ANA G. MÉNDEZ UNIVERSITY SYSTEM
VICE PRESIDENCY FOR ACADEMIC AFFAIRS
VICE-PRESIDENCY OF TELECOMMUNICATIONS AND ACADEMIC TECHNOLOGY

DISTANCE EDUCATION AND TECHNOLOGY-SUPPORTED COURSES POLICY

Executive Order No: 07-2023   **Effective Date: May 15, 2023**

_____New

___x___Amendment to Executive Order No. 08-2021 with Date of 15 of June of 2021

I. INTRODUCTION

The Universidad Ana G. Méndez (UAGM) facilitates access to education through an academic offer aligned with standards of quality and academic excellence integrating current and emerging technological advances. In this way, web-based information and communication technologies are an essential tool for academic support because they complement face-to-face courses, as well as offer distance courses in different study modalities: online, hybrid, remote, videoconferencing and telecourses, among others.

II. PURPOSE

The purpose of this policy is to establish the regulatory framework for distance education and courses supported by web technology in the campuses and locations of the UAGM, complying with the guidelines and standards related to distance education of the Board of Postsecondary Institutions (BPI), the Middle State Commission on Higher Education (MSCHE), amendments contained in The Higher Education Opportunity Act (2008) and the International Society for Technology in Education (ISTE). It facilitates students' access to courses and academic programs in various modalities supported by technology. Finally, it offers to the faculty the opportunity to apply more technological tools to expand innovative pedagogical experiences, combining different teaching and learning methodologies.

III. SCOPE

Applies to all UAGM academic offerings.

IV. DEFINITIONS

To facilitate the interpretation and applicability of this policy, the following terms and definitions will be used:

1. **Asynchronous Online course** – A course where communication between the teacher and the student is established in a deferred manner, that is, when it does not coincide at the same time. Examples of asynchronous communication tools can be the discussion forum and email.

2. **Competence -** The UAGM adopted the following definition of competence from González & Wagenaar, 2003: how to know and understand (theoretical knowledge of an academic field, the ability to know and understand), to know how to act (the practical and operational application of knowledge to certain situations) and to know how to be (values as an integral part of the way of perceiving others and living in a social context). Competencies represent a combination of attributes (with respect to knowledge and its applications, aptitudes, skills, and responsibilities) that describe the level or degree of proficiency with which a person can perform them. This conception of competence is framed in the mission of the UAGM. Therefore, it leads the institution to select the competencies of Communication, Critical Thinking, Scientific Reasoning, Quantitative Reasoning, Information Skills, Technological Competence, Ethics, and Diversity and Innovation. The development, in an integrated manner, of these competencies will ensure the achievement of the institutional mission. Although the competencies are worked on in an integrated way, each course will emphasize one or more competencies and specific knowledge of them. The student's final assessment must include an assessment of the competencies identified in the course. Any course developed in a distance education modality will consider the competencies assigned to it.

3. **Competency-Focused Curriculum –** Curriculum design that places the student at the center of the educational process, considering their experiences and sociocultural reality. It promotes their individual development and their effective insertion into society (Bresciani, 2007; Rodríguez, Ruiz León & Guerra, 2007; Gonzalez & Wagenaar, 2003; Villarini, 2011). The UAGM adopted this curricular design for all its academic programs.

4. **Distance education (online) –** a mode of study whereby the student and teacher meet in different physical spaces. Learning is highly planned and requires special course design, teaching, and communication techniques between student and teacher. Learners use different support systems than face-to-face students and are in a non-institutional setting most of their time when conducting their academic activities. The teaching-learning process can be asynchronous or synchronous, in which information and communication technologies are used, which may include, but are not limited to: the internet; one-way and bi-directional transmissions via open transmission, closed circuit, cable, microwave, broadband line, fiber optics, satellite, or wireless communication device; audio conferencing; or videotapes, DVDs, and CD-ROMs. Distance learning academic offerings will be those that 50% or more

are offered through this modality (Bylaw #9272: Regulations for the Licensing of Postsecondary Education Institutions in Puerto Rico, 2021).

   a. **Online course -** Course in which all contact hours are offered through the online modality supported using the technological platform authorized by the UAGM. Include synchronous and asynchronous activities in course planning and delivery. It requires a pre-planned instructional design.

   b. **Remote Course –** A course in which no less than 75% of the contact hours are offered synchronously, supported using the technological platform authorized by the UAGM. The remaining 25% of the hours may be offered in individual and group asynchronous activities. Requires a previous course work plan.

