



*Principles of enquadadores to the restructuring of the
courses of the 1st and 2nd cycle of the Higher Technical Institute 2 1 2*

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FOREWORD

This document sets out the general framework for the restructuring of the courses leading to the degree of the 1st and 2nd cycle of the Higher Technical Institute (ISTI). It is the result of a process that began in January of 2018, with the approval of the terms of reference and constitution of the Committee on the Analysis of the Teaching and Practices of Teaching in the ISTI (CAMEPP), which was completed in March 2019, with the submission of the President of STI, the Chairman of the Scientific advisory Board (AB), and the Chairman of the teaching committee (PC), final report (referred to here as the Report of the CAMEPP) and the letter of the answer in the CAMEPP the contributions submitted by the community. Afterwards, the bodies of the STI, the Chairman, Managing committee (MC), CC, and CP, the Board of the department and struts (CDET), have examined the final paper, taking the discussion in the corresponding organs, as the result's a extra set of recommendations, which are also reflected. This document is intended to define and categorize the conditions of the frontier to deploy across all of the courses in the 1st and 2nd cycle in the context of establishing the principles that are fundamental to be considered in the design of courses, set up the schedule for this deployment, and set up the main steps and tools for the transition to the new structure of the course. This document is not intended to be all-inclusive with regard to a set of measures to develop as a result of the reflection of the CAMEPP, and of the recommendations of this Report, the focus is solely on the components for which they are related to the design and to the restructuring of the courses of the 1st and 2nd cycles, in order to work as well as the work of the committees, cross-cutting, which is associated with the courses of the 1st and 2nd cycle can be initiated. The document is organized into seven sections.

- 1 . General principles;
- 2 . The general organization of the courses of the 2nd cycle;
- 3 . The general organization of the courses of the 1st cycle;
- 4 . The overall principles for the organization of the calendar year, the structure of the credits to course units and their operation;
- 5 . A transition plan;
- 6 . The documents, validity, and timeframe;
- 7 . Commissions **An Ad-Hoc Basis.**

1. GENERAL PRINCIPLES

The Report of the CAMEPP has identified a number of best practices in a set of expanded leading universities, which were considered relevant to the teaching in the STI:

- The formation of a solid foundation in the Sciences and Engineering;
- ***The Project Is Based on Research-Based Learning, Problem-Based Learning, The Client-Based Learning, (Hands-on);***
- The flexibility in the academic courses;
- Humanistic component;
- These competencies are integrated into the course units (CU);
- Integration projects are multidisciplinary;
- The academic year is organized in order to promote a greater focus on, and work is c
- Internationalization.
- Training on entrepreneurship and innovation, Business & Academia;
- Good teaching, scholarship, and experiences for the community as an academic;
- The diversity of qualifications,
- The course of general Science in Engineering, 1.No cycle is taught in the English language.

The analysis of the country context and the position of the STI, which resulted in a set of measures in relation to the structure of the curriculum, organization, philosophy, and practices of teaching are presented in a generic form, and they are discussed in detail and operationalised by the Report of the CAMEPP, and is here reproduced **verbatim**¹:

- The end of the integrated master's programmes, and the adoption of the model 3 a + 2, a);
- Changes to the UC- 6, and 3 units in the european System of transfer and accumulation of credits (ECTS) in all of the School;
- The introduction of the model for the calendar year in the 2 time periods, for the first six months,
- The increase in co-ordinating the training of the base of the specialty;

¹ It is just the ones that are not directly related to the restructuring of the courses of the 1st and 2nd grade that are relevant to the design of the course. These measures have been supplemented by other member states who are not the subject of this paper.

- The increase in overall flexibility of the curriculum;
- The creation of the **minors** be consistent in the level 2 .No cycle;
- Recognition of curricular and extra-curricular activities;
- The introduction of the university "Project, Integrating the 1 -cycle (PIC 1) and 1 2 CREDITS for a follow-up study at 1 .No cycle;
- The widening of the scope of the project by the end of the 2 .No cycle;
- Creation or Strengthening of a Design/CU-in co-ordination with the business units of the investigation;
- Autonomy and corresponsabilização of the students.
- Paradigm shift in education.
- Enhancement/overhaul of the training of the trial;
- Of training at the **soft skills**;
- The strengthening of skills in computer science and programming
- Education in the Humanities, Arts, and Social Sciences (HASS);
- The elimination of the running applications, in the first half and alternative system of precedence.

