



GOVERNING BOARD  
UNIVERSITY OF PUERTO RICO

(Translation)

CERTIFICATION NUMBER 33  
2020-2021

I, Mayra Olavarría Cruz, Secretary of the Governing Board of the University of Puerto Rico, CERTIFY THAT:

The Governing Board, at its regular meeting held on November 20, 2020, upon the recommendation of the President of the University of Puerto Rico and of the Office of the Vice President of Academic Affairs and Research, and with the endorsement of the Academic Affairs Committee, agreed:

To approve the amendment to Certification No. 42 (2019-2020)

UNIFORM GUIDELINES FOR THE CREATION AND REGISTRATION OF  
COURSES AT THE UNIVERSITY OF PUERTO RICO

The guidelines are merged to this Certification.

IN WITNESS WHEREOF, I issue the present Certification, in San Juan, Puerto Rico,  
this 20th day of November 2020.



*Mayra Olavarría Cruz*  
Mayra Olavarría Cruz  
Secretary

# GUIDELINES FOR THE CREATION, STANDARD NUMBERING, AND REGISTRATION OF COURSES AT THE UNIVERSITY OF PUERTO RICO



November 20, 2020

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## **GUIDELINES FOR THE CREATION, STANDARD NUMBERING SCHEME, AND REGISTRATION OF COURSES AT THE UNIVERSITY OF PUERTO RICO**

### **I. INTRODUCTION**

At the University of Puerto Rico (UPR), courses are designed considering the mission, goals and objectives of the academic programs under which they are created. Course are generally organized according to areas of knowledge and are designed to be offered within a specific timeframe as part of a curriculum course sequence of an academic program that ends with a degree conferred by the UPR. The courses that make up an academic program must be subject to sustained compliance with the requirements established by licensing and institutional or professional accreditation agencies. All courses offered at the UPR must be clearly and precisely characterized and identified.

### **II. CREATING A COURSE SYLLABUS**

The course syllabus is a legal agreement between the institution and the student. Therefore, it is part of the documents required for the creation, standard numbering, and registration of new courses at the University of Puerto Rico. APPENDIX 1 lists the Components to Create a Course Syllabus.

### **III. PROCEDURE FOR THE CREATION, STANDARD NUMBERING, AND REGISTRATION OF NEW COURSES<sup>1</sup>**

Units may only enroll students in courses that have been assigned a number and registered in the Master File (MF) by the Office of the Vice President of Academic Affairs and Research (hereinafter VPAAR) at Central Administration (CA). Only applications for numbering and registration of courses to be offered on a permanent basis will be accepted.

The Office of the Vice President will receive applications for the creation, standard numbering, and registration of new courses throughout the academic year and, after they are processed, they may be offered for the next term of the academic year.

All applications from units must contain the official course syllabus drafted to be offered in all viable modes (face-to-face, hybrid, distance learning, and online) and the official form, *Application for Creation, Standard Numbering and Registration of Courses* (see APPENDIX 2).

The *Checklist and Syllabus for the Application for the Creation, Standard Numbering, and Registration of Courses* (APPENDIX 3) shall be used a work tool to verify the parts of the documents: *Application for the Creation, Standard Numbering, and Registration of Courses*, the syllabus, and the instances that support the creation of the course at the unit.

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<sup>1</sup> Particular academic programs that need to explore thematic area offerings before creating a course in a specific content area are encouraged to request the creation of courses in open thematic areas (e.g., special topics). The unit must establish means for approval of the design of the particular version of the course and keep thereof to ensure that a brief statement describing the thematic content of the specific version of the course that the student passed appears in the student's transcript.

The Office of the Vice President will accept the decision of the Dean of Academic Affairs (hereinafter dean) of the unit upon receipt of the Application for the Creation, Standard Numbering, and Registration of Courses and the syllabus for the course for which numbering and registration is sought.

For the course to be approved in the unit, the syllabus must contain all the parts listed in APPENDIX 1.

A. The means to ensure the following will be put in place in the applicant unit:<sup>2</sup>

1. First, the following must be verified:
  - ✓ If there is an active equivalent course in your unit, the Application for Standard Numbering and Registration of Courses at the UPR is not in order.
  - ✓ If there is an active or inactive equivalent course at another unit of the UPR System, the *Application to Reactivate Registered Courses* (APPENDIX 5 of these Guidelines) shall be filled out.
2. Justifying and verifying, with the proper evidence, the need to create a course considering the development plan of the unit and the academic program; its connection to the curriculum course sequence; the results of the program assessment plan; compatibility with the alumni profile; the requirements of accrediting agencies; and services through the Continuing Education and Professional Studies Division (DECEP), among other factors. It is important to note that credit courses offered through DECEP are created by the Department concerned.

