose cohort is of 6 years. This projection determines whether the program will be financially viable or what additional resources it needs.
The main source of resources of the academic programs are the enrollments, followed by other academic income that includes the inscriptions, carnets, certificates, habilitations, etc., and in third order, the projects, consultancies or services that the program provides.

However, as mentioned above, the University subsidizes programs that by their nature have high costs and few students.

Structure of the Budget

The budget of the El Bosque University is composed of:

- **Income:**
  - The operational income corresponds to enrollments, inscriptions and forms, certificates, degree rights and cards.
  - Non-Operational Income, which includes projects with external financing, consulting and advisory services, among others.
  - Operational in which enrollments and other income are included, such as registrations, certificates, ratings, etc., and non-operational income, including projects with external financing, consulting and advisory services, among others.

- **Expenses:** Expenses are constituted by operational, investment and indirect expenses.
  - Personnel expenses refer to salaries, fees, transportation assistance, contributions to compensation funds, contributions to social security, severance payments, vacations, severance interests, and bonuses.
  - In general expenses are included, maintenance, repairs and adjustments, cleaning services, monitoring and technical assistance, insurance, computer elements, photocopies and fillings, press and advertising notices, stationery and office supplies.
  - The indirect operational expenses are for academic support units such as the Library, the Faculty of Sciences, the Humanities Division and the Bioethics Division, University Welfare, Research Division, Research Projects, among others.
  - Direct non-operational expenses are fees, educational grants and scholarships and agreements
  - Investments are made in computer equipment and technology, furniture and equipment, laboratory equipment and teaching and research.

Examples of main Budget files, are available at Supplement 57 and Supplement 58

**D.7 PROGRAM IMPROVEMENT**

**D.7.1: A description of the program’s continuous improvement process and timeline with respect to all of the GAC Accreditation Standards.**

El Bosque University has identified the need in Colombia to train project managers, with comprehensive knowledge for the management of better projects that add value to the overall development of our country. Bearing this in mind, the training offer has focused on the development of technical and cognitive skills in project management.

Project management seeks to increase knowledge about methodologies implemented in the execution of projects, following the guidelines of the PMI, in order that they comply with the stipulations during their planning. A project manager must have comprehensive competencies such as being a professional and being able to count on the best human qualities, expertise, knowledge, ethics, maturity, character, and also ability to adapt to the challenges of any project of any magnitude.

The program has identified the following specific competences of training:

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• **Communication skills**: Effective exchange of accurate, appropriate and relevant information with the interested parties, using methods to the measure of each one.

• **Leadership Competencies**: Guiding, inspiring and motivating team members and other stakeholders to manage and solve problems to achieve the project's objectives.

• **Management Competencies**: Effectively manage the project through the deployment and use of human, financial, material, intellectual and intangible resources.

• **Cognitive ability**: Apply an appropriate level of depth of perception, discernment and judgment, to effectively direct a project in a changing and evolving environment.

• **Effectiveness**: Produce the desired results using the appropriate tools, resources and techniques in all the activities of the Project Management.

• **Professionalism**: Maintain an ethical behavior guided by responsibility, respect, friendship and honesty in the practice of Management of Projects.

The pedagogical strategy of the program is the implementation of the institutional pedagogical model where teaching is centered on learning and learning is centered on the student. The institutional pedagogical model is the "meaningful learning" proposed by Professor Dee Fink and based on elements constructivist, and experiential, which poses a taxonomy in which there are different types of learning.

"An important feature of this taxonomy is that each type of learning is interactive, which means that each type of learning can stimulate other types. The six dimensions of this taxonomy for Fink L. allow us to know the type of learning that students are expected to achieve, as follows:

• **Fundamental knowledge**: Understand and remember the relevant content in terms of terms, concepts, theories, principles, etc.

• **Application of learning**: They will use the content appropriately.

• **Integration**: Identify the interactions between the contents seen and other content classes.

• **Human dimensions of self learning**: They will learn about themselves: (who is, who can be or will be) Others: Will be able to understand and interact effectively with others.

• **Commitment or assessment**: Develop new feelings, interests or values in relation to the subject that is being studied.

• **Learning how to learn**: Involves student "skills", skills self-directed research and learning ".

• **Situational factors**: They involve carefully reviewing information about the situation and are used to make important decisions about the course. The general and relevant categories to take into account are the general and specific context of the learning situation, the nature of the subject, the characteristics of the apprentices and the teacher.

• **Objectives (goals) of learning**: When teachers appeal to the focus on learning, they usually identify several additional types of meaningful learning, although their responses usually include "understand and remember" type learning. However, it is important to emphasize critical thinking, to learn to use the knowledge of the course creatively, to learn to solve real-world problems, to change the way students think about themselves and others, to understand the importance of learning for all life, etc. The learning goals according to the instructional design should be clear, although they should also be important and significant in terms of the educational value they provide to students.

• **Learning activities**: Through the incorporation of active learning, meaningful learning is created, which allows students to learn and retain for longer what they have learned in an active way and offers students experiential learning opportunities in order to generate a reflective dialogue. In order to create a complete set of activities capable of creating meaningful learning, a holistic perspective of
active learning is required that includes three integral modalities: obtaining information and ideas, experience and reflective dialogue.

- **Evaluation activities:** A focus on learning is based on feedback and evaluation procedures called "educational evaluation", which enhance the quality of student learning. The four components of the educational evaluation are the anticipatory evaluation, the criteria and standards, the self-evaluation and the feedback.

The training process is developed as follows:

**First semester:** It is an immersion in the stages of Start and Planning. At this moment the student takes a tour of the Planning of:
- Scope,
- Time,
- Costs,
- Risks,
- Quality,
- Procurement,
- Human Resource and,
- Communications

In these subjects, the different Plans as well as the Integration Plan are expected as main deliverables. It highlights processes such as: (the most relevant)
- Product and Project Life Cycle
- Project Charter
- WBS and Dictionary
- Scope Statement

**Second Semester:** It is an immersion in the stages of Execution and Monitoring-Control, as well as in Closure. In this cycle, students must make evident the advances and deliverables that were planned in the first semester; make progress reports (of management)

On the other hand, Company applications are made, typical of the Management, such as the classes of: Strategic Management, Financial Management, among others.

During the same semester, the company dives into business issues such as Economy and Finance; as well as in Research (Research Methodology) and a Group Work is formulated as a Group

Both first and second semester have a space dedicated to the Presentation and Sustainability of the Degree Projects, which are evaluated and qualified as part of the training process and condition for obtaining the degree.

The main strategies used are:
- Flipped Class
- Case Study (case applied to projects)
- Degree Work (Real, in a company)

These strategies are based on (mainly):

Significant Learning: The evaluation process is done as follows:
- Previous readings, inverted class: through this methodology the student prepares the class, makes comprehensive reading, creates retention and reading comprehension, explores new concepts.
- Case Study: Through this strategy, the student in an integrative process, unites and reinforces concepts and criteria. On the other hand, this methodology allows you to make group decisions (group work)
- Exhibitions and Sustainability Degree Work: Thanks to this methodology, the student develops the ability to work as a team, creation and explanation of concepts, integration of topics and apprehension of new knowledge.
• Exams (oral and written): With these memory is reinforced, the ability to analyze, the ability to
discern, among others. The exam allows the student to demonstrate their knowledge.
• Debates: Two-way action system, on the one hand, the teacher places an activity, question or general
topic, on the other side, students interact at the request of the teacher, and, the results are constructed
collaboratively.
• Forums and Virtual Classroom: As already mentioned, it is the main mechanism of evaluation and
academic interaction of the training model of the Specialization. Thanks to this, dynamics such as
real-time access to subjects and contents are achieved, the results of the evaluation are known and the
results and notes of the different classes are known.

The final document, with which the students demonstrate to have acquired sufficient knowledge in Project
Management, and be prepared to assume the role of Managers, under the good practices established by the PMI,
is the Work of degree. This document demonstrates that students are able to conceive, plan, execute, control and
close a project. The process of construction of this process is detailed below:

D.7.2: A program-level summary of notable strengths, areas for improvement, and future directions.

• Provide a narrative demonstrating how the degree or award aligns with the GAC Accreditation
Standard.

Strengths of the Program: The main strengths of the program are:
The training of teachers: the program has a high percentage of teachers who are PMP certified and other PMI
(r) certifications, which contributes to the training of students.

National recognition: The program has national recognition, which places it among the programs of greatest
recall and eligibility by candidates for this type of project training studies.

REP: The REP (Registered Education Provider) certification is obtained, which means that the courses of the
program are approved in advance so that their training hours comply with the requirements for certification
eligibility, as well as for granting PDUs in the manner of Comply with the Continuous Certification
Requirements (CCR)

Flipped class methodology: in which is based on four fundamental pillars:

• Flexible environment. Concepts such as "spaces", "frames", "individualized follow-up" or
"diversity of means" are included. All this with the purpose of allowing students to access the
inverted class model as clearly and naturally as possible;

• Culture of learning. In this second field, students should be offered opportunities to value the
content provided and, what is more important, to make them protagonists in their learning
process without the teacher being the "epicenter of content";

• Objective and direct contents. The most important contents are those that will be included in
the video edited by the teacher, making sure that students can access it;

• The teacher as a guide. Once the students have visualized the contents, it is time to reinforce
them in class. The teacher guides them in the classroom acting as a "content coordinator" in real
time, solving their doubts while they learn, something that is not possible if they did the
homework at home. All the above in the framework of Significant Learning which has the
following goals (Fink 2014) a) reduce the content emphasis; b) Increase emphasis on active
learning. c) Apply the course to real-life problems. d) Incorporate lessons of the course into
life lessons.
**Case Study:** There has been a constant concern to incorporate and develop a practical case, in which students can apply the concepts of projects seen during their training. This is how a case develops during their training that takes them through different processes, such as Scope, Time or Costs, as well as Quality and Risks. The teacher shares the case in the virtual classroom and the students apply the concepts seen in class in a practical way. In the different topics and points of development, students are asked to participate actively through the use of tools such as the Forum, or, in cases such as the Scope, to develop the WBS and its dictionary (using tools such as the Project ® from Microsoft.) Topics such as Time Planning (and its schedule), Risks, etc. are discussed. The case is an intellectual production of a group of professors specialized in Projects. To date, one case model has been used: Taxi census in the city of Bogotá (real case, adapted for academic purposes). A detailed description of this case is avalilable in this link: https://docs.google.com/document/d/1EFFWm0XIisKRPIUYRGR-JN DY8sZGdJ-exPldXryLg0/edit?usp=sharing

The methodology is based on the case method, which seeks to illustrate possible solutions (never unique solutions) and to adopt the good practices of the projects in a comprehensive manner.

**Degree work based on real projects:** Students of the Specialization, once they have started their training cycle, they are asked to look for real practices in real companies, hopefully in the participation in projects of the company where they work or any type of project, where they can apply the acquired knowledge in a practical way. This is how in groups (on average 4 people) a real practice is done, in a real company, in a real project, which must go through the Planning and Execution phases with Monitoring and Control. There may be moments such as start or closure, or, only apply for a single phase of the project life cycle (due to its size or effort). The important thing here is for the student to operate in the planning as well as in the execution. They are asked to name a Project Manager and the others to participate as Project Team, with assigned roles, reporting line and assignment of specific tasks. They must also participate in the preparation of the final product or Deliverable, or, in partial deliveries of the final deliverable. They must prepare minutes of meetings, actively participate with the Sponsor of the project, prepare progress reports, etc. One of the points that gives more seriousness to the subject, is perhaps the requirement of having a letter of endorsement by the company, in which he states that he supports this project and assigns a Sponsor to it. During the two training cycles, partial deliveries are made, a tutorial by a Grade Work Director and several plenaries to advance the Planning and Execution phases, which is an integral part of the final qualification and essential procedure for opt for the title of Project Specialist.

**Areas for improvement**

**Virtual Classroom:** Work should continue to inculcate and create a culture of work in the classroom by teachers mainly; this in order to strengthen the methodology of inverted class and support in Significant Learning (Nuclear bases of the program and the University) The above is achieved through two major strategies, which are already implemented. The first is to train teachers and students in the use and applications of the virtual classroom, through face-to-face and virtual sessions (through the use of the BlackBoard ® platform). These sessions are available for review and consultation by teachers and students. The strategy must be intensified. The second is the development of tutorial cafes and webinars. This practice allows both students and teachers to be part of the training and extension process, through the use of computational tools (again the BlackBoard ® is the basic tool, as well as Youtube ®)

**Case Studies:** Although the case study is currently being used as a tool and educational strategy, it is imperative to create a case bank, to be able to rotate them and use them according to the needs of the specialization. The strategy is for teachers to create cases, strengthen them and put them at the service of specialization. This takes a prudent amount of time, which is why other alternatives should be studied, such as buying cases for study, reusing past (updated) cases or others.
**Curricular Flexibility:** As part of the improvement and growth strategies of educational processes, the program expects to be able to update its training content, incorporating elective training units, which by training centers allow the specialist to deepen in topics or take lines of work of your own interest. This process is not dynamic enough, because these changes, modifications or additions should be consulted with the Ministry of Education (entity in charge of surveillance and control of universities in Colombia). These procedures take important waiting times, which makes these procedures slow and delayed.

**Transversal Projects:** The faculty of engineering has taken the initiative to create cross-cutting projects, which involve teaching undergraduate courses in engineering (industrial, environmental, electronic, bioengineering and systems) postgraduate subjects, especially in project topics, in topics such as Planning (scope, time, costs, risks, quality ...) or, Execution (Execution, monitoring and control) as well as Closing. This issue was initiated and is in the consolidation phase, to incorporate undergraduate students into the training processes and include them in postgraduate training. On the other hand, through the implementation of a culture of projects, the engineering faculty is supporting processes and projects of other schools, with the aim of sharing knowledge and knowledge, especially the issues inherent in the projects. These dynamics are in the process of development. Currently subjects are being taught in the first semesters of engineering.