It has received widespread support in the consultation carried out the bodies, in the context reservations and concerns with specific regard to some of the points in the conceptual model, which has been the subject of further discussion. In the subsequent reflection has addressed this concern, the present paper sets out the general principles for the reorganization of the courses of the 1 st and 2 nd cycles, which results in this work and the subsequent discussion, with a focus on the global aspects of the courses, and the conditions in border operations. The Report of the CAMEPP sets forth a set of principles and actions that will significantly wider than those that are out of the scope of this document, the implementation of which will support the restructuring of the organ of the courses of the 1 st and 2 nd stage of the sexually transmitted infections. The restructuring of the courses of the 1 st and 2 nd cycles of STI should you address all the aspects focused in this paper and, simultaneously, to encourage deep thought and reflection about the courses of the 1 st and 2 nd cycles of the STI will be guided by the principles and measures identified in the Report of the CAMEPP.

2. The GENERAL ORGANIZATION OF the COURSES OF the 2 nd CYCLE

In order to clarify the organization of the courses of the 2 nd stage of the study include the following principles in the development of the **management**. The structure of the curriculum, the world of the 2 nd cycle courses should be organized in the following way² :

- The main area for a minimum of 60 ECTS credits)
- Free options (18 - 30 (ECTS) are offered on the 2 nd and 3 rd semester
- Extra-Curricular activities (3 to 6 CREDITS), is generally credited in the 2 nd and/or 3 rd year. including the free options)
- Thesis (30 ECTS) are offered in both semesters.

The total amount of the loan is 120 ECTS credits.

The other sections of this document is the detailed aspects of the timing of the courses, the types of the CU, and the number of hours of contact with the protected area. Set out now for a couple of things that are related to the groups described above. *The main area for a minimum of 60 ECTS credits)*

The main area may include the CU binding, UV options and/or a Draft of the Thesis, with a maximum of 12 CREDITS which could take one of the following configurations: it can be shaped in a protected area of the Thesis, the two CU or a CU of a Project, a Thesis (6 CREDITS), and a CU. There are no restrictions as to the organization of a set of ECTS credits, completed with the limits set out the structure and organization of the university in the 2 nd cycle (see section 4).

The options are Free (from 18 to 30 ECTS credits)

Is it possible to obtain the following forms of personal development:

1. Completely free in the context of a training plan
(~~career~~ the ~~personal~~ discussed by student with to tutor/co-ordination;
2. Expertise in the area of training, the master
3. A **minor** coherent set of 18 CREDITS in the area of education and a multi-disciplinary approach, which can be either intra - or inter-agency. These **minors** offered to all the students of the 2 nd cycle, the context does not make it a part of the curriculum of the courses, but they can also be combined with

² They are used as designations, the 1 st semester, 2 nd semester, 3 rd semester, 4 th semester, to include the four semesters of courses in the 2 nd grade

deals are already in place (CU, and the courses of the 2nd cycle). On the set of the to be made available for all the students of the 2nd cycle of the STI-is defined by the committee appointed for this purpose (see section 7).

The Free Options can be selected from any of the UC's in 2nd grade.

Extra-Curricular activities - free (3 - 6 CREDITS)

This field is intended for the accumulation of 3 to 6 CREDITS for the recognition of curricular and extra-curricular activities. The set of activities that are to be credited with their creation of the UC **Portfolio** name the equivalent of one whose location on the course will be determined by the coordinator, shall be the subject of setting, by a committee appointed for that purpose (see section 7).

Typically, it will include the works of a scientific nature/introduction to the research project between semesters, on-site training courses, short-term ex., OWNED, BEST, MOOCS, Technical, schools, summer activities, associations, or to work on their own initiative.

The possibility of the accumulation of this free choice has to be made explicit in the definition of the curriculum of the course.

End of the 2nd cycle of the Project of a Dissertation + Thesis

To complete the set of 4 2 CREDITS provided for in these fields, the student will be able to choose one of the following options to the university of the Module:

- 1 . Thesis In Science;
- 2 . The project Company;
- 3 . Type of design **Capstone**.