For practicum or internship course actions, the Practicum Handbook, and evidence of letters, agreements, and memorandums of understanding with the practicum centers where the experience will take place, must be submitted, as required by the Board of Postsecondary Institutions (BPI) under the Department of State.
3. A proposed course syllabus must be created following the official format (see APPENDIX 1) and the requirements provided in these Guidelines (APPENDIX 9).
4. The *Application for Standard Numbering and Registration at the UPR* must be filled out so as to ensure consistency with the course syllabus and the requirements of these Guidelines.
5. The course syllabus must meet all requirements provided in these Guidelines and the information provided in *Application for Standard Numbering and Registration at the UPR* and in the course syllabus are consistent.
6. The dean shall verify and certify approval of the *Application for Standard Numbering and Registration of Courses* and the *Syllabus for the Creation, Standard Numbering and Registration of Courses*. In addition, the dean will process the documents and the course syllabus with VPAAR at Central Administration of the University of Puerto Rico.

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<sup>2</sup>Each unit will determine which body or bodies will be responsible for approving applications for new courses and applications concerning registered courses. It is recommended that the unit define flexible and efficient processes to ensure the quality of academic offerings.

7. Once the information for the course registration is received, the dean will inform the Registrar, College, School, or Department, and other unit officials as may be necessary for the proper action.
8. The dean will make sure not to approve any course that is a degree requirement if it does not include a letter of approval concerning the academic change specifying the course to be registered and assigned a number, as it will impact the number of credits required for a degree.

B. At the Office of the Vice President of Academic Affairs and Research

1. Receive the *Application for Creation, Standard Numbering and Registration of Courses* and the *Syllabus for the Standard Numbering and Registration of Courses in the Master File*, filed by the dean of the unit.

#### IV. EVALUATION, RECOMMENDATION, AND APPROVAL OF APPLICATIONS CONCERNING REGISTERED COURSES

A. Reactivation of Registered Courses

Inactive courses in a unit may be activated by filling out the official form titled *Application to Reactivate Registered Courses* (see APPENDIX 5) and attaching an updated official course syllabus (see APPENDIX 1). The Office of the Vice President at Central Administration will receive applications to reactivate registered courses throughout the academic year and, once they are approved, they may be offered during the next academic term.

1. The means to ensure the following will be put in place in the applicant unit:<sup>3</sup>
  - a. Justifying and verifying, with the proper evidence, the need to reactive a course considering the development plan of the unit and the academic program; its connection to the curriculum course sequence; the results of the program assessment plan; compatibility with the alumni profile; the requirements of accrediting agencies; and services through the Continuing Education and Professional Studies Division (DECEP), among other factors.
  - b. Evaluating the official course syllabus, considering the time since it has been inactive, and making sure that it meets the needs of the academic unit or program and includes an updated description, objectives, outline of the course content, institutional and assessment strategies, bibliography, etc., in accordance with the syllabus content, as provided in APPENDIX 1.
  - c. If the syllabus requires updating, modifications must be consulted with the other units within the system where the course is active.
  - d. Evaluating the official course syllabus and making sure that it meets the needs of the academic unit or program and includes an updated description, objectives, outline of the course content, institutional and assessment strategies, bibliography, etc.

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<sup>3</sup> *Id.* at 2.

- e. The *Application to Reactivate Registered Courses at the UPR* must be filled out so as to ensure consistency with the course syllabus and the requirements of these Guidelines.
- f. Verifying that the syllabus meets all requirements provided in these Guidelines and that the information provided in *Application to Reactivate Registered Courses at the UPR* is in line with the development plan of the unit and the academic program and that the results of the program assessment plan are compatible with the alumni profile; the requirements of accrediting agencies; and services through the Continuing Education and Professional Studies Division (DECEP), among other factors.
- g. The dean shall certify approval of the *Application to Reactivate Registered Courses at the UPR* and the *Checklist and Syllabus for the Application for the Creation, Standard Numbering, and Registration of Courses*, and shall process the documents and the course syllabus with VPAAR at UPR Central Administration.