**Tools and Technological Software:** Currently, Project ® classes are being taken by the students of the specialization. Being the only software used for projects (besides Excel ®). The idea is to incorporate other types of technological tools and softwares specialized in topics such as Risk, WBS, Budgeting, etc.

**Future Directions**
Within its growth and expansion plan, the program has as future plans and development guidelines the following:

**Strengthening of Virtual Teaching:** At present, specialization advances to the Ministry of Education the presentation and approval of a 100% virtual program management projects. This process is fully advanced by the University and is only awaiting the response of the Ministry, to implement it. It will be virtual in its entirety and with this it is expected to expand the base of students interested in the subject and who for various reasons can not study face-to-face, they can do it virtually. It has the support of the areas of distance education and information technology, with the technological and on-line support to teach the classes synchronously or asynchronously. It will have the support of the Virtual Classroom, repository of documents, cases, exercises, etc.

**Master in Organizational Project Management:** Currently working on the design and offer of a Master's program in Organizational Project Management. It is also expected to be virtual and asynchronous, so that students from many parts of the national or foreign territory can acquire skills in the subject of projects at the Master's level. The basic cycle is the same as that of specialization (face-to-face or virtual) the second cycle, it is expected to deepen by areas of interest, such as organizational maturity, project portfolio, project maturity, PMO, etc. In this way, the Master in Projects can better serve your line of work, or, you can generate a new work space for your organization.

**Project Simulator:** A virtual simulator (software) is planned to be designed and to put into operation in project management, which serves as a support tool for the current training process, but which additionally serves as a strategy of the specialization program to offer the simulation service to other areas of the university or, as an accompanying strategy in project consulting. This allows you to enter the current "Lean" project trends. The simulator allows us to attend the planning and follow-up phases, with control of the variables and parameters of the project, with which the project manager is able to make relevant decisions about his project. On the other hand it allows learning by doing, as an educational strategy for training. The parametrization and the use of
variables, allow the formand to make appropriate decisions and allows him to anticipate events and situations of daily life in the projects.

D.7.3: Evidence of curricular improvement and student learning, including:

D.7.3.1: A description of the program learning outcome assessment process.

In next table, there are all the assessment process addressed to the standard and program learning outcomes:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and understand the main concepts of Project Management, understanding the existing relationship of projects, programs and portfolios with the strategic objectives of the Organization. Students develop skills to recognize and understand organizational objectives and the main aspects of strategic fulfillment that allows organizations to meet their strategic objectives.</td>
<td>Students must carry out a project charter and carry out a stakeholder analysis based on the Taxi Census study case, with which they demonstrate their knowledge in the fundamentals of Project Management.</td>
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<tr>
<td>Students understand the stages of the strategic planning process; They differentiate the types of planning, its orientation and term; They use tools to develop the stages of strategic planning; Review and rethink a mission and vision according to guiding questions; They relate the strategy with the management of projects in the organization, identify interactions between the elements of planning and projects and recognize the responsibilities of the project manager and the importance of their work for the achievement of the corporate strategy.</td>
<td>Students must design Mission and vision for a company, as well as determine strategic objectives.</td>
</tr>
<tr>
<td>Students identify the basic elements of project management, the role of the Project Manager and their relationship with the Organization; Evaluate the relevance of the current project management processes for the creation and application of a Plan for the Management of a Project; They appropriately integrate the groups of processes and knowledge areas of the international model, are recognized as integrating agents of the project management model and identify the appropriate sources of information on project management approaches for further debate and application in the academic processes of the project. course.</td>
<td>Students participate in a class contest, in which process groups are identified and a project configuration plan is developed, based on the case study, Taxi Census in Bogotá throughout the first semester, students must develop all subsidiary plans of the case study.</td>
</tr>
<tr>
<td>Develop specific and general skills to plan projects, taking into account all areas of knowledge. Students develop techniques and skills to design plans for Scope, Time, Quality, Costs, Human Resources, Communications, Risks, Acquisitions and Management of stakeholders.</td>
<td>Throughout the first semester, students must develop all subsidiary plans of the case study.</td>
</tr>
<tr>
<td>Develop skills and techniques to plan the work necessary to meet project objectives, compile and analyze requirements, develop timelines, correctly estimate project costs, define and plan key indicators of projects, relevant standards and regulations, as well as make plans for human resources and communications; Identify negative and positive risks; define response plans and reserves necessary to ensure the success of the projects.</td>
<td>Students present exams in which they must solve questions and cases presented by the teacher.</td>
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<tr>
<td>Understanding of basic concepts and principles related to the way organizations present their accounting information through the basic financial statements and the analysis of how these financial statements reflect the generation of value. Elaboration of the budgets and financial projections for the evaluation and analysis of projects and, finally, the basic tools that financial mathematics have for the management decision-making about investment and financing situations will be studied. In the same way, the students identify the necessary elements to automate a project such as resources, tasks, times; framed in the components of project management: Scope, cost and time.</td>
<td>Students must present exams in which they must solve questions and cases presented by the teacher.</td>
</tr>
<tr>
<td>Students know and understand the basic accounting and financial fundamentals involved in the evaluation and analysis of projects; apply concepts, tools and fundamental techniques of Financial Engineering to making decisions about the best use of resources in a project; They relate the importance of budgets and financial projections in the planning stage of projects and in the monitoring and control stage and they are sensitized on the need to continuously train themselves in accounting and financial issues in accordance with the dynamics of the labor world.</td>
<td>Students must identify a project that has failed because it has not generated adequate change management, describe the project and the causes of failure and apply the eight steps seen in class to achieve a successful change in the project and ensure its success.</td>
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<tr>
<td>Students develop and apply competencies of the Project Manager as change manager; They connect Change Management with Leadership skills, Negotiation management skills, teamwork and communication skills; They interact with their group colleagues to understand change management and individually propose the application of the model and acquire skills to create a development plan for change management by understanding the obstacles to change. Recognize and understand the different stages of change in organizations and their staff, developing a strategy that allows change to be a positive aspect in projects. In the same way, students recognize the value of a business for the client as an important aspect in the preparation of projects and business plans.</td>
<td>Students must identify a project that has failed because it has not generated adequate change management, describe the project and the causes of failure and apply the eight steps seen in class to achieve a successful change in the project and ensure its success. success.</td>
</tr>
<tr>
<td>Students recognize the elements to identify opportunities in a market to develop or develop business plans and strategies conducive to meeting the objectives of companies or businesses, goods or services through the analysis of geographical, demographic and psychographic factors; They understand the importance of differentiation as a fundamental factor to create positioning and preference, and know how they can leverage the digital world to communicate to their relevant audiences the differentiation of their value proposition, a good, service or their own personal brand.</td>
<td>Students must write their professional presentation letter; They should also create a collaborative dictionary of Marketing concepts.</td>
</tr>
</tbody>
</table>
Understanding which are the external and internal variables that can significantly influence the planning and execution of projects, allows a successful decision making in projects. The students know, understand, and make a correct technical evaluation of the projects; conceptualize on the Financial Evaluation of Projects, elaborate different cash flows used for the financial evaluation of projects and recognize the tools provided by financial mathematics for the analysis and evaluation of the financial convenience of carrying out investment and / or financing projects.

Acquire the competences for the evaluation of the projects from the financial point of view, through the understanding and execution of the different modalities to determine an evaluation in agreement with the other previous studies on the evaluation of an investment project; They apply concepts, tools and fundamental techniques of accounting and financial engineering to the decision making about the convenience of carrying out a project. Relate the importance of cash flows as a support tool for investment decisions and financing. Develop skills to interact more easily with professionals from other disciplines related to accounting and financial issues; Acquire the competences for the evaluation of the projects from the technical point of view, through the understanding and execution of the different modalities to determine an evaluation in agreement with the other previous studies on the evaluation of an investment project.

The students carry out technical, social and financial evaluations of different cases presented by the teachers. They also present concepts validation exams.

Assume documented positions on social problems and accentuate the human factor, deciding on social problems, their indicators, objectives and assumptions.

The students carry out problem-solving workshops, do readings and present essays with those who analyze the different situations and present reading control exams.

Strengthen soft skills as a future project manager, developing practical activities where you can identify strengths and weaknesses and know how to improve them day by day.

Students must design and make a presentation, taking as their subject their degree work. The presentations are recorded and analyzed by everyone in class.

Students strengthen their skills as exhibitors and acquire and apply tools to make effective presentations, taking into account the main aspects and elements of a presentation: theme, exhibitor and graphic material.

Students perform and socialize a self-assessment in relation to 16 competences related to the concepts of an extraordinary leader.

Students develop skills to perform interventions to correct situations that interfere with their own performance and that of their collaborators, through the application of the tools acquired during the process; They use the knowledge, skills and abilities acquired during the class, to carry out effective actions on a day-to-day basis in their work. In the same way, they recognize their managerial management as a system, in which the people who make them establish internal and external relationships that impact the development and welfare of both individuals and their environment in the organizational context.

The students perform and socialize a self-assessment in relation to 16 competences related to the concepts of an extraordinary leader.

Apply good practices of monitoring and control in projects, based on the guidelines of the Project Management Institute, through practical exercises that allow to know situations of real projects.

The students present validation exams of concepts and throughout the semester they present management reports of control of the proposed project in the case of study of Census of taxis.

The students are able to:

- Understand the importance of good planning, as it will be the guide for the execution of the project. Identify the changes to planning that must be managed through the process of change control.
- Identify and resolve situations, which during the execution of the project, could generate “Scope Creep” and “Gold Plating”.
- Solve problems, strengthening decision-making processes through the evaluation of different scenarios that represent the most common situations that may arise during the execution of a project.
- Write follow-up reports, through the use of indicators. Putting in context information through the collection of data that will be valued against the project management plan.
- Evaluate the correct planning of risks, reason, argue and re-evaluate action plans that allow them to be managed.
- Understand the concept of integration in the context of Project Management.
- Identify the iteration between planning and project execution, through the application of change controls.
- Relate the contents and connections that link to the different plans that make up the project management plan.
- Integrate decision making with the change management process and the project management plan.

Students present validation exams of concepts and develop analysis of some scenarios proposed by the teacher, with which they demonstrate their appropriation and understanding of the main concepts of Microeconomics, Macroeconomics and economic equilibrium.
The students are capable of:
- Understand the proper use of the terms of supply and demand.
- Identify the consumer choice system and the price function.
- Understand the behavior of microeconomics and macroeconomics as a whole.
- Analyze the behavior of the trade balance, exchange rates and be able to understand the different exchange models.
- Recognize the necessary elements for decision making as consumers and / or producers.

<table>
<thead>
<tr>
<th>Students acquire competences to:</th>
<th>Students expose and exemplify the different types of employment contracts, clarifying the human nature of labor relations from the perspective of the theory of capabilities and the idea of freedom of Amartya Sen</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate, and analyze the content of a contract - employment relationship</td>
<td>Acquire the knowledge and skills to design and implement strategies, applying modern management techniques such as strategic maps, BSC, value proposal and customer experience curve. Similarly, students develop skills to properly manage knowledge, which constitutes a powerful strategic tool for companies to be more efficient, more profitable and have a better position in the market with respect to the competition.</td>
</tr>
<tr>
<td>• Write a work contract and / or labor agreement.</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>• Make decisions based on the revision of the contents of a contract, whether or not the parties are obliged to work</td>
<td>Strengthen the integration processes during the planning and later in the execution, monitoring and closing of the projects as well as knowing the purpose of the Project Management Offices (PMO) and the Programs, Projects and Portfolio Offices. Students develop skills to make decisions regarding the allocation of resources, balance objectives and competing alternatives and manage the interdependencies between the Knowledge Areas of project management.</td>
</tr>
<tr>
<td></td>
<td>The students present validation exams of concepts and carry out an analysis of a complex change request, about the proposed project in the case of the Taxi Census study in Bogotá.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand, differentiate and relate the concepts of:</th>
<th>Students present concepts validation exams and write a Project charter of a PMO. They also design a model for the selection and prioritization of projects, applying the efficient frontier concept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Project deliverables, business results, benefits and business objectives.</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Project Selection / Prioritization and Efficient Frontier</td>
<td>Acquire the knowledge and skills to design and implement strategies, applying modern management techniques such as strategic maps, BSC, value proposal and customer experience curve. Similarly, students develop skills to properly manage knowledge, which constitutes a powerful strategic tool for companies to be more efficient, more profitable and have a better position in the market with respect to the competition.</td>
</tr>
<tr>
<td>- Projects, Program and Portfolio (Definition, Management, Governance)</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Opportunities, business benefits and Business case for a PMO-P3O</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Services, functions and structure of a PMO-P3O</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Approach, scope and nature of a PMO-P3O</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>Build a model for the selection and prioritization of projects integrating the concept of efficient border.</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Establish the route: Deliverables, outcomes and benefits</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Determine criteria for the selection and prioritization of projects</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Build the project selection model and efficient frontier</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>Develop the strategic intention for a PMO-P3O of the company to which the student belongs.</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Determine justification and benefits for the PMO-P3O</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Set SMART goals for the PMO-P3O</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
<tr>
<td>- Establish Vision, Mission</td>
<td>Understand the concepts of: Strategy, Strategic Objectives, Balanced Scorecard, Creativity &amp; Innovation. Students present validation of concepts and reading control tests, as well as present their proposals for a strategy based on a case offered by teachers, using a simulation tool Balanced Scorecard</td>
</tr>
</tbody>
</table>

Recognize and show and implement the tools and methodological procedures of bioethics in relation to decision making in the business environment and the social responsibility that implies. It also studies those transformations and ethical dilemmas that appear around new technologies in relation to life, in particular, and in society in general.

<table>
<thead>
<tr>
<th>The students:</th>
<th>Students apply PMBOK and bioethics concepts to a project chosen by the students and socialize it for analysis and evaluation of the whole group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They know the different modes of expression of human and philosophical thought in the West, in order to explain the way in which bioethics is inscribed in discussions about man and his relationship with nature and to identify the social political economic aspects of the 20th century that they propitiated the emergence of bioethics.</td>
<td></td>
</tr>
</tbody>
</table>
with the aim of developing a plural ethical attitude and with this they will walk along the path of professional excellence.