1 2 ECTS credits, corresponding to the Thesis may take one of the following configurations: they can be shaped in a protected area of the Project, in Theory, two CU or a CU of a Project, a Thesis (6 CREDITS), and a CU. It is up to the co-ordination of the course is to propose the name(s) type(s) type(s), as well as the format and the context(s) of the course unit(s) in support of the thesis/ dissertation. The joint Project by the End of the 2nd cycle (P de Dissertation + Thesis) will be offered in both semesters, in order to ensure that it does not occur, discontinuation of the activities of the students UC in default of payment. Just a Dissertation, and will be offered in both semesters, in the case of the curriculum of the course and does not include a Thesis. With the completion of the Project report should be sent prior to the lecture.

3 . The GENERAL ORGANIZATION OF the 1 st CYCLE programmes

In order to clarify the organization of the courses of the 1 st stage of the study include the following principles in the development of the **management**. The curriculum of the course of the 1 st cycle, you should understand the following curriculum:

- 1 . Mathematics (3 0 CREDITS);
- 2 . Physics (1 2 ECTS credits);
- 3 . Math/Physics/Chemistry/Biology (1 2 ECTS credits);
- 4 . Software engineering (6 ECTS);
- 5 . HAAS's work (9 ECTS) = 3 CREDITS the Economy/Management, a + 6 ECTS credits);
- 6 . The main (8 7 - 1 0 5 (ECTS);
- 7 . **Pre-Majors** (0 - 1 2 CREDITS);
- 8 . The project integrated the 1 st cycle, PIC 1 (from 6 to 1 2 ECTS credits).

The total amount of the loan is 1 8 0 ECTS).

The other sections of this document is the detailed aspects of the timing of the courses, the types of the CU, and the number of hours of contact with the protected area. In the wake of this section is to indicate some of the issues relating to the groups described above. *Mathematics (from 3 0 to 4 2 CREDITS)*

The coordinator of the course in conjunction with the Department of Mathematics (DM) should be set to the UC to include a minimum of 3 0 CREDITS and a maximum of 4 2 CREDITS. The UC will be of 6 ECTS credits, and be able to work in 7 -week or 1 4 -week, but in keeping with the rules laid down for the general model of the organization of the terms, and in accordance with the requirements established for each course in the co-ordination of the course. The agreement for the establishment of the coordinators of the courses, and the DM should also be taken into account for the grouping of courses for the teaching. *Physics 1 2 of the 2 4 CREDITS)*

The coordinator of the course in conjunction with the Departamento de Física (DF) should be set to the UC to include a minimum of 1 2 CREDITS and a maximum of 2 4 CREDITS. The UC will be of 6 ECTS credits, and be able to work in 7 - week or 1 4 -week, but in keeping with the rules laid down for the

a general model for the organization of the semester, in accordance with the requirements established for each course in the co-ordination of the course. The agreement for the establishment of the coordinators of the courses, and the DF should be taken into account for the grouping of courses for the teaching. *In the 0 to 1 2 ECTS credits)*

The coordinator of the course in conjunction with the Department of Chemical Engineering (DEQ) shall be defined by the person(s) UNIT(s), to include a minimum of 0 CREDITS and maximum of 1 2 ECTS credits. The UC will be able to have 6 CREDITS and will be able to work in 7 -week or 1 4 -week, but in keeping with the rules laid down for the general model of the organization of the terms, and in accordance with the requirements established for each course in the co-ordination of this course. The agreement for the establishment of the coordinators of the courses, and the middle east; they shall also be taken into account for the grouping of courses for the teaching. *Of biology (0 to 1 2 ECTS credits)*

The coordinator of the course in conjunction with the Department of Bioengineering (DBE) should be set(s) of the course unit(s), to include a minimum of 0 CREDITS and maximum of 1 2 ECTS credits. The UC will be able to have 6 CREDITS and will be able to work in 7 -week or 1 4 -week, but in keeping with the rules laid down for the general model of the organization of the periods, in accordance with the requirements established for each course in the co-ordination. The agreement for the establishment of the coordinators of the courses, the DBE must also be taken into account for the grouping of courses for the teaching.