The Registrar need not be notified of the application to reactive courses before the Vice President in fact reactivates the course in the Master File and notifies the applicant unit.

- h. Once information on the reactivation of the course is received, the dean will inform unit officials as may be necessary for the proper action.

2. At the Office of the Vice President of Academic Affairs and Research:

- a. Receive the *Application to Reactivate Registered Courses* and the syllabus to reactive the course in the Master File.

B. Offering Active Courses from Other Units

Courses that exist at a unit may be activated at other units by filling out the ***Application to Offer Active Courses from Other Units*** (see APPENDIX 6).

- 1. The applicant unit will define flexible and efficient processes to guarantee the quality of academic offerings to ensure that:
  - a. The need to activate a course offered at another unit is justified and confirmed, with the proper evidence, considering the development plan of the unit and the academic program; its connection to the curriculum course sequence; the results of the program assessment plan; compatibility with the alumni profile; the requirements of accrediting agencies; and services through the Continuing Education and Professional Studies Division (DECEP), among other factors.
  - b. The official course syllabus is evaluated, including the course code, title, description, prerequisites and co-requisites, to make sure that changes to the course meets the needs of the academic unit or program.
  - c. If the syllabus requires updating, modifications must be consulted with the other units within the system where the course is active.
  - d. The *Application to Offer Active from Other Units* is filled out (APPENDIX 8).
  - e. The information in the application is consistent with the course syllabus.

- f. The dean will certify approval of the Application to Offer Active Courses from Other Units and will process the documents with the Office of the Vice President at UPR Central Administration.
- g. Once the Office of the Vice President receives the information on an active course offered at another unit, the dean will inform unit officials as may be necessary for the proper action.

2. At the Office of the Vice President of Academic Affairs and Research

- a. Receive the *Application to Offer Active Courses from Other Units* filed by the dean of each unit to activate the course in the Master File.

C. Inactivation of Registered Courses

Courses that exist at a unit may be inactivated by filling out the *Application to Inactive Registered Courses* (see APPENDIX 7). Once courses are inactivated they can no longer be offered at the unit. If the unit wishes to offer the course in the future, it must fill out the *Application to Active Registered Courses*. This safeguards institutional integrity and ensures consistency between the University of Puerto Rico Master File and the master file at each unit.

1. The applicant unit will establish the means to ensure that:

- a. The need to inactivate the course is justified and established. The unit will annually review the courses it deems necessary to inactivate.
- b. The *Application to Inactivate Registered Courses* (APPENDIX 7) is filled out.
- c. The Registrar is consulted as part of the process of ensuring that the necessary measures are in place to avoid affecting regular students by inactivating courses required under an academic program in effect at the time they were admitted.
- d. The dean certifies approval of the Application to Inactivate Registered Courses and processes the documents with the Office of the Vice President at UPR Central Administration.
- e. Once information on the inactivation of the course sent by the Office of the Vice President is received, the dean will inform unit officials as may be necessary for the proper action.

2. At the Office of the Vice President of Academic Affairs and Research:

- a. Receive the *Application to Inactivate Registered Courses* filed by the dean of the unit and inactivate the course in the Master File.

D. Changes to Registered Courses

Courses registered as active may be modified by filling out the *Application for Changes to Registered Courses* (see APPENDIX 8) and attaching the official course syllabus (see APPENDIX 1).

Changes in registered courses are those that do not require the creation of a new course and are made, for example, to change the number of hours dedicated to teaching strategies that



affect the distribution of credits (*i.e.* lecture vs. laboratory), changes in teaching strategies that affect the professor's academic task (*i.e.* thesis vs. seminar), and changes that affect the ability to offer the course at other units. They also include changes in the number of credits, total contact hours, description, objectives, and content, provided such changes do not involve one of the following conditions, in which case the creation of a new course will be required:

- ✓ Changes in more than 50% of the total credits for courses with fixed credit hours.
- ✓ Changes in more than 50% of the total contact hours.
- ✓ Changes in more than 50% of the content and learning objectives.
- ✓ Change in level, from graduate to undergraduate or vice versa.