- Recognize the social, political and ethical factors that affect human decisions and that are part of an ethical tradition.
- Developed skills to permanently identify visions about the concept of person and human dignity and its influence on health decisions.
- Develop the ability to learn and update to become autonomous subjects and responsible for their ethical training.

A large part of these learning outcomes are validated through grade work, which students develop throughout the program, in parallel with the curriculum. Advances in degree work are reviewed by qualifying juries through rubrics designed for this purpose.

Notes:

- A copy of Graduate Project Guides are available at
- Supplement 59
- Copies of Rubric for the presentation of the degree project, first and second semesters, are available at
- Supplement 60

D.7.3.2: Analysis of assessment data showing the extent to which students have achieved the GAC core areas of focus for program learning outcomes and use of these data for continuous program improvement.

The Self-Assessment Policy of the Academic Units defines the Self-Assessment Model of the Academic Units, includes the guidelines and guidelines for the development of the activities to be carried out, in the Self-Assessment process of the Academic Units in the fulfillment of their substantive teaching functions, research and social projection.

The steps followed in the self-assessment process of the Academic Units are described below:

- The Academic Units carry out periodic self-evaluations of their programs that allow generating the documents related to the Qualified Registry and Accreditation, they will obtain the institutional information from the evaluations made by the Administrative Units and by the Institutional evaluation, as the case may be.
- This model articulates the self-assessment processes that are carried out for the assurance of Quality (obtaining and renewing Qualified Records) and the improvement of the programs (Accreditation and Renewal of the accreditation of high quality of the academic programs) and institutional (Accreditation Institutional).
- The self-evaluation of the Academic Units is done following the guidelines of the Institutional Self-Assessment Model.
- The model takes into account the minimum quality conditions that academic programs must meet for their operation, as well as the quality conditions demanded by the different accrediting entities and certifiers.
- The El Bosque University's self-assessment model strengthens the integration of the management of strategic processes based on the quality reference, promoting the culture of self-evaluation, self-reflection, self-analysis, self-criticism and self-regulation in all academic and administrative programs and areas.
- The model contemplates the respective information and awareness that includes constant communication with the University Community and that allows them to know and identify the importance that it has for the Academic Program, to count on their participation in the different evaluation processes, insofar as The task of the Academic Unit involves and directly favors them,
in such a way that it is the university community that allows to have a more precise knowledge of how the program is doing what it intends to achieve.

- All the information obtained from the self-assessment processes that come from the application of instruments must have the due feedback from the academic community (teachers, students, administrative staff, etc.).

Here is a table with the results:

Recommendations for continuous improvement

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>GRADUATES</th>
<th>BUSINESSMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is proposed to include within the curriculum a Practical Laboratory</td>
<td>Take courses outside the specialization in order to prepare students for the certification</td>
<td>Increase hours of the leadership module.</td>
</tr>
<tr>
<td>of Projects in the Company. This would have as its purposes: (1) The</td>
<td>as PMP.</td>
<td></td>
</tr>
<tr>
<td>applicant from the first moment is going to find an affinity of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic with what labor. (2). The applicant's company would involve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in processes of the Management of Projects and would accompany constant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at the same time that I would perceive tangible way the benefits of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adapting the processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer the curriculum from the Web page of the Specialization in</td>
<td>The importance of the classes are much more practices with real organizations exercises in</td>
<td>Emphasize the modules that allow it in the risk area.</td>
</tr>
<tr>
<td>Project Management so that those people who consider it so necessary</td>
<td>which practice Project Management.</td>
<td></td>
</tr>
<tr>
<td>to evaluate the contents offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the same way, include the profile of each of the teachers that</td>
<td>Create a newsletter for graduates and students about Management of Projects.</td>
<td>Take into account as cross-cutting issues to most of the subjects the environmental and social</td>
</tr>
<tr>
<td>make up the faculty of the Specialization in order that the applicant</td>
<td></td>
<td>issue.</td>
</tr>
<tr>
<td>have an idea of the quality, experience and professional career of each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try to show the importance of Bioethics in Project Management (improve</td>
<td>Conduct seminars and follow-up involved companies Project Management.</td>
<td></td>
</tr>
<tr>
<td>focus).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include within the specialization curriculum, either as a thematic</td>
<td>Include topics within the program as a pre-investment for projects and preparation modules</td>
<td>The people interviewed they speak in general of the subject of planning and costs; without</td>
</tr>
<tr>
<td>module or inserted in each of the modules a separate one that includes</td>
<td>for achieve certifications (PMP). These topics can be given as elective, or may be offered</td>
<td>However, it is recommended evaluate the relationship and the approach, looking for this</td>
</tr>
<tr>
<td>the steps or instructions to follow</td>
<td>by the</td>
<td></td>
</tr>
</tbody>
</table>

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| for creation of companies in Colombia, with contents that they could be:  
• Entities that support creation Company in Colombia.  
• International Entities that support projects in Colombia. Procedures to be carried out in each of the entities (Chamber of Commerce, notaries, DIAN and all others that are involved). | university as courses complementary with benefits for graduates of the specialization. | always be directed to project management  

| Creation of elective for the deepening of risk management and best practices project management with an intensity 8 hours | Link state entities with the topics of the Management of Projects. | Promote inside students a thought innovative.  

| A clear competitive advantage that specialization has is its multidisciplinary approach, wants say, that a professional of any discipline is in the ability to acquire the tools to specialize no matter what kind of project that you face. Therefore, a recommendation is to try to "sell" a massive and aggressive way the great opportunity that they have professionals from all areas disciplines for specialize as Project Managers in La El Bosque University. | Degree projects and class work with real examples of the Project Management. | Integrate some modules (resource management human, communication, among others) with the theme of conflict management.  

| It is recommended to do a direct job with the companies and the productive sector of the city with In order to encourage and publicize the high managers, the importance and benefits that involves specializing its leaders and / or managers of the projects in a Specialization of Project Management and with the possibility to same time to apply the knowledge that acquires for the benefit itself | Increase the hourly intensity of the tool module computational or perform a pre-graduate course for leveling in Project, because the content that is offered in the program is very basic for what which requires a manager Projects. | Increase intensity of the matter of computational Tools or offer extracurricular courses Project or other computational tools in Project Management. |
and that of the company where he works.

Open a group of specialization between week.

Improve the module computing tools, showing different options to Project, or increasing the hourly intensity of this module.

It is recommended to do semi-annual activities feedback with ex students and entrepreneurs (they can be seminars or Work tables).

Create an elective in the second semester that deepen the creation of an office projects with an hourly intensity of 8 hours.

Topics such as Pre investment Projects and Preparation for PMP certification are essential to include within the curriculum of the EGP.

Implement sessions practices from the university, with visits from field and experiences current.

Create a new subject with a duration of 12 contact hours, to talk about the Impact Environmental and impact on the community of Projects.

The importance of carry out activities with graduates as conferences, meetings updates in GP.

The importance of carry out activities with graduates as conferences, meetings updates in GP..

The following is the process of integral evaluation and improvement for the Program:

- **Qualifications**: Through an on-line qualification system, which allows access to both students and teachers in the work assessment sheets, and, with access attributes (restriction of modification by students) the teacher assembles the results in the DRIVE and in the Virtual Classroom; This process is reviewed by the program director.

The following tables contain a summary of the results (weighted averages) of the final grades of first and second semester students of the program in 2017, first semester:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SUBJECT</th>
<th>% WEIGHING</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIALIZATION IN PROJECT MANAGEMENT</td>
<td></td>
<td>12,00</td>
<td></td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROJECT MANAGEMENT</td>
<td></td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>SCOPE PLANNING</td>
<td></td>
<td>0,19</td>
<td>3,9</td>
</tr>
<tr>
<td>TIME PLANNING</td>
<td></td>
<td>0,19</td>
<td>4,1</td>
</tr>
<tr>
<td>COSTS PLANNING</td>
<td></td>
<td>0,13</td>
<td>3,9</td>
</tr>
<tr>
<td>QUALITY PLANNING</td>
<td></td>
<td>0,13</td>
<td>4</td>
</tr>
<tr>
<td>RESOURCES, COMMUNICATIONS AND STAKEHOLDERS PLANNING</td>
<td></td>
<td>0,13</td>
<td>3,5</td>
</tr>
<tr>
<td>RISKS PLANNING</td>
<td></td>
<td>0,19</td>
<td>4,1</td>
</tr>
<tr>
<td>PROCUREMENT PLANNING</td>
<td></td>
<td>0,06</td>
<td>4,6</td>
</tr>
<tr>
<td>PROJECTS FORMULATION</td>
<td></td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>PROJECT MANAGEMENT FOUNDATION</td>
<td></td>
<td>0,63</td>
<td>4,4</td>
</tr>
<tr>
<td>STRATEGIC PLANNING</td>
<td></td>
<td>0,38</td>
<td>4,5</td>
</tr>
<tr>
<td>ACCOUNTING SYSTEMS</td>
<td></td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>FINANCIAL FOUNDATION</td>
<td></td>
<td>0,43</td>
<td>4,2</td>
</tr>
<tr>
<td>Course</td>
<td>Grade</td>
<td>Credit</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>COMPUTER TOOLS</td>
<td>0.57</td>
<td>4.2</td>
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<tr>
<td>MANAGEMENT SKILLS</td>
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<tr>
<td>CHANGE MANAGEMENT</td>
<td>0.50</td>
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<tr>
<td>MARKETING</td>
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<td>4.3</td>
<td></td>
</tr>
<tr>
<td>SOCIAL AND ECONOMIC ASSESSMENT FOR PROJECTS</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNICAL ASSESSMENT FOR PROJECTS</td>
<td>0.33</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>PRIVATE ASSESSMENT FOR PROJECTS</td>
<td>0.33</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>SOCIAL ASSESSMENT FOR PROJECTS</td>
<td>0.33</td>
<td>4.8</td>
<td></td>
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<tr>
<td>INVESTIGATION METHODOLOGY</td>
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<td></td>
</tr>
<tr>
<td>INVESTIGATION METHODOLOGY</td>
<td>0.50</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>GRADE PROJECT SEMINAR</td>
<td>0.50</td>
<td>4.4</td>
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<tr>
<td>SECOND SEMESTER</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MANAGEMENT SYSTEMS</td>
<td>1.00</td>
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<td></td>
</tr>
<tr>
<td>LEADERSHIP IN PROJECTS</td>
<td>0.13</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>GERENCIAL COMPETENCIES</td>
<td>0.38</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIP MANAGEMENT</td>
<td>0.38</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>EFFECTIVE PRESENTATIONS</td>
<td>0.13</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>EXECUTION, CONTROL AND CLOSING</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXECUTION, CONTROL AND CLOSING</td>
<td>1.00</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>0.50</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>LABOR IMPLICATIONS</td>
<td>0.50</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>CORPORATE FINANCE</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORPORATE FINANCE</td>
<td>0.50</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>COMPUTER TOOLS II</td>
<td>0.50</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>STRATEGIC CONTROL TOOLS</td>
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</tr>
<tr>
<td>BALANCED SCORECARD</td>
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<td>4.4</td>
<td></td>
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<tr>
<td>KNOWLEDGE MANAGEMENT</td>
<td>0.38</td>
<td>4.5</td>
<td></td>
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<tr>
<td>RULES AND STANDARIZATION</td>
<td>1.00</td>
<td></td>
<td></td>
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<tr>
<td>INTEGRATION MANAGEMENT</td>
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<td>4.2</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATIONAL MATURITY</td>
<td>0.38</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>PROJECT MANAGEMENT OFFICE</td>
<td>0.38</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>BIOETHICS</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOETHICS</td>
<td>1.00</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>GRADE PROJECT</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST PRESENTATION</td>
<td>0.50</td>
<td>4.3</td>
<td></td>
</tr>
</tbody>
</table>
• **Curricular Committee:** It meets in one of its sessions, exclusively to review the qualifications, reviewing the historical and the results obtained, both by Asignaturas, as by Modules. The objective of this meeting is to obtain relevant information about the training processes, the contents taught, the tasks carried out; in order to establish improvements and changes in the subjects as in the modules, through a process of revision-improvement, in order to modify and improve in a continuous process.

• **Plenary Evaluations:** They are a system through which, through support of the work projects of degree (by students), on the one hand, and, on the other, with the participation of different teachers, who act as juries, they rate the degree of progress and appropriateness of Project Management concepts. This is a mechanism to determine strengths and weaknesses of students in their training process, in addition to serving to make the necessary changes and adjustments.

• **Coffee Tutorials:** This strategy aims to improve training processes, through a system of reinforcement of learning, which is voluntary participation (by the student) and in which doubts and questions arising from the class are clarified.

With all these self-assessment processes, in which observations have been taken into account by students and teachers, some adjustments have been made in the curriculum, which are specified in changes in intensity, elimination, modification or inclusion of topics. For example:

- A module was included in Agile Projects
- The topics of cost planning and procurement were united in a single module.
- An integration Management module was included.
- More time has been given to the Execution, control and project closure module.
- Hours of Computer Tools increased
- A case study was designed that did not exist a few years ago.
- Hace dos años se diseñaron e implementaron los cafés tutoriales
- Las aulas virtuales son, precisamente, una innovación resultado de la autoevaluación
- Two years ago, the tutorial coffees were designed and implemented
- Virtual classrooms are precisely an innovation resulting from self-evaluation

D.7.3.3: The means by which faculty, students, and staff are involved in curricula review and revision.

The Specialization in Project Management has the following means for the involvement of teachers and students in the curricular review.

• **Curricular Committee:** One of the responsibilities of this committee is to review the current and historical qualifications results obtained by both Subjects and Modules. The objective of the committee is to obtain relevant information about the training processes, the taught contents, the activities carried out; to establish improvements and changes in the subjects and or modules, through a process of revision-enhancement, in order to modify and improve in a continuous cycle. Note: Two examples of Curriculum Committee minutes can be seen in:

• **Supplement 61**

  - **Evaluations:** Mechanism by which the students, through tools, such as the satisfaction survey, are consulted about aspects of the program content. From their answers and interaction, important issues are extracted for making decisions regarding content, academic load, new projects and programs. It is important to highlight that the participation is significant, since for a student to be able to consult his grades and degree of progress in his
formative process, he must have carried out the surveys, which once completed, allows access to the consultation system.