The departments are responsible for the training and requirements (such as DM/DF/DEQ/DBE) , one can choose to prepare and deliver proposals, applications, cross-agency that is best suited to the courses for the general public. *Computing a minimum of 6 ECTS credits)*

The minimum number of credits in a group of 6 ECTS credits, corresponding to the existence of a protected area of Computing and Programming. In addition to the coordinator of the course are to promote the integration of the fields of computer science and programming at UC in the 1 st cycle, ensuring a stress to a minimum of 1 . 5 CREDITS (and the weight of the evaluation of 2 5 %) in the first half. This measure is expected along the whole of the 1 st cycle of at least 6 ECTS credits (to run up to 6 of the Program). The coordinator of the course, you can choose to include in the curricula of these facilities in an aggregate form (e.g, a course unit with 6 ECTS credits). A committee appointed for that purpose (see section 7) to co-ordinate, to propose to the competent authorities, and, subsequently, to pre-approve the provision of this component of training in all the courses of the 1 st cycle.

HASS - Humanities, Arts, and Social Sciences (9 CREDITS)

All the credits to be achieved at the 1-cycle including 3 CREDITS related to a protected area of Economic Management, and is the responsibility of the Department of Engineering and Management, 6 ECTS credits of free choice in the CITIZENS. The reception can be found on the UC that are relevant that are offered by the University of Lisbon, Lisbon, and sexually transmitted infections. The contents of the 3 ECTS of Economics, Management and it should be made clear by the POSITION, taking into account the nature of the formation of the university of Coimbra. A committee appointed for that purpose (see section 7) identify and set up on the offer of CITIZENS, including an indicative list of training courses at the University of Lisbon and in the CONTEXT are not guaranteed, however, that the training is relevant to a particular course can be credited in by the course coordinator.

They are considered to be several different configurations/options for the achievement of the 6 credits for the CU-free (6 CREDITS a semester, or 2 CU 3 CREDITS each), to be determined by the co-ordination of the course, taking into account the work done by the committee appointed for that purpose.

The Main

The main area includes the UC-specific, of course, but it should also include the cross-cutting skills as part of the UC-specific course, and the skills, which are not included in the UC Computing and Programming required). UC who are in this group, it may take 3, 6, 9 or 12 ECTS credits (multiples of 3 in order to ensure the compatibility in between the courses/options), but they will need to comply with the rules laid down for the general model of the organization of the year. **Pre-Majors (0 to 12 ECTS credits)**

The UC **pre-major** they correspond to a maximum of 12 CREDITS in the areas of the course chosen by the student from a set of applications that are defined by the co-ordination of the course. These UC's are expected to be offered in the 3rd year, preferably in the 6th semester of the year. *The project integrated the 1st to the PIC 1 (6 - 12 CREDITS)*

This is a UC integration involves the work, preferably in a team and can be based on the issues and challenges of the real (i) in the project **Capstone** (including 3 CREDITS in Management, Innovation /Entrepreneurship, (ii) the work in the Unit of Investigation, (iii) or work in a business environment. If there are any situations in which it is not possible to ensure that all students are participating in the UC integrated that you lose yourself in one of the three aspects mentioned above, it is up to the coordinators of the courses are set up in the form a credit equivalencies in terms of the law.

In any case, there should be follow-up by a professor at the instituto superior técnico. The project integrator will tend to be done on the 6th period, with the implementation is possible in the 5th semester of the year. A committee appointed for that purpose (see section 7) will provide a set of guidelines in order to support the work of the coordinators of the course. It is important to note that, in the case of the supply of training in the field of the Architecture, and the implementation of the measures proposed in the model of the Technical 2 1 2 2 you'll have to meet a variety of specific features in this area " (p.ex. the university of the design). In the same way, you should take into account the specificities of the courses, which allow for a contribution to a very significant amount of the other schools , or have imposed restrictions on the exercise of the profession (e.g., by the law or by professional associations).

4 . THE OVERALL PRINCIPLES FOR THE ORGANIZATION OF THE CALENDAR OF THE SCHOOL, THE STRUCTURE OF THE LOAN, AND THE UNITS OF THE CURRICULUM, AND HOW IT WORKS *Academic calendar*

The academic calendar is organised at the undergraduate level. Currently, the organization is likely to be limited to one semester, this is:



Figure 1 : Organization of the one-half of the year (now), where each rectangle represents a-week green week activities, education, oranges weeks of half-time/in preparation for the exams, and the red-weeks exam)

In order to ensure that: (i) if it holds for the week welcome to the new students, the students will have the opportunity to, at the end of the school year, attending training courses at the end of June, beginning of July, and (iii) for the calendar year that is compatible with the mobility of the majority of international schools, the organization is likely to be limited to a six-month period in the model is³



Figure 2 : the Organization is likely to be limited in the new model, with each rectangle representing a week at the green week activities, education, and blue-weeks of the study of/training/discussion on projects, activities, orange week in preparation for the second season, and the red week of exams, the end of the APPLICATION.