1. The applicant unit will define flexible and efficient processes to guarantee the quality of academic offerings to ensure that:
  - a. The need to activate a course offered at another unit is justified and confirmed, with the proper evidence, considering the development plan of the unit and the academic program; its connection to the curriculum course sequence; the results of the program assessment plan; compatibility with the alumni profile; the requirements of accrediting agencies and state and federal regulatory agencies; and services through the Continuing Education and Professional Studies Division (DECEP), among other factors.
  - b. The official course syllabus is evaluated to make sure that the change or modification to the course meets the needs of the academic unit or program, including credit and contact hour requirements, description, objectives, outline of the course content, institutional and assessment strategies, bibliography, etc.
  - c. Courses registered as active may be modified by any of the unit where the course has been included in its register of active courses. When changes are proposed to registered courses, such modifications must be consulted with the other units where the course is included in their register of active courses. The units consulted have 20 business days to make recommendations to the unit proposing the changes. APPENDIX 8 includes the *Application for Changes to Registered Courses*.
  - d. The *Application for Changes to Registered Courses* has been filled out.
  - e. The information in the application is consistent with the course syllabus.
  - f. The dean will certify approval of the Application for Changes to Registered Courses and process the documents, together with the modified syllabus, which must be agreed upon by the units consulted, and forward them to the Office of the Vice President at UPR Central Administration.
  - g. When a unit wishes to change the format in which a face-to-face course is offered to any of the following modes--hybrid, distance or online--the following must be clearly specified in the course syllabus: instructional strategies, evaluation techniques, minimum resources required in this format, as well as electronic references, so as to achieve the objectives of the course.

2. At the Office of the Vice President Academic Affairs and Research:
  - a. Receive the Application for Changes to Registered Courses filed by the Deans of Academic Affairs of each unit.
  - b. Once the application is processed, notify the Deans of Academic Affairs and register the change in the UPR Master File.

## V. OTHER PROVISIONS

The provisions of this Certification concerning the creation, registration, and standard numbering of courses shall take effective immediately. This certification supersedes Governing Board Certification 42 (2019-2020).

The professor shall be responsible for developing a contingency plan in the event of an emergency or interruption of classes.

## VII. GLOSSARY

### 1. **Numbering**

Alphanumerical section that identifies the course in the UPR Master Course Record.

### 2. **College**

According to the Carnegie Classification for Institutions of Higher Education, the University of Puerto Rico has eight baccalaureate colleges, offering degrees in various fields. Institutional units also organize the disciplines Colleges, Deanships, Departments, Schools and Programs.

### 3. **Lecture**

A course or part of a course in which the professor makes an oral presentation to the students on a topic within an academic discipline or uses a methodology of continuous interaction among the members of a group. The professor may make use of audiovisual and technological resources to strengthen the presentation.

### 4. **Variable credit**

Number of credits assigned to a course that may vary depending on the number of hours of weekly instruction during a given academic term. It is used in courses where intensity or expectation of work can be modified according to the needs and expectations of the student, the degree of effort required, among other factors. When it is determined that a course will have variable credits, the minimum and maximum number of credit hours to be assigned and if the course can be repeated with credits must be determined.

### 5. **Credits or credit hours**

Value assigned to the course based on the number of hours of instruction per week throughout the academic term and which, in the case of semesters, is equivalent to one hour (50 minutes) of instruction per week. In the case of laboratories and practicums, the measurement may vary.

### 6. **Curriculum**

The study plan of an academic program or offering. The set of studies, learning activities, methods, evaluation strategies, and practices aimed at developing the student's potential.

### 7. **Course**

A set of information and material organized around a specific area of knowledge and designed to be presented in a given time frame as part of an academic program.

**8. Distance Learning Course**

A course that involves a formal learning process in which instruction is delivered by the teacher and the student in different locations, synchronously or asynchronously, and for which information and communication technologies are the link between the teacher, the student and the institution. In the distance learning course, between 75 to 99% of the total hours of instruction are not face-to-face. The course description should indicate that the course is offered as a distance learning course.

**9. Course with Multiple Course Codes**

Course whose content is relevant to two or more academic programs or disciplines. Therefore, the title and number assigned is the same and the letter scheme reflects the program or programs that are authorized to offer the course. For example: **ARQU3110** and **ARTE3110**. It may be the case that a course shares the same letter scheme, while the numbering changes depending on the level at which it will be offered.

This may occur when a course is offered to serve two distinct student populations: undergraduate and graduate.

undergraduate and graduate. For example: **BIOL4101** and **BIOL6101**.