   c. **Blended course -** A course that combines face-to-face learning with distance learning**.** 50 percent or more of the contact hours are offered in person and the rest in the distance education modality that is selected, either using the educational platform or the channel authorized by the UAGM. The component offered in the distance modality will comply with all the requirements of the modality.

   d. **Interactive Video Conferencing Course** - A course that is offered 50 percent or more of the contact hours by interactive, bidirectional and multimedia, between two or more points. Students can participate in the interactive video conference in person or through a simultaneous connection at one or more remote university centers. The connection can be supported by technology available on the web or other means of telecommunication with or without the presence of a teacher. It requires the teacher and students to know how to use the technology to be used.

   e. **Telecourse –** A course that is offered 50 percent or more of contact hours using audio-visual tools by means of television that allows students to view a class or lesson. It combines instructional modules, face-to-face sessions, or online activities.

5. **Distance Educator Certification -** Certification required to the faculty who is immersed in offering an online course or hybrid course with an online modality. Faculty with certification in remote teaching can aspire to this distance educator certification by completing a series of additional modules. Distance educator certification requires training in two areas: (a) Processes for creating course content, and (b) Strategies for facilitating a course.

   a. **Processes for creating a course in a distance learning modality**
      Component of the certification that prepares the professional in the assembly of the course in the distance modality and in the identification of the thematic content to develop the competencies, integrating

strategies mediated by technology that facilitate the offer of the course. This first part should include the following topics:

    i. Strategies for teaching and learning in the modality;
    ii. The development of effective instructional materials;
    iii. Student retention;
    iv. Assessment and assessment of learning; and
    v. Copyright regulations.
    vi. Technological assembly of a distance learning course.

b. Strategies for Delivering a Course

Component of the certification that prepares the professional of a subject in the use of the *web* platform authorized by the UAGM for the offer of a distance course. This certification should include the following topics:

    i. The use and management of the educational electronic platform;
    ii. The rights and responsibilities of the faculty who will offer a distance learning course.
    iii. Strategies for collaboration and interaction between the components of the course: faculty, students, competencies, and content; and the use of tools for synchronous and asynchronous interactive communication.

The Distance Educator Certification, granted by one of the UAGM institutions, prior to the approval of this policy, will be accepted to facilitate distance courses.

6. **Hybrid Academic Program (Face-to-Face Modality) –** Academic program that offers up to 49% of its courses remotely and the remaining 51% of courses in the face-to-face modality.

7. **Instructional Design -** A structured, systematic, iterative (reproducible), holistic, and reflective planning process that guides the creation of effective, quality learning environments and experiences. It is grounded in research and theories of learning and instruction. This process uses the analysis of learning needs, objectives, and expected outcomes as a context for the development of appropriate course components that respond to the results of learning analysis, materials, assessment, and evaluation. The UAGM will use an instructional design model adapted to the curriculum focused on competencies.

8. **Instructional Designer -** A professional who specializes in planning, developing, and evaluating processes for the creation of effective, quality learning environments and experiences. The instructional designer will work collaboratively with the content expert on tasks such as:

    a. writing objectives,

      b. the development of instructional materials,

      c. the design of learning objects,

      d. the design of activities for the achievement of the objectives and the development of the competencies of the course, and

      e. the development of activities, tasks and instruments for the evaluation and evaluation of learning and the course.

9. **Online Degree -** An academic program that is offered entirely online and leads to a degree.

10. **Pre-Course Work Plan –** Structured planning process for a course that will be taught remotely in which educational activities are arranged in all the synchronous hours of the course and that will only allow individual or group asynchronous activities in 25% of the total hours.

11. **Remote Teaching Certification -** Certification process that will be required of all faculty who are immersed in offering a course in remote mode or hybrid with remote modality, through approved technological tools. This certification requires the instructor's training in the administration of the course through UAGM's academic platforms.

12. **Synchronous Online Course –** A course that allows real-time and simultaneous communication in a virtual space. Participants must be online at the same time. Examples of synchronous communication tools can be: chat, videoconferencing, instant messaging, live webinar, among others.

13. **Technology-Supported Course -** Face-to-face course in which activities are incorporated through a technological platform authorized by the UAGM.

14. **Student Induction Workshop -** A workshop offered to all students prior to taking distance learning or technology-supported courses.

15. **Virtual Classroom –** Classroom in which the teaching-learning process is carried out mediated by different technological tools.