In the new model, it is important to note that:

sessions are held exclusively on the weeks indicated in green (14 weeks of the semester, as is the case at present); in the weeks that are identified in blue, can be carried out presentations and discussions/ .

- oral evidence/ assessment of the project work (but only in respect of the CU-type To see the definition, below), and a session of questions to the UC for the type A and type B), but they can't carry out the test or
- tests end of this calendar template takes two weeks for the hours in each semester, with respect to the model proposed in the Report of the CAMEPP, substituted up to two weeks of activities and teaching (at any time of the contact), highlighted in green. This setting allows you to maintain the minimum ratio that is identified in the Report of the CAMEPP of hours of self-directed work-hours contact information.

Type of CU

Each semester, the UC can be of two types:

- The CU-type: Run in the 7 -week (3 CREDITS, 6 ECTS 9 ECTS 12 ECTS credits);

- UC-B: Run in the 1 4 weeks (6 ECTS 9 ECTS 1 2 ECTS credits).

Shall be subject to the following restrictions are placed on the design of the courses⁴ :

The courses of the 1 st cycle and 2 nd cycle

The maximum number of CU-in, parallel = 4

The number of full unit per year (A+B) = 6

The maximum number of UC-B for the semester = 2

This design allows for the co-existence of CU, which operate to (i) the course of 1 4 weeks, allowing for a longer teaching, or (ii) for periods of 7 + 1 a week, more focused, ensuring that it is greatly reduced the scatter of the students, a large number of CU in the place at the same time, by means of a sketch, these constraints enable the following settings on each of the first half^{5, 6}.

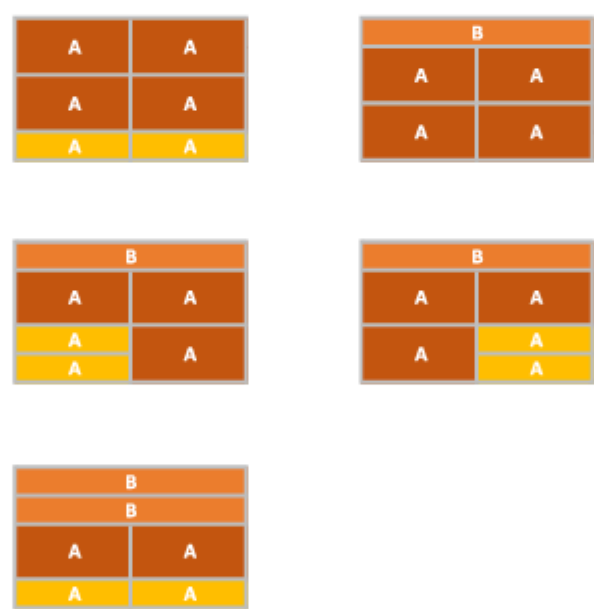


Figure 3 : possible Combinations, applications, type A and type B in the courses of the 1 st and 2 nd cycles (red: CU type 3 CREDITS; brown: CU type with 6 ECTS credits)

The scale and ECTS the number of hours of student work, broken down into the following components:

- 1 . Hours of formal contact = classes, including the classes of questions;
- 2 . Independent work of the student;

⁴ The design of the courses and the choice of the UNIT (A type A or type B), it is the responsibility of the coordinators of the courses, in conjunction with the rest of the courses, which make use of the offer is identical to, and in close co-ordination with all departments and be responsible for the offer.

⁵ Include only those combinations involving the CU in the 3 -and 6 ECTS credits .

The possibilities represented here do not overlap with the conditions for the previously established for the overall structure of the courses of the 1 st and 2 nd cycles

3 . Review.

. Thus, the CU 6 (3) CREDITS In they correspond to 1 6 8 mm (8 4 in) and the work of the student, to be distributed for components listed above.

In the lessons, and hours of formal contact at each of the UC can be of four types:

- 1 . The Theoretical (T)
- 2 . Theory and Practice (TP)
- 3 . The Laboratory (L -)
- 4 . Practical (P)
- 5 . The Design (D)

The number of hours of contact, and the distribution of the different types of classes, it is the responsibility of the department to be responsible for the offer keeping in mind the objectives and content of the university, the teaching methods used, and the resources available to you.