- The Surveys evaluate aspects such as:
  - Proper of the academic contents and their relationship with their work or project performance.
  - Proper of the teaching performance, the class, the academic contents and their relationship with their work or project performance.
  - Own their relationship with the university environment and their immersion in the academy, as well as their satisfaction in said process.
  - Note: All the evaluations can be seen at: https://drive.google.com/drive/folders/0B-v47ozWSI4EfkJtZ0N5enZCS2VmeTN2c2NTMCIvUlJwVGdLRkJNMjdoZjJIVHRyS

- On the other hand, there is the Qualified Registry (government assessment mechanism, which certifies the quality of training processes in the country.) Meetings with teachers and graduates, as well as with students.

D.7.4: Evidence of how the effectiveness of faculty and staff is assessed and how the assessment data are used to inform continuous improvement.

This program evaluates the effectiveness of teachers through assessments made by students at the end of each course. In these evaluations, topics corresponding to the pertinence and convenience of the contents are analyzed, as well as the capacities of each teacher.

The Program Staff is evaluated through a system established by the University, called Performance Evaluation, because in the University we believe that the evaluation is central to the continuous improvement in the Institution and we align ourselves with the mission and the Plan of Institutional Development of El Bosque University to fulfill this commitment to improvement.

**Faculty assessment:** this is the axis from which the improvement in the services and programs offered by the University is supported. The UEB promotes respectful, constructive evaluation mechanisms aimed at identifying opportunities for consolidation and improvement of the task.

The evaluation activities correspond to what is proposed in the work plan according to the vocations and to the programmed by the Unit and involves the evaluation from different perspectives emphasizing the consolidation of individual strengths. According to the resulting exercise of self-evaluation, in the company of the immediate manager or whoever is under his direction, his own improvement plan will be defined, taking into account the opportunities for consolidation and improvement.

**Staff assessment:** According to the work regulations of El Bosque University and labor regulations, the Performance Evaluation is a procedure through which we measure the level of efficiency, effectiveness and productivity, with which a collaborator develops the activities and work proper to his position; thus measuring their suitability, commitment, knowledge, responsibility, initiative, teamwork, among others.

This process allows the administrator to express their concerns regarding the valuation that is made. In the UEB we consider evaluation as a fundamental process to measure the performance of the administrative, based on the principles of objectivity, impartiality, equity and confidentiality, which identifies opportunities for consolidation and improvement of workers, besides being an important input for design strategies, propose actions and programs, aimed at overcoming the opportunities identified in said process.

This process will be carried out in conjunction with the immediate supervisor and the official to be evaluated, it is implemented in three stages:

1. **Administrative test period:** it is clearly defined in the contract by which it is linked to the University.
   - If in the evaluation of the trial period there are opportunities for improvement, the follow-up evaluation
will be applied four months after the evaluation of the trial period, with the objective of evidencing the improvement. In the event that the expectation of improvement is not made by the collaborator, the established legal procedure will continue.

2. **Annual evaluation:** the institution for all its administrative staff will apply annually, at the end of the second semester of the year, the performance evaluation.

3. **Extraordinary evaluation:** the institution will apply an extraordinary evaluation for those cases where the employment situation warrants it.

It is the responsibility of the immediate manager to evaluate in a timely manner the performance of the administrative in each of the phases, for this will have our advice. Finally, within the performance evaluation there will be a part called "Improvement Plan", which will allow to establish opportunities for improvement and consolidation of competencies, behaviors, skills, and other aspects that are considered relevant for the performance of the position. Likewise, the commitments acquired by the parties will be reflected, as well as the agreed period for the fulfillment of these commitments.

These evaluations are carried out in face-to-face meetings in which the official and his direct supervisor participate, in which several aspects are reviewed. Both the boss and the official sign the document, it is sent to Human Talent and an improvement plan is determined, which must be hosted on the university website, in a space that is only enabled on specific dates.

To ensure the continuous improvement in our program, we perform a main assessment:

- **Teacher’s performance appraisal by students:** Each student receives, at the end of each subject, a questionnaire to assess the subject and the teacher's performance. Below please find a sample of the questionnaire.

  Note: a screenshot of an example is available in *Supplement 62*
  
  - All the answers are tabulated and a final score for each teacher is calculated. Below please find a sample of the spreadsheet used for this purpose.

  Note: an example of this tabulation is available in *Supplement 63*

  - Each teacher receives an assessment report with the main feedback and possible areas for improvement. In *Supplement 64*, please find a sample of the report.
Supplements

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Supplement to Section D.1: Program Mission

Supplement 1: Screenshot of Program Mission published in programs URL

*Provide a detailed listing of each Supplement included, plus page numbers for reference.*
Supplement 2: Screenshot of Institutional Mission published in programs URL

Supplement 3: Description of the potential students of the program

Supplement to Section D.2: Curricula and Core Areas of Focus for Program Learning Outcomes

Supplement 4: List of subjects and main concepts

### SUBJECTS – FIRST SEMESTER

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MAIN SUBJECTS CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning</td>
<td>The permanent evolution of the markets and the high degree of uncertainty that derives from it, demands from the organizations, a great effort to satisfy the needs of consumers, increasingly demanding, with innovative products and services, of excellent quality and competitive prices. To achieve this, companies require better response times</td>
</tr>
</tbody>
</table>
and a culture of strategic thinking that allows them to anticipate consumer trends and to be at the forefront of technological advances.

| **Fundamentals in Project Management** | This introductory course to Project Management allows the inclusion of a common language, basic concepts, reference frames, generalizations about models, guides or methodologies of Project Management. A standard project management standard and the code of ethics that governs every project manager is presented, in accordance with global standards in project management |
| **Marketing Fundamentation** | In this course, knowledge is provided about the methods applicable to the analysis of business situations conducive to the fulfillment of the objectives of a company, for its development in relation to the market, through the use of competitive advantages with respect to the competition and the market itself |
| **Computer Tools I** | It is the practical application of all the plans developed for the development of a project. In this module students will learn to identify the elements necessary to automate a project such as resources, tasks, time. |
| **Financial Fundamentation** | This course leads to the knowledge and understanding of the concepts, tools and techniques of Financial Engineering for the best use of these resources and, in the same sense, to the understanding of the expected financial results in the stage of execution of a project |
| **Private Evaluation of Projects** | The financial evaluation is one of the decisive factors to accept or reject an investment. In the corresponding analysis that is carried out both in the Formulation and in the Evaluation of private projects, it is necessary to resort systematically, validly and selectively to the application of relevant criteria, techniques and methodologies to streamline the decision-making process in the field investment |
| **Technical Evaluation of Projects** | The Technical Assessment is framed in the broad context of the projects as one of the most important studies where aspects such as location, size, process of preparation and environmental impact that will be generated with the completion of the project are determined. This is the contribution to the Project Management because the Project Manager must know, understand, and do a proper technical evaluation of it, based on the learning tools contained in this module. |
| **Social Evaluation of Projects** | With this course students will be able to identify a social problem (causes and consequences) and in this way they will be able to propose alternative solutions to the identified problem. |
| **Scope Planning** | This course prepares the student to identify, know, disseminate, appropriate and use intensively the different techniques and tools for the planning of the scope management in the projects. In the projects, different stakeholders of the organization interact (internal and external), |
| **Time Planning** | Time planning is a key area within project management since it provides a logical framework that allows identifying how and when products or results will be developed during the execution of the project and implies an interrelation with other areas of knowledge such as management of scope, management of human resources and risk management, among others.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost and Procurement Planning</td>
<td>The module covers the costs planning of a project based on planning scope and time. Based on the WBS and the schedule, it covers the costs of each material, the human resources needed to cover the costs of the activities, deliverables, and the cost of the project. If the costs of the project are covered, the triple constraints (scope, time and cost) are met.</td>
</tr>
<tr>
<td>Quality Planning</td>
<td>The management of quality processes is carried out through tools that support the administrator in his work of control and improvement, and that lead to the quality of the product of the process. On the other hand, the Quality Assurance of the project is managed and applied.</td>
</tr>
<tr>
<td>Resources, Stakeholders and Communication Planning</td>
<td>This course prepares the student to identify and plan the main actions to link, develop and direct the human resource of the project, as well as to manage the involvement of the interested parties and manage the communications of the project, in an effective way.</td>
</tr>
<tr>
<td>Risk Planning</td>
<td>The object of study of the subject is to provide general knowledge to the student about the planning process for risk management in any type of project, starting with the preparation of the risk management plan, then making the identification of risks, the qualitative analysis, if a quantitative analysis is required and they make a risk response plan.</td>
</tr>
<tr>
<td>Cost and procurement planning</td>
<td>In Project Management is required to have the work and support of independent suppliers or third parties who with their expertise and timelines of opportunity and costs respond to the requirements of the project. Hence, it becomes relevant to exercise a very good process that guarantees the definition of contracts, risk management, indicators and demands that compromise the success of the project.</td>
</tr>
<tr>
<td>Organizational Change management</td>
<td>This course focuses on students acquiring the knowledge and skills to know and implement a model to manage change, effectively, in organizations that guarantee the commitment of all.</td>
</tr>
<tr>
<td>Research methodology</td>
<td>Research applied to any area of knowledge allows an approach and deepening in various aspects of the social problems of any country or region. Every professional must contribute not only with good management, in turn, must promote, develop and use research in order to make changes that enable the proper development of any sector in all fields.</td>
</tr>
</tbody>
</table>

ASIGNATURAS II CICLO (SEMESTRE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced Scorecard</td>
<td>Today it is necessary to migrate to new managerial technologies that contribute to achieve better results, that lead to competitiveness and of course, to better levels of profitability. It is necessary to design differentiating strategies through the implementation of the Strategic Plan process and The Balanced Scorecard (BSC), the most complete methodologies used internationally for strategic management; has been described by the Harvard Business Review as the most innovative and successful.</td>
</tr>
<tr>
<td>Concept in management practice in recent years to design, communicate, monitor and evaluate the effectiveness of short, medium and long term strategies.</td>
<td></td>
</tr>
<tr>
<td>Computer Tools II</td>
<td>The MS Project and MS Excel computer tools are addressed in order to provide the student with tools for application in Project Management, in the Execution, Monitoring and Control phases. Especially these two tools have become the right hand of the Project Management, because they allow the application of the processes described in the PMBok ® of the PMI (Project Management Institute).</td>
</tr>
<tr>
<td>Execution, Control and Closure of Projects</td>
<td>In order to exercise a correct monitoring and control of the project, it is necessary for the Project Manager to devote as much time as is necessary to monitor the status of each of the tasks that are being developed, paying special attention to those that are suffering from some delay. At the moment in which any deviation is detected, the causes must be analyzed in order to make the appropriate corrections and recover the lost time. This subject will provide and strengthen the tools and minimum techniques required to perform an integrated control of the activities that have been planned to carry out the work of the project.</td>
</tr>
<tr>
<td>Economics</td>
<td>In such a dynamic world, organizations must have the capacity to respond to market demands and adapt to change; thus, during the strategic planning process, those efforts that must be executed in order to close the identified gaps are defined. Therefore, Project Management can be seen as a process that supports the execution of these efforts to achieve change and achieve the proposed objectives. Specifically, economics is a science that provides the student with the necessary tools to be able to analyze, understand and evaluate different market systems, using the basic concepts of microeconomics, macroeconomics and general equilibrium.</td>
</tr>
<tr>
<td>Integration management</td>
<td>This module covers the management of the integration. It provides a practical approach to those things that matter most to the success of a project. Namely - communications, management of stakeholder expectations, risk, change and quality, so that the objectives of the scope, programming and costs are met as planned. In short, this module provides the context and meaning of the words Integration Management.</td>
</tr>
<tr>
<td>Corporate Finances</td>
<td>When we talk about Finance, we refer to the management of the monetary resources of a company. How the company is financed in case of having a resource deficit; what it invests in case of having surpluses; how it structures its capital to be more efficient, etc. We will study financial indicators, decision-making techniques for investment and we will review the budget issue, fundamental in project management.</td>
</tr>
<tr>
<td>Organizational Project Management</td>
<td>Current organizations operate in complex and dynamic environments and at all times are making investments in programs and projects to make changes and achieve the necessary transformations to successfully operate their business models. Organizational Project Management (OPM) is a strategy execution framework that uses Portfolio Management, Programs, Projects and Organizational Practices to deliver, in a systematic and predictable manner, organizational initiatives that lead to better performance, better results and a sustainable competitive advantage.</td>
</tr>
<tr>
<td>Labor Implications</td>
<td>It is important that the student has knowledge about the main elements that make an employment relationship, so that it is clear that from the legal framework for labor</td>
</tr>
</tbody>
</table>
relations the reality prevails over formality. Know that within the framework of the obligations there are specially protected persons and the consecration of said protection according to the constitution of the political constitution.