16. **UAGM radio –** Radio station with exclusively educational purposes.

V. RULES AND PROCEDURE

The rules and procedures governing this policy are the following:

A. **General Provisions for Technology-Supported Courses and Distance Learning:**

1. **Exams**
   a. The exams and other assessment activities that will be carried out in each course will be detailed in the course planning or corresponding guides.
   b. All courses in the technology-supported modalities must use a student authentication system as a requirement for exams or non-face-to-face assessment activities, in accordance with institutional academic regulations. If these systems are not in place, it is the teacher's responsibility to coordinate

the exam with a face-to-face proctor.

c. If using a face-to-face proctor, students will be required to appear at a place indicated and will have to prove their identity to participate in such exams or activities in compliance with student authentication policies.

2. **Professional Development & Faculty Support**

a. The UAGM will provide professional development opportunities to faculty in areas related to the various modalities of distance learning and the integration of emerging technologies. Support services and induction workshops will be provided on an ongoing basis as needed.

3. **Copyright**

a. All creations, including content and instructional materials generated for the courses and any materials placed by faculty in the virtual space assigned for the course will be subject to the Copyright Policy, the Policy for the Use and Reproduction of Copyrighted Material (Fair Use) and other applicable laws and jurisprudence.

b. The UAGM, through its policies, monitors the faithful compliance with copyright laws. Copyright impacts diverse and multiple aspects of academic life. Therefore, all teachers and students must comply with the policies developed for this purpose.

c. The UAGM reserves the right and power to evaluate and monitor all material placed by the faculty on the course portal to ensure compliance with the Policies for the Use and Reproduction of Copyrighted Material (Fair Use), applicable laws and jurisprudence.

4. **Certifications**

a. Any teacher who develops or facilitates courses in one of the distance education modalities: remote course, online course, hybrid course, telecourse or interactive videoconferencing course, must previously have the certification offered by the UAGM or demonstrate that he or she has received equivalent training from an expert appointed by the institution.

b. The Vice Presidency of Telecommunications and Academic Technology, in conjunction with the Vice Presidency of Academic Affairs, will offer certifications in the various modalities of distance education.

5. **Faculty**

a. The faculty may facilitate courses in technology-supported modalities in compliance with regulations on academic load and preparations, as set forth in the Faculty Handbook.

b. The Dean of Academic Affairs or his/her delegate will be responsible for evaluating the performance of faculty facilitating technology-supported courses.

c. Responsibilities

i. The faculty will make available from the first class the outline or guide of the course that will include a detailed calendar with the teaching strategies and methodologies, activities and work required in the course, and evaluation and assessment instruments with the grading rubrics that will be used in the face-to-face, remote, online sessions and in the telecourses.

ii. Faculty will establish course requirements and virtual and face-to-face office hours in accordance with the approved instructional modules for the course.

iii. Faculty will inform their students at the beginning of the course of the platform or means to participate in asynchronous and synchronous activities designed for the course, response time, perform and submit assignments and/or assignments and/or assignments on time, and comply with all rules established by faculty in the course outline or guide.

iv. Faculty teaching online courses will have a presence on the web platform, with at least 3 or more interactions per week. These can take the form of chat, virtual classroom, correction and feedback of assignments, participation in discussion forums, and announcements.

v. Faculty who teaches remote courses will have a presence on the web platform on the days and times scheduled for the remote course, except for 25% of the time dedicated to asynchronous activities.

vi. Faculty will respond to students' e-mails and/or comments within 24 hours of receiving them (response time).

vii. Faculty should include the use of the videoconferencing tool (virtual classroom) and participate meaningfully in discussion forums to facilitate communication and interaction with students and understanding of the topics under discussion.

viii. Faculty will not violate copyright laws and will be responsible for correctly quoting the authors of texts, images, sounds, and any other publications. Violations of academic integrity standards will be sanctioned, according to the Faculty Manual.

ix. The teaching staff must comply with the institutional regulations related to the time of correction and publication of the grades of the assignments submitted by the student, as established in the academic calendar.

x. All registration and qualifications regarding the course must be submitted to the Registry Office of each campus or location, on the dates stipulated by it.

xi. The teaching staff will complete the attendance census in

compliance with the dates established in the academic calendar.