In terms of the hours of the contact, shall be subject to the following two conditions 1 st 1 st and 2 nd years:

- 1 . The maximum number of hours of contact per semester = 5 6 UC FOR 6 ECTS credits)
- 2 . The maximum number of classes of the theoretical (T) and, for the first half = 4 2 (UC- 6 E
- 3 . The maximum number of hours of contact, UC per semester = 2 8 and APPLICATION 3 CREDITS)
- 4 . The maximum number of classes of the theoretical (T) and, for the first half = 2 1 (UC- 3 CREDITS)

In terms of the hours of the contact, shall be subject to the following two conditions 1 st - year:

- 1 . The maximum number of hours of contact per semester = 4 9 (UC- 6 ECTS credits)
- 2 . The maximum number of classes of the theoretical (T) for the semester = 2 8 UC FOR 6 ECTS credits)
- 3 . The maximum number of hours of contact, the UC for the first half = 2 4 , 5 APPLICATION OF 3 ECTS
- 4 . The maximum number of classes of the theoretical (T) for the semester = 1 4 APPLICATION OF 3 ECTS

The teaching of the lectures will be organized in units of 1 hour.

⁷ Although it is recognized that the stress of the work are currently requested in the modules are not properly calibrated to the corresponding amount of CREDITS, you choose to retain the reference to the CONTEXT, in line with the standards of care that are associated with the STI .

This amounts to a total of 8 4 0 hours, distributed across the 1 8 -week semester i.e. in approximately an average of

4 7 hours of work per week

for 1 2

It is up to the coordinator of this course, working closely with all the departments that are responsible for the supply, make sure that they are verified to be broadly in each cycle, and each year for the following standards:

1. Average amount of hours in a contact surface for the six-month period in 2nd cycle (30 ECTS credits) = 210 - 245-hour⁹
2. Average amount of hours in a contact surface for the six-month period in 1st cycle 1st and 2nd years (30 ECTS credits) = 280 hours¹⁰
3. Average amount of hours in a contact surface for the six-month period in 1st cycle (30 ECTS credits) = 245 hours¹¹
4. Average amount of hours on the touch weekly in the 2nd cycle = 15 - 17,5
5. Average amount of hours on the touch weekly in the 1st cycle = 20 hours (at 1 and 2 years old) and a 17.5-hour (3-year)

All of the UC's will be explicit in its sole discretion, in addition to the information that 's currently included with the pre-requisites to the frequency of the university of coimbra¹² and the distribution of weekly working hours of the students, in accordance with a format that is showing , clearly, the number of hours worked on a weekly stand-alone of the students during the academic term¹³ .

⁹ This is the value of the hours-of-contact, medium-sized for a 30 ECTS/semester corresponds to the 595 - 630 hours of independent work of the student, to be developed over an 18-week (approximately 33 to 35 hours of independent work on average). ¹⁰

This is the value of the hours-of-contact, medium-sized for a 30 ECTS/semester corresponds to 560 hours of independent work of the student to be developed over an 18-week (approximately 31 hours of independent work on average). ¹¹

This is the value of the hours-of-contact, medium-sized for a 30 ECTS/semester matches to 595 hours of independent work of the student, developing in the course of 18 weeks, about 33 hours of independent work on average). ¹²

Pre-requisites defined in the UC students must have attended and passed. In the scene in which they take the precedence it is up to the student to decide, in consultation with the professor of the university of coimbra, if you are in a position to attend the university of 13 of A possible format is TipoUC - Full CREDITS - It - TPj - Lk - Lg - Mic - In, or TipoUC - Full CREDITS - - - - i - (j+k+l+m) (- n), TipoUC - Full CREDITS- (i +j+k+l+m) (- n) or (i,j,k,l,m,n, represents the average amount of weekly classes of type T, TP, L, P, P, P, and the number of hours of independent work on a weekly, during the academic term (A), respectively.