<table>
<thead>
<tr>
<th>Leadership in Projects</th>
<th>The project manager to successfully address their projects and meet the scope, deliverables and resources must first be a true leader. Leadership is a skill that can be developed and a true project manager must work to improve their leadership skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management competencies</td>
<td>The leader, the team and the management, form a system in which each of these parts affects the other. Without a leader there is no team, without a team there is no leader; both team and leader have as their mission to carry out a task, which is what directly affects the achievement of the objectives. If any of the three parts, leader, team or task fails, the system breaks down. The process is oriented towards action, promotes a vision focused on the needs, priorities and particular circumstances of the person and the organization and will be carried out looking for each manager to apply it within the framework of the culture of the company to which belongs.</td>
</tr>
<tr>
<td>Computer Tools II</td>
<td>The MS Project and MS Excel computer tools are addressed in order to provide the student with tools for application in Project Management, in the Execution, Monitoring and Control phases. In the Information Age, the rise of computational tools to facilitate everyday activities has led to having such useful tools as MS Project and MS Excel. Especially these two tools have become the right hand of the Project Management, because they allow the application of the processes described in the PMBok ® of the PMI (Project Management Institute).</td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>Knowledge has become for all types of organizations, a critical success factor that, when properly managed, constitutes a powerful strategic tool for companies to be more efficient, more profitable and have a better position in the market with respect to the competition.</td>
</tr>
<tr>
<td>Effective presentations</td>
<td>Many situations in academic and professional life require Project Managers to publicly present progress or results of projects, activities, tasks or any other type of information. For this, it is necessary to inform the students of the Specialization, the techniques and tools that allow them to cause the desired impact on the audience.</td>
</tr>
<tr>
<td>Agile Projects</td>
<td>Every project will ALWAYS present inevitable changes that will impact the initial plan agreed with the Client. To work on projects with agile methodologies is to think about ACCEPTING that changes will happen ... &quot;Welcome changes, even at the end of the project ....&quot;. The above, supported on a philosophy in Project Management taught by the Agile Manifesto that since 2001, was consolidated through principles that include: the management of people and their interactions, the collaboration of the client on contractual negotiation and the generation of value throughout the life cycle of the project. Every project does not have the same methodology in Project Management and not every project requires a single methodology. For this reason, understanding the foundations of a traditional methodology and contrasting them with an agile methodology, will allow any leader to recognize the strategies needed to manage the people involved in the project. Recognize the importance of soft skills, build models of democratic decision-making, foster trust and manage requirements in an appropriate manner, mitigating the likelihood of having misunderstandings between the parties and</td>
</tr>
</tbody>
</table>
always seeking to generate value to the client in environments of transparency, respect and honesty.

Bioethics

The 20th and 21st centuries have been characterized as a time when techno-scientific development has confronted the human being with a large number of ethical dilemmas to be reflected upon. For this reflection, new thinking tools that foster a judicious analysis of situations and decisions is required, in order to, among other matters, cover daily issues or professional practice. Bioethics sets ethical principles as a common moral basis that recognizes the dignity of human beings; foresees the consequences of human actions, the interests of all those involved; opens up plural spaces for discussions and reasonable solutions, and promotes ethics for life, which not only involves human beings, but life in general.

Supplement 5: Screenshot of Virtual Classroom
Supplement 6: Screenshot of a course virtual Classroom

Supplement 7: Screenshot of Tutorial Coffees in virtual classroom
Supplement 8: Screenshot of Webinars in virtual classroom

Supplement 9: Screenshots of Activities for Time Planning and Quality Planning
Supplement 10: Scale of qualifications according to the Postgraduate Regulations

The screenshot shows the evidence that a scale of qualifications exists and it is published as per the Postgraduate Regulations Manual.

The qualifications or grades shows:

- 5.0 = Excellent performance and achievement
- 4.0 = Good performance and achievement
- 3.0 = Acceptable performance and achievement
- 2.0 = Unmet performance and achievement
- 1.0 = Extremely low performance and achievement
- 0.0 = Inexistent performance and achievement
**Supplement 11: Example of assessment sheet**

This screenshot shows how the performance and achievement is assessed and recorded for each student in each subject. In this case, Project Management Fundamentals. This evidences how the final grade is distributed in the tests and activities conducted in the subject.
| ID       | Name                        | A | B | C | D | E | F | G | H | I | J |
|----------|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|
| 4        | BERNAL SUAREZ               | 4.2 | 3.0 | 5.0 | 3.0 | 5.0 | 5.0 | 4.7 | 4.5 | 2.7 |   |
| 5        | CAPADOR HAROLD              | 4.3 | 2.5 | 5.0 | 3.0 | 5.0 | 5.0 | 4.7 | 5.0 | 2.3 |   |
| 6        | CHALELA BONILLA JULIO CESAR | 4.3 | 2.5 | 4.5 | 3.0 | 5.0 | 5.0 | 4.7 | 4.5 | 3.2 |   |
| 7        | DIAZ GUISAO ANA LUCIA      | 3.7 | 3.5 | 4.0 | 2.5 | 5.0 | 5.0 | 4.7 | 4.5 |   |   |
| 8        | GARCIA RINCON LUIS FERNANDO | 4.5 | 5.0 | 5.0 | 3.0 | 5.0 | 5.0 | 4.7 | 5.0 | 3.2 |   |
| 9        | HERNANDEZ AGUDELO LUIS HENDERSON | 4.3 | 3.5 | 3.5 | 5.0 | 5.0 | 5.0 | 4.7 | 4.5 | 3.0 |   |
| 10       | JIMENEZ URIBE LEIDY PAOLA   | 4.2 | 2.5 | 4.5 | 3.0 | 5.0 | 5.0 | 4.7 | 4.5 | 2.8 |   |
| 11       | LEAL SILVA JUAN SEBASTIÁN  | 4.4 | 3.5 | 5.0 | 5.0 | 5.0 | 5.0 | 4.7 | 4.5 | 3.5 |   |
| 12       | LEAL VILLANUEVA JEFRY      | 4.5 | 5.0 | 4.0 | 5.0 | 5.0 | 5.0 | 4.7 | 4.5 | 3.7 |   |
| 13       | MARTINEZ BAUTISTA ELIANA BRIDGETH | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1   |   |
| 14       | MAYORGA JUAN               | 4.4 | 5.0 | 5.0 | 3.0 | 5.0 | 5.0 | 4.7 | 4.5 | 3.5 |   |
| 15       | MOTAVITA ORTIZ LUIS ALFONSO | 3.8 | 3.0 | 3.0 | 3.5 | 5.0 | 5.0 | 4.7 | 3.0 | 3.0 |   |
| 16       | OLAÑA RUBIO DIANA ANDREA   | 4.2 | 2.5 | 4.0 | 3.0 | 5.0 | 5.0 | 4.7 | 4.5 | 2.5 |   |
| 17       | PACHECO JARAMILLO KRISTEL SOPHIA | 4.2 | 5.0 | 3.0 | 3.5 | 5.0 | 5.0 | 4.7 | 4.0 | 3.3 |   |
| 18       | PRIETO SANCHEZ MAURICIO FERNANDO | 4.2 | 2.5 | 5.0 | 3.5 | 5.0 | 5.0 | 4.7 | 3.0 | 5.0 |   |
| 19       | RODRÍGUEZ LOPEZ EDWIN JAVIER | 4.0 | 2.5 | 4.0 | 5.0 | 5.0 | 5.0 | 4.7 | 4.5 | 1.7 |   |
| 20       | RODRÍGUEZ MURCIA ANAMARIA  | 4.2 | 3.0 | 5.0 | 4.0 | 5.0 | 5.0 | 4.7 | 4.5 | 2.5 |   |
| 21       | ROJAS PANIAGUA MARIA DEL PILAR | 4.1 | 3.5 | 4.0 | 4.0 | 5.0 | 5.0 | 4.7 | 4.0 | 2.7 |   |
| 22       | ROMERO RODRIGUEZ ANGELA PATRICIA | 4.8 | 3.0 | 4.0 | 4.0 | 5.0 | 5.0 | 4.7 | 5.0 | 5.0 |   |
| 23       | SANCHEZ LLANOS GUSTAVO ADOLFO | 4.0 | 2.5 | 5.0 | 3.0 | 5.0 | 5.0 | 4.7 | 4.0 | 2.2 |   |
| 24       | TIQUE MASMELA CLAUDIA LILIANA | 3.8 | 3.5 | 5.0 | 3.0 | 5.0 | 5.0 | 4.7 | 3.0 | 3.0 |   |
| 25       | TRIANA ORTIZ CLAUDIA PATRICIA | 4.1 | 3.0 | 3.5 | 3.0 | 5.0 | 5.0 | 4.7 | 4.5 | 2.2 |   |
| 26       | VIVAS ESQUIVIA CARLOS      | 4.3 | 3.0 | 5.0 | 4.0 | 5.0 | 5.0 | 4.7 | 4.5 | 3.2 |   |
| 27       | ZUÑIGA PINEDA MILTON JAVIER | 4.5 | 2.5 | 5.0 | 3.5 | 5.0 | 5.0 | 4.7 | 5.0 | 3.3 |   |

**Supplement 12: Example of Didactic Guide**

The Didactic Guide gives the student all the information about each subject, in this evidence we show the Project Management Fundamentals Didactic Guide. This includes:

Self Assessment Report v-final_Aug 02 (1)Page 102 of 141
• Subject’s overview
• Content structure
• The expected student’s role in the subject
• Subject’s Objectives
• Activities Schedule
• Assessment criteria
La asignatura consiste en una introducción a la Gerencia de Proyectos, incluyendo un lenguaje común, conceptos básicos, marcos de referencia, generalidades sobre modelos, guías y metodologías. Se presentará una norma estándar de Dirección de proyectos y el código de ética que rige a todo gerente, de acuerdo con los estándares mundiales en gerencia de proyectos. En esta asignatura se contemplarán los primeros cuatro capítulos de la guía del PMI®, el PMBOK®.

El propósito fundamental es el de orientar al estudiante en la forma como se debe desarrollar el Plan de Dirección del proyecto, con énfasis en el Plan de Configuración y El Plan de gestión integrado de cambios del proyecto.

**ESTRUCTURA DE CONTENIDOS**

Los temas que se abordarán en la asignatura son:

- **Definición de proyecto y su relación con la estrategia de la organización.**
  

- **Diferencias entre proyecto, programas y portafolios.**
  

- **Definición de la Dirección de proyectos**
  

- **Ciclo de vida de los proyectos y su diferencia con el ciclo de vida de la Gerencia de los proyectos y el ciclo de vida los productos.**
  

- **Influencia de la Organización en la Dirección de Proyectos**
  

- **Gestión de Interesados**
  

  Bibliografía complementaria: Stakeholders: “What to do when stakeholders matter”. (Disponible en: [http://cep.lse.ac.uk/seminarpapers/10-02-03-bry.pdf](http://cep.lse.ac.uk/seminarpapers/10-02-03-bry.pdf)).

- **Visión general de los procesos de la Dirección de proyectos**
  

- **El rol de las áreas de conocimiento de la Gerencia de proyectos.**
  

- **Desarrollar el Acta de Constitución del proyecto**
ROL DEL ESTUDIANTE EN EL CURSO
Se pretende que el estudiante realice la lectura del material recomendado previamente, de manera que tenga un marco conceptual previo al desarrollo de cada sesión. Durante las sesiones de clase se desarrollarán actividades específicas diseñadas con el fin de afianzar los conceptos estudiados previamente. Es importante resaltar que tanto la lectura del material como la entrega de las actividades de aprendizaje debe realizarse en los tiempos establecidos y a través de los canales de comunicación determinados para tal fin. El correo electrónico del docente es gerencia_proyectos@unbosque.edu.co y los horarios dispuestos para la atención a estudiantes son los viernes de 5:00pm a 6:00pm y los sábados de 7:00am a 8:00am. Se debe concertar una cita previamente para realizar las sesiones de reunión extra-clase.

OBJETIVOS DE LA ASIGNATURA

<table>
<thead>
<tr>
<th>DIMENSIÓN DE APRENDIZAJE SIGNIFICATIVO</th>
<th>OBJETIVOS DE APRENDIZAJE. AL FINALIZAR LA ASIGNATURA EL ESTUDIANTE ESTARÁ EN CAPACIDAD DE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONOCIMIENTO FUNDAMENTAL</td>
<td>Identificar los elementos básicos de la gerencia de proyectos, el rol del Gerente de proyectos y su relación con la Organización.</td>
</tr>
<tr>
<td>APLICACIÓN</td>
<td>Evaluar la pertinencia de los procesos de la gerencia de proyecto actuales para la creación y aplicación de un Plan para la Dirección de un Proyecto.</td>
</tr>
<tr>
<td>INTEGRACIÓN</td>
<td>Integrar apropiadamente los grupos de procesos y las áreas de conocimiento del modelo internacional.</td>
</tr>
<tr>
<td>DIMENSIÓN HUMANA</td>
<td>Reconocerse a sí mismo como agente integrador del modelo de gerencia de proyectos.</td>
</tr>
<tr>
<td>COMPROMISO</td>
<td>Valorar el aporte del conocimiento en gerencia de proyectos para lograr los objetivos académicos del curso.</td>
</tr>
<tr>
<td>APRENDER A APRENDER</td>
<td>Identificar las fuentes apropiadas de información sobre enfoques de gerencia de proyectos para su posterior debate y aplicación en los procesos académicos del curso.</td>
</tr>
</tbody>
</table>

CRONOGRAMA DE ACTIVIDADES

<table>
<thead>
<tr>
<th>SESIÓN</th>
<th>NOMBRE DE ACTIVIDAD</th>
<th>INDIVIDUAL O GRupal</th>
<th>FECHA DE INICIO</th>
<th>FECHA DE FIN</th>
<th>CONDICIONES DE ENTREGA</th>
<th>FECHA DE EVALUACIÓN</th>
<th>FECHA DE RETROALIMENTACIÓN</th>
</tr>
</thead>
</table>
| 1      | Ejercicio de diagnóstico         | Grupal              | Primera Sesión  | Primera Sesión | 1. El docente impartirá una clase magistral sobre los conceptos básicos en Gerencia de Proyectos.  
2. El docente dará las instrucciones para el desarrollo del ejercicio.  
3. Una vez concluido, el docente dará retroalimentación sobre los resultados obtenidos. | Primera Sesión     | Primera Sesión             |
| 2      | Procesos de la Dirección de proyectos | Grupal              | 1 Semana después de la Primera Sesión | 1 Semana después de la Primera Sesión | 1. El estudiante leerá previamente la información relacionada en la estructura de contenidos.  
2. El docente impartirá una clase magistral sobre los procesos para la Dirección de Proyectos. | Segunda Sesión     | Segunda Sesión             |
### 3. El docente dará las instrucciones para el desarrollo del ejercicio.
4. Una vez concluido, el docente dará retroalimentación sobre los resultados obtenidos.