6. **Students**
   a. The student's responsibilities will be set forth in the Student Handbook.
   b. The student, who for the first time will take courses in any of the distance education modalities, must participate in an induction or orientation workshop, prior to the start of the course, on these modalities either in person or online.
   c. The student is responsible for having the appropriate system (hardware, software, Internet connection) to take the course. Each campus will publish on its website or catalog the minimum requirements required to take courses in distance education modalities. The student will need to verify, during their orientation process, that their team meets the minimum requirements to take courses supported by web technology. In times of emergency in which face-to-face courses must be taught remotely, the student must inform the institution of their technological needs to assist them.
   d. When the course is online, the student will access the platform a minimum of three times a week to participate in the discussion forums, review and evaluate the study material, submit assignments, participate in the established synchronous activities and so that the faculty can clarify doubts and corroborate their progress. When the course is remote, the student will access the platform on the day and time that the course is scheduled. If the course is hybrid, the student will attend all face-to-face sessions and access the online platform or telecourses, as stipulated in the course outline. The telecourses are presented through the open signal of the UAGM television channel. The student will be given the televised programming that will be followed for the course.
   e. It is the student's responsibility to review the academic calendar and course calendar and comply with the established dates.
   f. Each student will be responsible for obtaining the necessary educational material for the course, this includes: textbooks, lab materials, software, and any other materials required in the course guide or outline. All the books and materials necessary for the courses must be in the references or bibliographies of the outlines or guides of the courses prepared by the faculty, as well as in the libraries of the UAGM campuses or other sources available on the Internet.
   g. The student is responsible for maintaining contact with the faculty and the institution through the forms of communication set forth in the course outline or guide.
   h. The student will not incur in violations of copyright laws and will be

responsible for correctly quoting the authors of texts, images, sounds and any other publications. Violations of academic integrity standards will be sanctioned, according to the Student Handbook.

i. All work submitted by the student must be his/her authorship. The teaching staff will verify the authenticity of the authorship of the students' work and for this they will use the technological tools available to prevent and detect fraud. Any student who fails to comply with the rules of integrity will be sanctioned, as established in the institutional rules.

j. All students have access to the bibliographic resources, physical and online, provided by the libraries of the UAGM campuses and university centers. The student will be responsible for orienting themselves on the use of the physical and virtual library of the venue or locality.

B. Technology-Supported Course

1. All professors who offer face-to-face courses must use the web-based technological platform authorized by the UAGM to facilitate students' access to the academic experience (web *supported courses).*

2. The activities that must be developed on the web-based technological platform, in support of face-to-face courses, are the following: the distribution of syllabus, course planning, study materials and the communication and exchange of information between the student and the faculty staff.

3. All faculty will be able to use virtual classrooms, where available, to develop activities that enrich the curricular content.

4. The activities to be developed in the virtual classrooms include conferences between campuses and locations, conferences with international resources, among other activities that promote the interaction of the university community in the teaching-learning processes.

5. The tasks incorporated and carried out on the technological platform should not replace the contact hours required in the face-to-face course.

6. The rules established in the face-to-face course record must not be altered while using the technological platform or the virtual classroom.

7. Regardless of the use of the technological platform or virtual classroom, it is required in all courses to comply with the credit hours and contact hours under the face-to-face teaching-learning modality.

C. Courses in distance learning modalities

1. The UAGM is an institution that offers face-to-face education and authorizations for the offering or creation of distance courses will be approved via exception and in accordance with current state and federal regulations.

2. Programs or courses authorized to be offered through the distance modality will be carried out through synchronous sessions.

3. UAGM campuses may offer distance learning programs and courses under the following conditions:
   a. Authorization or waiver from the Board of Postsecondary Institutions and the Middle States Commission on Higher Education. Once the waiver issued by these agencies expires, face-to-face education will be restored.
   b. When, in situations of national emergency, the president of the UAGM authorizes the offer of courses or programs in distance mode.
   c. When exceptional, the Dean of Academic Affairs, in coordination with the Academic Division Dean, authorizes the offering of distance learning courses or programs to a group or a particular student. This authorization will be subject to compliance with the applicable regulations for the offering of distance education. The student may not have taken more than 50% of the courses in their distance learning program.

4. In accordance with Section IV: Definitions, this Executive Order recognizes the following modalities of programs and courses:
   a. Programmes:
      i. Online degree
      ii. Hybrid Academic Program
   b. Courses:
      i. Web-supported course
      ii. Asynchronous course
      iii. Synchronous course
      iv. Online course
      v. Remote course
      vi. Blended course
      vii. Interactive Video Conferencing Course
      viii. Telecourse

5. The request for the creation of a distance learning program or the change of modality of a distance learning program must be pre-intervened by the Dean of Academic Affairs with the collaboration of the Academic Division Dean to carry out a feasibility analysis.