5 . TRANSITION PLAN

The plans for the transition to the curriculum, must comply with the following fundamental principle: ensure that the accumulation of all of the CREDITS achieved by the students in the study of the original. You will be appointed a working group, which will begin its work in May of 2019, so set up the model of the transition plan to submit for a response, and to define the politics of distribution and compensation of the CREDITS between the plans in the classroom. This **the task force is to** includes teachers of STI experts in algorithms, the Vice-President (VP) of the terms and conditions, the members of the executive committee of the CC, CP, and representatives of the Academic director, and the DIRECTOR, and the coordinator of the course that are involved in the restructuring/transitions recent success, with the goal of designing, testing, and automation, working in collaboration with the coordinator, and the process of the transition of all students of the IST for the new course. For each course that is to be drawn up in a table of equivalences, where it will be reflected in the correlation between the CU source, and the university of the target, as well as the rules of the transition indicated by **the task force is to** and it will allow for the automatic transition the student from the course of the plan, the number of the destination. This chart should include, inter alia, all of the UC's are listed on the South, to the curriculum for all students in the course, and match each of these applications, the new curriculum (UC-to-UC, or global), as well as any other rules which will be set **the ex-ante evaluation** the **the task force is to** specifically created for that. These rules shall take into account, inter alia, the elimination of the UC, the combination of hu, and the change in the number of ECTS credits for the CU, gears, automation in compensation and distribution as defined and approved by the coc, the transitions of students enrolled in the university of more than one cycle, the rules for the determination of the average basis of the cycle and the weight of the CU in the source, etc.

A proposal for the restructuring will only be considered if accompanied by a corresponding transition plan, and the corresponding table of equivalences in the strict respect for the model is defined by **the task force is to**.

6 . THE DOCUMENTS, VALIDATION, AND CALENDAR.

Documents to submit

The documentation for the review of each of the courses includes the following documents (see the calendar):

1. The overall structure of the programmes, in accordance with the model to provide for the validation of the model, the generic set, and the elements that allow for different commissions such as the cross-cutting effect on the validation of the overall program;
2. The Curriculum, according to the model of the supply, for consideration by the bodies of the IST and ULisboa, to be submitted to the proof of A 3 ES, and was officially made available to the students.
3. Planning for the transition, in agreement with a model of the supply.

The pre-validation of the proposals by the commission and cross bodies for the STI

The commissions of the cross-cutting effect of the pre-validation of the proposals on the basis of the Overall Structure of the programmes, in accordance with the terms of reference and the results of the work carried out by this committee and approved by the competent authorities of the instituto superior técnico.

To **the task force is to** on the background of the transition, you will make the analysis and validation of the plans for the transition of the course.

A joint committee of the GC, CC, and CP will perform the assessment and validation of the curriculum of the course.

Schedule

The dates in this calendar are established in the decision-making **the go/no-go**. It's here, the critical points of the calendar

In mid-October, 2 0 1 9 - submission of the Overall Structure of the study programme;

In mid-November, 2 0 1 9 - submission of the transition plan, and the plans of the curriculum;

December 2 0 1 9 - passing organs to the relevant CC, CP, CG Board high School.

7 . THE CONSTITUTION AND TERMS OF REFERENCE OF THE COMMITTEES ON AN AD-HOC BASIS

There is a set of cross cutting issues that need to be defined in such a way built, will be built on the following Committees **An Ad-Hoc Basis** (ad hoc committees for the joint of the CC, and CP) and the terms of reference that are associated with it:

- 1 . **Minors** multi-disciplinary/cross-level- 2 .No cycle
- 2 . Computer science and Programming
- 3 . Innovation and Entrepreneurship
- 4 . Extra-Curricular Activities
- 5 . The project integrated the 1 st cycle (PIC 1)/Project-Capstone 2 nd grade
- 6 . Cross-Cutting Competencies
- 7 . Education in the Humanities, Arts, and Social Sciences (HASS)

The purpose of the committees on **An Ad-Hoc Basis** they will serve as the basis for the decisions of the board of directors relevant to the school on the subjects from each of the committees. In those cases in which the committees will address scientific skills that are associated with one or more Departments, the coordination of the committees is chaired by the department(s) concerned. The commissions will be producing documents in enquadrao to the organ competent to set up the framework for the work of the coordinators of the course, in accordance with the following schedule:

In mid-May 2 0 1 9 : At the beginning of the work of the committees;

June 2 0 1 9 Production of the document, guiding to the submission to the competent authorities;

Beginning in July of 2 0 1 9 : Approval of the organs concerned.

November 2 0 1 9 : The validation of the global structures of the courses are in accordance with the documents enquadrao approved by the competent authorities.