|   | 3 | Elaboración del Project Charter | Grupal | 2 Semanas después de la Primera Sesión | 2 Semanas después de la Primera Sesión | 1. El estudiante leerá previamente la información relacionada en la estructura de contenidos.  
2. El estudiante investigará sobre los diferentes modelos de Project charter y traerá un ejemplo.  
3. El docente impartirá una clase magistral sobre el Project Charter.  
4. El docente dará las instrucciones para el desarrollo del ejercicio.  
5. Una vez concluido, el docente dará retroalimentación sobre los resultados obtenidos. | Tercera Sesión | Tercera Sesión |
|---|---|---|---|---|---|---|---|---|
|   | 4 | Identificación de Interesados | Grupal | 3 Semanas después de la Primera Sesión | 3 Semanas después de la Primera Sesión | 1. El estudiante leerá previamente la información relacionada en la estructura de contenidos.  
2. El docente impartirá una clase magistral sobre la identificación de los interesados del proyecto.  
3. El docente dará las instrucciones para el desarrollo del ejercicio.  
4. Una vez concluido, el docente dará retroalimentación sobre los resultados obtenidos. | Cuarta Sesión | Cuarta Sesión |
|   | 5 | Control Integrado de Cambios | Individual | 4 Semanas después de la Primera Sesión | 4 Semanas después de la Primera Sesión | 1. El estudiante leerá previamente la información relacionada en la estructura de contenidos.  
2. El docente impartirá una clase magistral sobre el Control Integrado de Cambios para los Proyectos.  
3. El docente dará las instrucciones para el desarrollo de la evaluación.  
4. Una vez concluido, el docente dará | Quinta Sesión | Quinta Sesión |
CRITERIOS DE EVALUACIÓN
Las actividades de evaluación y sus porcentajes en la calificación total de la asignatura son las siguientes:

<table>
<thead>
<tr>
<th>ACTIVIDADES</th>
<th>TIPO DE ACTIVIDAD</th>
<th>PORCENTAJE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procesos de la Dirección de Proyectos</td>
<td>Grupal en clase</td>
<td>10%</td>
</tr>
<tr>
<td>Project Charter</td>
<td>Grupal en clase</td>
<td>30%</td>
</tr>
<tr>
<td>Identificación de Interesados</td>
<td>Grupal en clase</td>
<td>15%</td>
</tr>
<tr>
<td>Control Integrado de Cambios</td>
<td>Examen Individual</td>
<td>15%</td>
</tr>
<tr>
<td>Examen Final</td>
<td>Examen individual</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes durante el módulo</td>
<td>Examen en parejas</td>
<td>10%</td>
</tr>
</tbody>
</table>

ESPECIALIZACIÓN EN GERENCIA DE PROYECTOS
SEGUNDO PERIODO ACADÉMICO DE 2017
GUIA PARA LA REALIZACIÓN DE ACTIVIDAD

IDENTIFICACIÓN Y CLASIFICACIÓN DE INTERESADOS

<table>
<thead>
<tr>
<th>NOMBRE DE MÓDULO</th>
<th>CÓDIGO MÓDULO</th>
<th>COORDINADOR DEL MÓDULO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FUNDAMENTOS EN GERENCIA DE PROYECTOS

INTENSIDAD HORARIA: 20 en total en el módulo
CICLO: I ( ) II ( ) III ( )

<table>
<thead>
<tr>
<th>Nombre de profesor(es)</th>
<th>Correos electrónicos de contacto</th>
</tr>
</thead>
<tbody>
<tr>
<td>JORGE ALBERTO OSORIO</td>
<td><a href="mailto:gerencia.proyectos@unbosque.edu.co">gerencia.proyectos@unbosque.edu.co</a></td>
</tr>
</tbody>
</table>

MODALIDAD DE LA GUIA - TRABAJO A REALIZAR: Individual ( ) Grupal ( )

- **Objetivo**
  - Comprender la importancia de identificar y clasificar correctamente a los interesados en un proyecto, a fin de posteriormente definir un plan de gestión de los mismos, reduciendo así los riesgos del proyecto.

- **Recursos**
### Lecturas
- Capítulo 2 del PMBoK
- Video, “Gestión de interesados”: [https://www.youtube.com/watch?v=4ni7xcMlLbs](https://www.youtube.com/watch?v=4ni7xcMlLbs)

### Plantilla para la matriz de interesados
Este trabajo se realizará en grupos, por lo que cada uno tendrá una matriz pre-elaborada en Google Drive. Los links de cada grupo les fueron enviados por correo:

- **GRUPO 1D**
  - GRUPO 1: Ana Beatriz Alvarez Herrera, Ana Lucia Diaz Guisao, Juan David Mayorga Sastoque, Anamaria Rodriguez Murcia
  - GRUPO 2: Sophia Pacheco, MARIA DEL PILAR ROJAS PANIAGUA, Gustavo Adolfo Sánchez Llanos
  - GRUPO 4: Jefry Leal Villanueva, Diana Andrea Olaya Rubio, Edwin Javier Rodríguez López, claudia patricia triana ortiz
  - GRUPO 5: Oscar Mauricio Ariza Arenas, Pedro Antonio Bernal Moreno, Luis Henderzon Hernandez Agudelo, Juan Sebastián Leal Silva
  - GRUPO 6: Jhoann Alberto Bernal Suárez, Julio César Chalela Bonilla, PAOLA JIMENEZ URIBE, Carlos Vivas Esquivia
  - GRUPO 7: Luis Motavita, MAURICIO FERNANDO PRIETO SÁNCHEZ, Claudia Liliana Tique Masmela

- **GRUPO 1E**
  - GRUPO 1: Alain Mauricio Acosta Guerra, Camilo Calderón Supelano, Kelly Howell Garcia, Mauricio Moreno García
  - GRUPO 2: Giulio Leonardo Aquite Pinzon, Nivia Juliana Briceño Perez, Saúl Parra Sánchez, Oscar Fernando Soria Osma
  - GRUPO 3: Heidy Dayanna Gómez Arias, Jimmy Alexander Martinez Yopasa, Juan Pablo Palomino Chia, Julieth Esthefin Tovar Hurtado
  - GRUPO 4: Fabio Andres Caballero Esteban, Leidy Brillith Castro Almeciga, ANGELA DAYANA LIZARAZO RIAÑO, Kaila indira Moreno ortega
  - GRUPO 5: Adriana Alarcón Gómez, Daniel Cure Enciso, JENNIFER J. PATIÑO RICO, Sergio Andrés Ruíz Ruíz
  - GRUPO 6: Richard Daniel Carrillo Gómez, Andrea Carolina Cruz Omaña, Jazmin Lopez Ortega, Adriana Patricia Parada Gonzalez
  - GRUPO 7: Julio David Garcia Lopez, Edison Hernández, Rodrigo Mendoza Parra, Carlos Mauricio Rodriguez

### Actividades a realizar
Las siguientes son las actividades que debe realizar cada grupo con intervenciones individuales (recuerden que el sistema nos permite revisar quiénes han trabajado en el grupo). Recomendamos realizar las actividades en la secuencia propuesta en este instructivo. **Nota: el archivo que les comparto tiene fórmulas que se deben mantener. Eliminar las fórmulas, intervenirlas, modificarlas, etc determinará mala calidad del entregable, por lo que en verdad es muy importante que sigan los pasos que acá se indican (no intenten adelantarse a cada paso):**

- Revisar el video alojado en la sección Videos del aula, llamado “Gestión de interesados” (30 minutos)
- Ingresar al archivo compartido en el item anterior y registrar en la primera hoja (PORTADA) los nombres de los integrantes del grupo
- Ingresar a la segunda hoja del archivo (**REGISTRO DE INTERESADOS**) y registrar **únicamente** las siguientes columnas: Nombre del interesado, Organización, Rol, Contacto, Requerimientos y expectativas. **Nota: si en el documento no existen datos de contacto, será labor del grupo ingresar datos reales, al menos de contacto general de las Organizaciones... (deben investigar), y en caso de que el interesado a la Organización no exista en la vida real, inventarlo.
- Ingresar a la tercera hoja del archivo (**MATRIZ DE ANÁLISIS DE LOS INTERESADOS**) y realizar el siguiente análisis:
Con base en las definiciones propuestas en las filas 2 a 17 de esta hoja, califique cada interesado en términos de Poder, Influencia e Interés (Columnas C, D y E). No escriba el número. Selecciónelo de la lista desplegable.

Con base en lo explicado en el video con relación al Modelo de Prominencia de los interesados, responda Sí o No, en caso de que el interesado tenga PODER, LEGITIMIDAD Y/O URGENCIA. No escriba el número. Selecciónelo de la lista desplegable.

Una vez haya respondido para cada uno de los interesados, defina la clasificación para cada uno, según lo explicado en el Video (Inactivo, Discrecional, Demandante, Dominante, Peligroso, Dependiente y Crítico) No escriba el término. Selecciónelo de la lista desplegable.

En la siguiente hoja GRÁFICO DE PRIORIDAD DE LOS INTERESADOS, elabore un gráfico que identifique con claridad los niveles de autoridad de los mismos. Puede ser, por ejemplo, una pirámide de tres colores (rojo, amarillo, verde), en la que se ubiquen los interesados del proyecto. Acudimos a su creatividad y el gráfico puede ser elaborado en cualquier programa, del que pueden generar una imagen que insertarán en este archivo.

Al finalizar el trabajo, deberán exportar el archivo como PDF Así:

- Haga Click en Archivo / Descargar como / PDF
- En el menú de configuración del archivo, deberá definir lo siguiente:
  - Exportar: Libro
  - Selección: Todas las hojas
  - Tamaño de papel: Carta
  - Orientación: Horizontal
  - Escala. Ajustar al ancho.

Entregue su trabajo (el PDF) a más tardar el 28 de agosto a las 11:55 p.m. aquí. Nota: No se recibirán trabajos fuera de este horario ni por correo.

**Evaluación**

**Criterios de evaluación**

- Los estudiantes han analizado el documento y han podido identificar a los interesados del proyecto
- Los estudiantes clasificaron a todos los interesados, con base en la matriz Poder-Influencia-Interés y con base en el Modelo de Prominencia
- Los estudiantes han definido con claridad los requerimientos de los interesados
- Los estudiantes han elaborado un gráfico coherente con el análisis y priorización de los interesados
- El documento no ha sido modificado en su formulación
- El documento contiene una excelente ortografía.

Nota: próximamente se les enviará una Rúbrica de Valoración para claridad de todos

**Tiempo asignado para la elaboración**

La fecha máxima de entrega es el día 28 de agosto a las 11:55 p.m.

---

**Supplement 13: Syllabus/course outline for each course/module, relevant to the management of projects**

**Supplement 14: Example of Activity Guide:**
The activity guide is a document that establishes the information required by students to perform each activity. This guide contains: Objective, The necessary resources that the student must take into account to meet the objective, Description of the activity to be carried out, Achievement indicator, s Evaluation criteria, Time allocated for the preparation and General recommendations

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ESPECIALIZACIÓN EN GERENCIA DE PROYECTOS

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PRIMER PERIODO ACADÉMICO DE 2017
GUÍA PARA LA REALIZACIÓN DE TRABAJO GRUPAL

<table>
<thead>
<tr>
<th>NOMBRE DEL MODULO</th>
<th>CODIGO MODULO</th>
<th>COORDINADOR DEL MODULO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentos en Gerencia de Proyectos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTENSIDAD HORARIA: 20 (horas semanales)  CICLO: I ( ) II ( ) III ( )

<table>
<thead>
<tr>
<th>NOMBRE DE PROFESOR(ES)</th>
<th>CORREOS ELECTRÓNICOS DE CONTACTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Guillermo Panqueva Hernández</td>
<td><a href="mailto:dpanqueva@unbosque.edu.co">dpanqueva@unbosque.edu.co</a></td>
</tr>
</tbody>
</table>

MODALIDAD DE LA GUIA - TRABAJO A REALIZAR: Individual ( ) Grupal (X)

1. Objetivo
   - Comprender la estructura de los procesos para la Dirección de Proyectos y la interrelación existente entre ellos.
   - Identificar las 10 áreas de conocimiento, los 5 grupos de procesos y los 47 procesos que aparecen en el PMBOK®.

2. Recursos
   - El Glosario de términos que se irá construyendo a medida que avanza el programa.
   - La Guía de trabajo grupal.
   - Fichas Bibliográficas

3. Actividades a realizar
   Al finalizar la clase, se organizarán 5 grupos de trabajo. Cada uno de los grupos escribirá los procesos para la dirección en las fichas bibliográficas, consignando 1 proceso por cada ficha. Una vez escritos los procesos, el docente ubicará en el tablero la matriz de procesos, especificando en las filas las áreas de conocimiento y en las columnas los grupos de procesos. Luego, para desarrollar la evaluación se iniciará con una ronda de preguntas que cada equipo debe responder a través de un miembro seleccionado previamente. Se harán de 5 a 6 rondas de preguntas para garantizar la participación de todos los miembros. Al finalizar, se asignarán puntos a las preguntas bien respondidas. No se restarán puntos por las preguntas incorrectas, pero se perderá la oportunidad de puntuar. Pueden utilizar los apuntes de clase y las diapositivas suministradas por el docente para la preparación de la actividad, pero no se podrán utilizar durante el desarrollo de la misma.

4. Indicadores de logros
   - Evidenciar la comprensión de la interrelación entre los diferentes procesos de la dirección de proyectos.
   - Comprender la estructura de los procesos que aparecen en el PMBOK®.

ENTREGABLES:
Fotografía de la matriz final elaborada con las fichas bibliográficas de todos los grupos. Se debe subir al aula virtual al finalizar la sesión de clases.
5. **Evaluación**
Se desarrollarán 5 preguntas por equipo. Cada pregunta correcta suma 1.0 puntos. Las preguntas incorrectas no restan puntos pero tampoco suman.
- Habrá una sexta pregunta para los grupos que al finalizar la ronda inicial, cuenten con 3.0 puntos o menos. Esta última pregunta valdrá 0.5 puntos.