6. Once it is determined that the creation of the program or change of modality is feasible, the Curriculum Committee of each department will apply the *Policy to establish guidelines and guide the creation and development of academic programs of the UAGM* to ensure that any new or adapted course or program proposal to be offered in one of these modalities meets the minimum standards

required by the institution. This committee must be made up of a member of the teaching staff certified in the modality.

7. The Vice Presidency for Academic Affairs (VPAA) will coordinate with the Vice Presidency for Telecommunications and Academic Technology (VPTTA) the design and production of courses depending on the type or modality:
   a. Remote course
   b. Blended *course*
   c. Interactive Video Conferencing Course
   d. Telecourse

8. Responsibility for the substantive content of courses and programs remains under the Vice President for Academic Affairs in coordination with the appropriate deans of academic affairs and academic division deans. The Vice Presidency of Telecommunications and Academic Technology will be responsible for the instructional design process, including hiring "Subject Matter Experts" (SME) to develop and adapt the courses to the Learning Management System (LMS) platform, and the technological assembly of the courses, according to the modality that applies.

9. Any course proposal for a distance education modality will be composed of the corresponding file that will indicate the equivalence between the activities in the modality and the contact hours of the same face-to-face course. For online courses, the proposal must include a copy of the modules that will guide the activities that will be developed in the course, as worked on by the content expert under the guidance of the instructional designer. When it is a remote course, the file will be accompanied by a copy of the previous work plan of the course. For courses in other modalities, the proposal must follow the requirements established by the Vice-Presidencies of Telecommunications and Academic Technology and Academic Affairs. This will apply to hybrid courses that use one of the modalities.

   Instructional modules for distance learning courses shall have at least the following components:
   a. **Instructions/Guides**
      Tutorials, guides and policies on copyright, plagiarism, information on guarded exams, course requirements, link to reasonable accommodation, course outline, course calendar aligned to academic calendar.
   b. **Weekly Units**
      Modules/Content/Workshops and Course Activities/Assignments.

c. **Structure of each weekly unit**
General objectives: content (competencies to be developed in the course and learning objectives in text, audio, video, illustrations, open educational resources, among others); synchronous and asynchronous activities; assignments and corresponding grading rubrics; learning assessment and evaluation instruments.

In the case of online courses, the following must be included:

a. **Link to the Virtual Room**
Synchronous meetings will be held during the class.

b. **Presentation Forum**
Kick-off activity for the creation of a learning community.

c. **Forum for doubts or questions**
It serves to clarify doubts about the content of the course.

d. **Thematic Forums**
They should be available in weekly units to encourage discussion and constructive cognitive dialogue. They should be evaluated by rubric.

e. **Task Correction**
The correction of assignments to the student must be at least once or twice a week after they are submitted.

f. **Bibliographic resources**
Identification of the databases and library resources to be used.

In the case of previous work plans for remote courses, they will have at least the following components:

a. **Instructions/Guides**
Tutorials, links to activities, copyright policies, plagiarism, academic honesty, information on course evaluation, other course requirements, reasonable accommodation policy, course planning, course calendar aligned with the academic calendar, content per week, process to follow when there are Internet disconnections, deadlines for corrected work and other details that the faculty establishes as course regulations.

b. **Structure of each class**
Indicate competencies and objectives that are developed, aligned with the content. Indicate all the resources that will be used in the class (texts, audios, videos, illustrations, open educational resources, among others); indicate whether there will be asynchronous activities and the equivalent time of them; assignments, corresponding grading rubrics, assessment and evaluation instruments of learning and if there are quizzes, tests or other work requirements.

c. **Link to the Virtual Room**
Synchronous meetings will be held during the class. These remote courses are synchronous and require a link to the virtual room in each class, except in the 25% period that is allowed asynchronously.

d. **Presentation Forum**
It is recommended that a start-up activity be organized for the creation of a learning community.

e. **Bibliographic resources**
Identification of the databases and library resources to be used.