6. **Tiempo asignado para la elaboración**
Los estudiantes deberán leer previamente el material suministrado por el docente de acuerdo con el cronograma de la guía didáctica.
- Se destinarán 1.5 horas al final de la clase magistral para el desarrollo de la actividad.
- La evaluación y retroalimentación se dará de manera inmediata al finalizar la sesión.

7. **Recomendaciones generales**
- Se podrá utilizar el material de ayuda suministrado por el docente y la bibliografía recomendada para la actividad antes del inicio de la misma y durante la elaboración de las fichas bibliográficas.
- No se permitirá el uso del material durante el desarrollo de la ronda de preguntas.

*Supplement 15: Postgraduate Regulation*

*Supplement 16: Institutional Educational Project*
Supplement 17. Screenshot of "General Information" section in Virtual Classroom

Supplement 18: Screenshot of "Reference Material" section in Virtual Classroom
Supplement 19: Screenshot of "Interaction" section in Virtual Classroom

Supplement 20: Screenshot of "Activities" section in Virtual Classroom
Supplement to Section D.3: Program Information in the Public Domain

Supplement 21. Image of program’s brochure

Supplement 22: Screenshot of information request at webpage
Supplement 23: Screenshot of Program's objectives at webpage

Supplement 24: Screenshot of occupational Profile at webpage
Supplement 25: Screenshot of academic information at webpage

Supplement 26: Screenshot of curriculum at webpage
Supplement 27: Screeshot of Director’s information at webpage

Supplement 28: Institutional Organization Chart

The screenshot shows the evidence of the organizational chart of the Univesidad El Bosque as described in D.4.1.
Supplement 29: Names and positions of the program

This screenshot shows the names and titles of the Project Management program staff.

<table>
<thead>
<tr>
<th>NOMBRE</th>
<th>CARGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julio César Sandoval</td>
<td>Decano Facultad de Ingeniería</td>
</tr>
<tr>
<td>Jorge Alberto Osorio Villa</td>
<td>Coordinador de Postgrados de Ingeniería</td>
</tr>
<tr>
<td>Jorge Alberto Osorio Villa</td>
<td>Director de programa Especialización en Gerencia de Proyectos</td>
</tr>
<tr>
<td>Andrés Villegas Cortés</td>
<td>Docente con dedicación parcial, miembro del Comité Curricular</td>
</tr>
<tr>
<td>John Douglas Cabrera</td>
<td>Docente con dedicación parcial, miembro del Comité Curricular</td>
</tr>
<tr>
<td>Luisa Fernanda Patiño</td>
<td>Secretaria tiempo completo del programa</td>
</tr>
<tr>
<td>Nubia Parra</td>
<td>Secretaria tiempo parcial del programa</td>
</tr>
</tbody>
</table>

Supplement 30: Organization chart of the program

This is the evidence of the organizational chart of the Project Management program.
Supplement 31: Management policy of human talent and the Teaching State.

Supplement 32: Curriculum vitae for all faculty currently teaching

(GAC REDACTED)
Supplement 33: Collaborative mental map prepared by students of first semester industrial engineering
Supplement 34: Screenshot of a project designen by students of first semester of Ambiental Engineering

Supplement 35: Screenshot of program’s channel in Youtube
Supplement 36: Screenshot of Program’s group page at Facebook

Supplement 37: Screenshot of Faculty Classroom
Supplement 38: Screenshot of Virtual community page, Sequoia Project

Supplement 39: The Human Talent Management Policy and the Teaching Statutes
Supplement 41. Policy of Student Success

These are the relevant points of this Supplement:

Student Success Policy – Relevant Points
Student desertion is a global, multi-causal phenomenon that has great relevance in the educational field, given the need to generate alternatives that encourage student permanence and graduation, the desertion in Colombia constitutes a challenge for the universities.
Due to this, it is planned to promote programs that pursue for students to achieve, complete the different stages and training moments in the established times, providing the necessary knowledge, developing the skills and attitudes essential for professional life and ensuring mastery of the corresponding knowledge.

General purpose
Define the guidelines to the different areas and academic units to facilitate the implementation of projects and actions that guarantee student success.

Specific objectives
- Build general guidelines to help the academic units of the university, concrete and / or consolidate accompanying actions for students.
- Identify and prevent the potential causes of student desertion within the university community to help each of the students to successfully complete their study programs
- Generate guidelines to strengthen the processes of immersion in the university life.
- Generate guidelines to strengthen development in the university life.
- Generate guidelines to strengthen preparation for students working life.
- This policy´s principles are:
- Total coverage: This Policy covers the entire academic community: students, graduates, teachers, management and administrative staff.
- Stewardship: The responsibility for implementation, the development and success of the Policy is the entire academic community.
- Membership and integration: The policy is owned by the entire academic community.
- Impact: El Bosque University understands that the best way to positively influence society, is to prepare their students.

Supplement 42. Sample of directors assigned to our students to coach and advise their Degree Project

<table>
<thead>
<tr>
<th>ESTUDIANTES</th>
<th>PROYECTO DEFINIDO</th>
<th>DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FERIA BRICEÑO JOHN HENRY</td>
<td>ANÁLISIS Y DISEÑO DE ARIete HIDRÁULICO DESARMABLE, ECONÓMICO Y CON UN CAUDAL DE ENTREGA DE 1° CON CAPACIDAD DE TRANSPORTAR EL AGUA A UNA ALTURA DE 15 METROS PARA ALIMENTAR UN SISTEMA DE RIEGO Y ESTANQUES EN LA FINCA EL MORAL * GUSAICA CUNDINAMARCA*</td>
<td>JOSÉ GUSTAVO VIVAS</td>
</tr>
<tr>
<td>AFANADOR BENAVIDES JOHN NICOLAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MENDOZA QUIROZ CARMEN LUCIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAENZ SANTOS DANIEL FELIPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOPEZ ROLON DIEGO ARMANDO</td>
<td>FASE DE DISEÑO E IMPLEMENTACIÓN DE UN SISTEMA WEB PARA EL CONTROL DE INVENTARIOS E IDENTIFICACIÓN DE COSTOS EN EL RESTAURANTE CHURRASCO &amp; CREPES</td>
<td>JOAN DAVID GALEANO</td>
</tr>
<tr>
<td>VARGAS MARTINEZ JHON FREDDY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RODRIGUEZ PARDO FRANCISCO ALVEIRO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASTRO FRANCO JOHN ALEXANDER</td>
<td>FASE DE DISEÑO PARA LA MIGRACIÓN DE TECNOLOGÍA DE EQUIPOS ACTIVOS (SWITCH) DE LA RED LAN DE LA PROCURADURÍA GENERAL DE LA NACIÓN EN LA Sede PRINCIPAL (FON)</td>
<td>CLAUDIA LILIANA PAIPA AMAYA</td>
</tr>
<tr>
<td>ALVAREZ PEREZ ALEJANDRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASTRO PATARROYO DIEGO ARMANDO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VARGAS SANCHEZ SERGIO IVAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUELLAR LEGUIZAMON CRISTIAN MAURICIO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RODRIGUEZ BELTRAN CHRISTIAN FELIPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIVEROS TONCÓN JORGE ANDRES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLER MELLIZO JUAN CAMILO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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ESPECIALIZACIÓN EN GERENCIA DE PROYECTOS –
FACULTAD INGENIERÍA INDUSTRIAL

Bogotá, 29 de septiembre de 2017

Señores(as)
GUTIERREZ GONZALEZ ANA MARIA
MARTINEZ MOSQUERA LINA MARIA
MARISCAL JOHN
QUINCHE MARTINEZ MARCIA CATALINA

Estimados estudiantes TDG-2017-2-008

El Comité de Trabajo de Grado ha analizado las iniciativas presentadas por ustedes como opciones para TRABAJO DE GRADO de la Especialización en Gerencia de Proyectos y ha aprobado la propuesta con título: FASES DE EVALUACIÓN DE LA TECNOLOGÍA PARA LA DISMINUCIÓN DEL CONSUMO DE NAFTA EN LAS COMPAÑÍAS OPERADORAS QUE PRODUCEN CRUDO PESADO EN COLOMBIA, UTILIZANDO EL PRODUCTO PB-200 DE LA EMPRESA EWO.

El Comité de trabajo de grado recomienda:

- Abordar este proyecto con espíritu de investigación, es decir, deben presentar entregables típicos de una investigación: Marco teórico, Estado de Arte y se debe presentar un diseño metodológico para la investigación (¿Cuantitativa? ¿Cualitativa?)
- Se propone poner en consideración de la Decanatura este proyecto, para contar con apoyo de un grupo de investigación de la Facultad.

Se ha designado como Director de su proyecto a JOHN DOUGLAS CABRERA, a quien pueden contactar en el correo cabrerajohn@unbosque.edu.co.
Supplement 44: Screenshot of Forum section in Virtual Classroom

Supplement 45: Screenshot of Student-teacher interaction in Forum
Supplement 46: Screenshot of Assessment section in Virtual Classroom

Supplement 47: Screenshot of Assessment Form for a Course in Google Drive
Supplement 48: Screenshots of an example of Mahara Portfolio of Degree Projects

Collection: TDG-2017-1-024

Navigate to page: You are on page 1/6

CONTEXTO

by TDG-2017-1-024

- NOMBRE DE LA EMPRESA
- MISIÓN Y VISIÓN DE LA EMPRESA
- CARTA DE ACEPTACIÓN DE INICIATIVAS
- CARTA DE AUTORIZACIÓN DEL PATROCINADOR
- PROYECTOS TASA DE GRADO
- CARTA DE ACEPTACIÓN DE INICIAVITAS FIRMADA POR EL DIRECTOR
- MATRIZ DE PERSONALIDAD
- ANÁLISIS DE RIESGOS
- DRÍGULAL

NOMBRE DE LA EMPRESA

APROBACIÓN INICIATIVAS

MATRIZ DE PERSONALIDAD

PLAN PARA LA DIRECCIÓN DEL PROYECTO

by TDG-2017-1-024

- PLAN PARA LA DIRECCIÓN DEL PROYECTO
- PLANES SUBS DIARIOS

LIBRO PARA LA DIRECCIÓN DE PROYECTO

MATRIZ DE RIESGOS ACTUALIZADA

ANÁLISIS PARTES INTERESADAS

ÚLTIMA VERSIÓN PROYECTO

- DISEÑO E IMPLEMENTACIÓN DE METADAY
- GUA DE GESTIÓN DEL CAMBIO PARA UNA
- EN MARCHE DE SALME V1.app

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Supplement 49: Screenshot of Library web page

Supplement 50: Titles and volumes of printed and electronic collections

<table>
<thead>
<tr>
<th>Material Audiovisual – Especial</th>
<th>Volúmenes</th>
<th>Títulos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acetatos, Audiovisuales, Casetes, CD-música, CD-ROM, Disquete, DVD, Láminas, Mapas, Partituras, Plegables, Software.</td>
<td>9.410</td>
<td>4.952</td>
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<table>
<thead>
<tr>
<th>Material Impreso – Libros</th>
<th>Volúmenes</th>
<th>Títulos</th>
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</thead>
<tbody>
<tr>
<td>Folletos, Libros, Libros de Referencia, Libros de Reserva</td>
<td>44.672</td>
<td>30.543</td>
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</table>

<table>
<thead>
<tr>
<th>Trabajos de grado</th>
<th>Volúmenes</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>3.853</td>
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<thead>
<tr>
<th>Revistas Impresas</th>
<th>Volúmenes</th>
<th>Títulos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formato: Serial Periódica, y Seriada Monográfica</td>
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<td>1.528</td>
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<table>
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<th>Libros Electrónicos indexados en las bases de datos:</th>
<th>Volúmenes</th>
<th>Títulos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ebrary, E-libro, MDConsult, Nursing Consult, OvidSP, ScienceDirect</td>
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<td>76.133</td>
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</tbody>
</table>

<table>
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<tr>
<th>Revistas electrónicas indexadas en las bases de datos:</th>
<th>Volúmenes</th>
<th>Títulos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry &amp; Oral Sciences Source, Hinari, GreenFILE, Library, Information Science &amp; Technology Abstracts, MDConsult, Nursing Consult, OvidSP, Proquest, PsycArticles, ScienceDirect and Multilegis</td>
<td></td>
<td>26.881</td>
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</table>

<table>
<thead>
<tr>
<th>Objetos Virtuales de Aprendizaje</th>
<th>Volúmenes</th>
<th>Títulos</th>
</tr>
</thead>
</table>
Supplement 51: Databases and number of titles

<table>
<thead>
<tr>
<th>No.</th>
<th>Base de datos por suscripción</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ebrary</td>
<td>33.034</td>
</tr>
<tr>
<td>2</td>
<td>E-libro</td>
<td>35.894</td>
</tr>
<tr>
<td>3</td>
<td>MDConsult</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Nursing Consult</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>OvidSP</td>
<td>75</td>
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<td>6</td>
<td>Proquest</td>
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<td></td>
<td>Totales</td>
<td>76.133</td>
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</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Base de datos por suscripción</th>
<th>Títulos Revistas</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>Ebsco-Dentistry &amp; Oral Sciences Source</td>
<td>223</td>
</tr>
<tr>
<td>8</td>
<td>Ebsco-GreenFILE</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Hinari</td>
<td>3.391</td>
</tr>
<tr>
<td>10</td>
<td>MDConsult</td>
<td>87</td>
</tr>
<tr>
<td>11</td>
<td>Nursing Consult</td>
<td>127</td>
</tr>
</tbody>
</table>

Supplement 52. Specialized bibliography for the program, available in the library

<table>
<thead>
<tr>
<th>Área</th>
<th>Asignatura</th>
<th># Títulos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gerencia de proyectos</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Planeación</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Gestión de Calidad</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Prospectiva</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Formulación de Proyectos</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Gerencia moderna de Proyectos</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Planeación Estratégica</td>
<td>32</td>
</tr>
<tr>
<td>Liderazgo</td>
<td>Sistemas Gerenciales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Management Office - Implementación efectiva.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liderazgo en Proyectos</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>Competencias Gerenciales</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sistemas contables</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Contabilidad financiera</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Herramientas computacionales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mercadotecnia</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Evaluación económica y social de proyectos</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Estudios ambientales y técnicos.</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Evaluación privada de proyectos</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Costos y presupuestos</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Gerencia del cambio e integración.</td>
<td>18</td>
</tr>
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<td></td>
<td>Economía</td>
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<td></td>
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</table>

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<table>
<thead>
<tr>
<th>Microeconomía</th>
<th>22</th>
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</thead>
<tbody>
<tr>
<td>Macroeconomía</td>
<td>142</td>
</tr>
<tr>
<td>Entorno económico</td>
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</tr>
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<td>Finanzas</td>
<td>84</td>
</tr>
<tr>
<td>Gestión de tesorería</td>
<td>4</td>
</tr>
<tr>
<td>Presupuesto</td>
<td>11</td>
</tr>
<tr>
<td>Finanzas corporativas</td>
<td>5</td>
</tr>
</tbody>
</table>

**Supplement 53. Screenshots of SALA System**

![SALAScreenshot1](image1.png)

**Servicio al Usuario**

Con el propósito de brindar un servicio integral en lo funcional y técnico de los sistemas de información de la Universidad (SALA, aulas virtuales, wi-fi, correo electrónico, entre otros), comuniquese a la mesa de servicio PBX 6489000 Ext 1555, donde será atendido en el siguiente horario:

Lunes a viernes: 7:00 a.m. - 6:00 p.m.
Sábados: 7:00 a.m. - 5:30 p.m.