The creation of telecourses will follow the process designed by the Vice-Presidency of Telecommunications and Academic Technology. For the development of this modality, it is necessary to comply with the following phases:

a. **Training-** aims to provide faculty with the necessary tools for writing scripts for educational television. The training will work on the development of the participants' oral, written, and corporal communication skills. The following are prerequisites for becoming an effective tele-faculty: diction, projection, dress, time management, content distribution, viewing, and writing instructional modules.

b. **Instructional Design -** its purpose is to assist faculty in the integration of strategies for the development of the course.

c. **Production-** directs the tele-faculty in the recordings both in the studio and on location. In the post-production phase, faculty will be guided in the evaluation and approval of the edited material.

d. **Creative Design-** Will support the content specialist faculty in the search and creation of images that will be used in the courses.

The UAGM will use a rubric to evaluate courses in harmony with instructional design. The evaluation criteria will be framed in the following areas:

a. Structure and organization of the course
b. Course Information Sheet/Course Outline (Syllabus)
c. Instructional Design and Course Execution
d. Student Interaction and Collaboration
e. Effective use of technology in the course
f. Assessment & Evaluation
g. Student Support & Resources online
h. Synchronous and asynchronous sessions required, depending on the length of the course.

10. **Technology Platform**
    a. In all courses supported by technology, the platforms authorized by the UAGM will be used. The use of a platform other than those authorized by the UAGM is expressly prohibited. Simply communicating or sharing assignments via email, *chats, blogs,* or social networking or other means does not constitute a hybrid or online course on its own. No teacher may substitute the activities or contact hours of a course or supplant the formal evaluation of the student through these means of communication.
    b. The platforms adopted by the UAGM will comply with the minimum-security requirements.
    c. A space will be designated on the technological platforms authorized by the UAGM for the placement of educational and informative material on copyright.
    d. The UAGM radio station will be used for the purpose of exhibiting and transmitting activities corresponding to the telecourses.
    e. Communication between faculty and students via e-mail related to a course must be carried out exclusively through the e-mail accounts assigned by the institution.

11. **Instructional Design Model**
    For the development of curriculum in distance education modalities, the institution will determine the model to follow, complying with the competency-focused curricular design it has adopted.

12. **Menu Structure in the Educational Platform**
    The institution will determine the menu of options that will be used when accessing courses in any of the distance education modalities. Alterations to this menu will not be allowed without prior authorization from the Vice Presidency of Telecommunications and Academic Technology and the Vice Presidency of Academic Affairs.

13. **Course Evaluation**
    a. All courses in the distance education modalities will comply with the evaluation and evaluation processes and will use electronic tools, the instruments designated by the institution.
    b. Assessment tools will be developed and applied as necessary for courses taught in distance education. This individualized process per course is carried out by the faculty, guided by the instructions and procedures established by the Associate Vice President of Assessment and Institutional Studies.

14. **Enrollment in distance learning courses**
    a. Any active student will be able to enroll in a course if they meet the requirements of the course. Students admitted in any category that

meets the corresponding requirements may also enroll.

b. Students will be able to enroll using the website or in person during the established periods.

c. The Registrar's Office will identify the courses using a uniform coding that distinguishes the modality of the course.

15. **Technical support for students**

a. Any student who encounters technical problems with the platform should contact the designated support staff on campus.

b. The student will be provided with the necessary technical assistance in a period not to exceed 24 business hours from the time the application is received.

16. **Support for Students with Special Needs**

a. Any student with a special need interested in taking a course in any of the distance education modalities must inform at the time of enrollment. The student will present the reasonable accommodation document to the course professor. The information will be kept confidential and will be shared with the professor.

VI. TERM

The content of this Policy, as well as the rules and procedures, will be effective immediately and prospectively upon its approval by the President of the UAGM. This policy repeals previous policies on offering courses supported by web technology and distance education.

VII. APPROVALS

Edgardo Rosaly Manfredi, PhD   **May 15, 2023**
Interim Vice President, Academic Affairs   **Date**

Paul Colberg Birriel   **May 15, 2023**
Vice President, Telecommunications   **Date**
& Academic Technology

Approved by:

José F. Méndez Méndez   **May 15, 2023**
President   **Date**

Executive Order OE-02-2022 UAGM Diversity, Equity, and Inclusion Policy prohibits discrimination on the basis of sex and gender identity. For the purposes of this policy, the normative principles of the RAE have been used to facilitate reading. However, their use refers to genders in an equitable, not preferential or unequal manner.

DISCLAIMER: In order to protect the identity of our officers' signatures, the executive orders and policies posted on the website exclude the same. Therefore, such electronically published executive orders and policies should be deemed approved and signed for all relevant purposes. In the event of any conflict or inconsistency as to the meaning of a word or phrase in the English translation of this document, the Spanish version shall prevail.