Adicionalmente, a través del correo electrónico mesadesarrollo@unbosque.edu.co, usted podrá solicitar servicios las 24 horas del día y como respuesta recibirá un número de caso automático para ser atendido el siguiente día hábil.

Para realizar su prematrícula utilice Firefox o Internet Explorer.
Supplement 54: A picture of our program Facebook Group with information on the PMI Bogota, Colombia Chapter information.

Supplement 55: Graduates Policy
Supplement to Section D.6: Financial Resources

Supplement 56: Institutional Policy of Financial Resources
## SUPPLEMENT 57. Picture of Program’s Budget for 2018

### PRESUPUESTO 2018

#### ESPECIALIZACION EN GERENCIA DE PROYECTOS

**CANTIDADES EN MILES DE PESOS**

<table>
<thead>
<tr>
<th>CONCEPTO</th>
<th>PRESUPUESTO 2017</th>
<th>EJEC. PROY. 2017</th>
<th>% EJE. 2017</th>
<th>PRESUPUESTO 2018</th>
<th>% INC.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INGRESOS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL INGRESOS OPINALES</td>
<td>2,851,165</td>
<td>3,136,943</td>
<td>110%</td>
<td>3,203,567</td>
<td>2%</td>
</tr>
<tr>
<td><strong>GASTOS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL GASTOS DE PERSONAL</td>
<td>237,426</td>
<td>411,073</td>
<td>173%</td>
<td>287,720</td>
<td>-30%</td>
</tr>
<tr>
<td>TOTAL HONORARIOS</td>
<td>563,805</td>
<td>403,060</td>
<td>71%</td>
<td>627,272</td>
<td>56%</td>
</tr>
<tr>
<td>TOTAL CONVENIOS CON ENTIDADES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL GRALES ADMHI</td>
<td>35,599</td>
<td>37,298</td>
<td>105%</td>
<td>50,607</td>
<td>36%</td>
</tr>
<tr>
<td>TOTAL GTOS OPINALES DIRECTOS</td>
<td>836,833</td>
<td>851,431</td>
<td>102%</td>
<td>965,600</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL UNID APOYO ACADÉMICO</td>
<td>651,448</td>
<td>725,095</td>
<td>112%</td>
<td>760,592</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL UNID APOYO ADITIVO</td>
<td>404,554</td>
<td>346,179</td>
<td>85%</td>
<td>363,487</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL GTOS OPINALES INDIRECTOS</td>
<td>1,056,001</td>
<td>1,075,277</td>
<td>102%</td>
<td>1,124,079</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL GASTOS OPINALES</td>
<td>1,892,834</td>
<td>1,926,709</td>
<td>102%</td>
<td>2,089,579</td>
<td>8%</td>
</tr>
<tr>
<td>RDTO OPNIAL</td>
<td>958,330</td>
<td>1,214,994</td>
<td>126%</td>
<td>1,113,888</td>
<td>-8%</td>
</tr>
<tr>
<td>TOTAL INGRESOS NO OPINALES</td>
<td>-</td>
<td>4,760</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL GASTOS NO OPINALES DIRECTOS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>RDTO NO OPNIAL</td>
<td>-</td>
<td>4,760</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>RDTO NETO</td>
<td>958,330</td>
<td>1,214,994</td>
<td>127%</td>
<td>1,113,888</td>
<td>-8%</td>
</tr>
<tr>
<td>TOTAL INVERSIONES UNIDAD ACADÉMICA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12,000</td>
<td></td>
</tr>
<tr>
<td>RENDIMIENTO O SUBVENCION PRESUPUESTAL</td>
<td>958,330</td>
<td>1,214,994</td>
<td>127%</td>
<td>1,101,888</td>
<td>-9%</td>
</tr>
</tbody>
</table>

**MARGEN DE RENDIMIENTO O SUBVENCIÓN**

| MARGEN OPERACIONAL | 33,61% | 38,67% | 34,40% |

**PARTICIPACIÓN DE INGRESOS DIFERENTES A MATRÍCULAS SOBRE INGRESOS TOTALES**

| MARGEN OPERACIONAL | 50,63% | 62,81% | 53,30% |

**PORC. DE GASTOS DE TAL. HUMANO/ ING TOTALES**

| PORC. DE GASTOS DE TAL. HUMANO/ ING TOTALES | 28,10% | 25,91% | 28,56% |
| PORC. DE GASTOS DE NOMINA / ING OPERAC. | 8,33% | 13,10% | 8,98% |
| PORC. DE GASTOS HONORARIOS / ING TOTALES | 8,33% | 13,08% | 8,98% |
| PORC. DE GASTOS HONORARIOS / ING TOTALES | 19,77% | 12,63% | 19,58% |
| PORC. DE GASTOS INVERSIONES UNID ACAD / ING TOTAL | 37,04% | 34,23% | 35,09% |
| PORC. INVERSIONES UNID ACAD/ING.TOTALES | 33,61% | 38,67% | 34,77% |
| PORC. VENTAS Y SUBVENCIONES UNID ACAD / ING.TOTALES | 0,00% | 0,00% | 0,00% |
| PORC. VENTAS Y SUBVENCIONES UNID ACAD / ING.TOTALES | 0,00% | 0,00% | 0,00% |
| PORC. COSTOS FIJOS/ING.TOTALES | 66,39% | 61,33% | 65,23% |

**MATRÍCULAS - VARIACION. PTO 2018-EJEC. 2017**

| MATRÍCULAS - VARIACION. PTO 2018-EJEC. 2017 | 2,09% |
| GTOS PERSONAL-VARIACION PTO 2018-EJEC 2017 | -30,01% |
| GTOS HONORARIOS-VARIACION PTO 2018-EJEC 2017 | 55,63% |
| GTOS GENERALES-VARIACION PTO 2018-EJEC 2017 | 35,68% |
### PRESUPUESTO 2017

**ESP. GERENCIA DE PROYECTOS**

<table>
<thead>
<tr>
<th>CONCEPTO</th>
<th>PRESUPUESTO 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INGRESOS</strong></td>
<td></td>
</tr>
<tr>
<td>TOTAL INGRESOS OPERALES</td>
<td>2.851.165</td>
</tr>
<tr>
<td><strong>GASTOS</strong></td>
<td></td>
</tr>
<tr>
<td>TOTAL GASTOS DE PERSONAL</td>
<td>237.426</td>
</tr>
<tr>
<td>TOTAL HONORARIOS</td>
<td>563.808</td>
</tr>
<tr>
<td>TOTAL GRALES ADMON</td>
<td>35.599</td>
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<tr>
<td>TOTAL Gastos OPERALES DIRECTOS</td>
<td>836.833</td>
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<tr>
<td>TOTAL UND.APOYO ACADÉMICO</td>
<td>651.448</td>
</tr>
<tr>
<td>TOTAL UND.APOYO ADITIVO</td>
<td>404.554</td>
</tr>
<tr>
<td>TOTAL Gastos OPERALES INDIRECTOS</td>
<td>1.056.001</td>
</tr>
<tr>
<td>TOTAL GASTOS OPERALES</td>
<td>1.892.834</td>
</tr>
<tr>
<td>RDTO OPINAL</td>
<td>958.330</td>
</tr>
<tr>
<td>TOTAL INGRESOS NO OPERALES</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL GASTOS NO OPERALES DIRECTOS</td>
<td>-</td>
</tr>
<tr>
<td>RDTO NO OPINAL</td>
<td>-</td>
</tr>
<tr>
<td>RDTO NETO</td>
<td>958.330</td>
</tr>
<tr>
<td><strong>INVERSIONES Y APORTES</strong></td>
<td></td>
</tr>
<tr>
<td>TOTAL INVERSIONES UNIDAD ACADÉMICA</td>
<td>-</td>
</tr>
<tr>
<td><strong>RENDIMIENTO O SUBVENCION PRESUPUESTAL</strong></td>
<td>958.330</td>
</tr>
</tbody>
</table>

- **MARGEN DE RENDIMIENTO O SUBVENCION**: 33,61%
- **MARGEN OPERACIONAL**: 50,63%
- **PARTICIPACIÓN DE INGRESOS DIFERENTES A MATRÍCULAS SOBRE INGRESOS TOTALES**: 1,52%

| PORC. DE GASTOS DE TAL. HUMANO/ING TOTALES.  | 28,10%          |
| PORC. DE GASTOS DE NOMINA/ING OPERACIO.      | 8,33%           |
| PORC. DE GASTOS DE NOMINA/ING TOTALES.       | 8,33%           |
| PORC. DE GASTOS HONORARIOS/ING OPERAC.       | 19,77%          |
| PORC. DE GASTOS INDIRECTOS/ING TOTALES.      | 37,04%          |
| PORC. RENDIMIENTO NETO/ING TOTALES          | 33,61%          |
| PORC. INVERSIONES UNID ACAD/ING OPERAC.      | 0,00%           |
| PORC. INVERSIONES UNID ACAD/ING. TOTAL      | 0,00%           |
| PORC. COSTOS FIJOS/ING.TOTAL                 | 66,39%          |
Supplement to Section D.7: Program Improvement

Supplement 59: Graduate Projects Guides

Supplement 60: Rubric for the presentation of the degree project, first and second semesters.

Supplement 61: Examples of Curriculum Committee minutes

As evidence, we provide copy of 2 Minutes of the Curricular Committee´s meetings. These minutes have the following structure:

- Date/time
- Attendants
- Topics and purpose of the meeting
- Topics dealt at the meeting
- Action items
- Signatures
Supplement 62: Screenshot of teacher’s assessment form

Supplement 63: Example of tabulation of evaluation results made to teachers, by students.
EVALUACIÓN DOCENTE 2015-2

Apreciado docente, es para nosotros un motivo de orgullo y agradecimiento contar con sus servicios en nuestra Especialización en Gerencia de Proyectos. Le agradecemos su apoyo, dedicación y colaboración, factores fundamentales para mantener el cumplimiento de nuestros objetivos y el buen nombre del programa.

Durante el segundo semestre de 2015, los estudiantes realizaron una evaluación a su gestión, que nos permitimos compartirle, con el fin de mantenerle informado(a) sobre los aspectos que aún se ofrecen como oportunidades de mejora.

ASIGNATURA: PLANEACIÓN DEL RIESGO
VALORACIÓN NUMÉRICA SEGÚN LOS ESTUDIANTE(S): 4,86

COMENTARIOS SOBRE LA ASIGNATURA

La asignatura es muy interesante e importante para la gerencia de proyectos, consideró que podría tener una sesión adicional pues en esta asignatura confluyen muchas áreas del conocimiento

Sugerir que la asignatura debe ir al comienzo del semestre ya que se identifican riesgos que afectan el trabajo adelantado en otras materias

Fue una materia interesante, práctica, dinámica. Consideró que es una de las bases de una buena gerencia de proyectos, los conceptos fueron claros, sin embargo también es importante tener un concepto que como gérmenes el marco que es el 4m tiene varias interpretaciones

El contenido de la asignatura es importante, ya que la gestión y la administración de los riesgos permiten minimizar el impacto de los mismos tomando medidas anticipadas, los contenidos y el horario en mi concepto fueron los adecuados.

Dado que la asignatura es tan importante se debería considerar la alternativa de ver el contenido un poco anticipado en el cronograma.

Consideró que es relevante el contenido dado que permite evaluar todas aquellas condiciones que pueden poner en riesgo el éxito del proyecto o en caso positivo fomentar o potenciar condiciones que aumenten las probabilidades de buen desempeño.

La asignatura contiene toda la documentación que se debe realizar y analizar en el plan de riesgos, el contenido es el adecuado para el desarrollo de la asignatura.

La asignatura contiene temas vitales para el planteamiento del proyecto los cuales en mi opinión podrían tratarse antes en el plan curricular. La intensidad horaria es la adecuada debido a la profundización requerida en los elementos contenidos.

La asignatura tiene relación con el resto de temas desarrollados y contenidos de la especialización, su ubicación es adecuada y cumple con los estándares relacionados con contenido del plan.
Supplement 65

Agreement 10241 of 2010 establishes the main functions of the Program Directors, proposed by the Rector and approved by the Faculty of the University. Functions are established in relation to (among others):

- Compliance with the statutes and regulations of the University
- Development of effective academic work
- Participation in Self-evaluation events
- Direction and coordination of programs
- Promotion of academic openness of the program to various communities
- Support the institutional policy of graduates.
- Participation in assigned councils and committees.
- Representation on behalf of the program in cultural, scientific and professional events.
- Promotion of research activities.
- Participation in the preparation and execution of the program Budget

End of Self-Assessment Report Template