**10. Co-requisite Course**

Course that the student is required to take simultaneously or concurrently with another course, as established in their curriculum course sequence, in order to achieve the expected learning in the required course.

**11. Special Topics Course**

A course that contains variable, emerging topics relevant to an academic program, area of study, or discipline. Sometimes called integrative or umbrella courses. This type of course may or may not have variable credits and must establish a maximum number of times it may be repeated with different topics. The unit must include a generic version of the syllabus, applicable to the corresponding academic program, together with the Application for Creation, Standard Numbering, and Registration of Courses.

**12. Elective course (free elective)**

A course chosen by a student to fulfill the 12 credits in electives required to obtain a bachelor's degree at the University of Puerto Rico.

**13. Online Course**

A distance learning course that offers 100% of the total instructional hours (*regular course contact hours*) through the Internet. All course content, activities and learning resources are accessible through the Internet. The course description should indicate that the course is offered online.

**14. Hybrid Course**

A course that involves a formal learning process in which instruction is delivered by the teacher and the student in different locations, synchronously or asynchronously, and for which information and communication technologies are the link between the teacher, the student and the institution. In a hybrid course, between 25 to 75% of the total hours of instruction occur remotely. The course description should indicate that the course is offered in hybrid form.

**15. Prerequisite Course**

A course that must be approved before enrolling in a certain course so as to learn the new content. The prerequisite must be consistent with what was stipulated in the proposal for the creating of the program or with the current program proposal, as applicable.

**16. Face-to-face Course**

A course in which 75% or more of the instructional hours require the physical presence of the student and the professor in the classroom. The course description should indicate that the course is offered face-to-face.

**17. Web-enhanced Course**

A course that meets in the classroom with the professor, that includes the use of online learning experiences, and where meeting time is not replaced by work done outside the classroom through the Internet.

**18. General Education Requirement Course (REG)**

Elective course that fulfills the requirements of the general education component of a Bachelor's degree at the University of Puerto Rico.

**19. Massive Open Online Courses**

(MOOCs)

“Access to the knowledge of a recognized expert in a field of study and a collection of open access resources. It is built on the active engagement of several hundred or thousands of students who self-organize their participation according to their common learning goals, prior knowledge, competencies and interests. It is similar to a conventional course, since it maintains a calendar and a series of topics. A MOOC usually does not include enrollment rates, has no prerequisites other than Internet access and interest, does not preestablish an expectation toward participation, and does not offer formal credits.”

**20. Systemic Course (see Equivalency):**

A course offered in a given campus and is available to all students within the System according to their curriculum course sequence, in order to achieve the expected learning.

**21. Discussion**

Instructional technique that requires continuous interaction and dialogue among the members of a group, aimed at developing skills for reasoning, presenting and augmenting ideas and points of view.

The initial evaluation seeks to inquire into a student's the **level** of training upon entering the **course**. As part of the formative evaluation, it verifies and provides **input** on the student's performance **during** the teaching-learning process. Finally, summative evaluation **is used to measure learning** at the end of a certain period or at the end of a given thematic unit; and assess not only the student, but also of the program, course, or educational project carried out.

**22. Distance Learning**

Methodology of study in which the student and the professor are in different physical spaces. Learners use different support systems than students in the classroom and are in a non-institutional environment most of the time they are conducting their academic activities. The teaching and learning processes can be asynchronous or synchronous, mediated by information and communication technologies. Learning is highly structured and requires special techniques in course design, teaching and communication between student and professor.

**23. Equivalency**

Accreditation by the University of Puerto Rico of a course or set of courses taken at any unit for another course or set of courses with a different code or numbering, on account of the correspondence in content, approaches, and levels. Courses offered in any UPR unit that have the same course numbering are considered equivalent.

**24. Instructional Strategies**

Predominant activities in the teaching experience and learning. Direct contact strategies include lecture, discussion and seminar. Other commonly used teaching strategies include laboratory, clinical or practical instruction, thesis, supervised research projects, independent study, instructional modules, internship or practicum. Among the most common instructional strategies in an online course are guided discussions, group work, discussion forums, games, recorded lectures, synchronous meetings, simulations, role-plays, among others.

**25. Independent Study**

A teaching strategy in which the student works individually with the advice and guidance of the professor. The student and the professor agree on the activities to be performed by the student to achieve the course objectives, how the student's work will be evaluated, and the time it will take to complete the work. Student and professor interact regularly and substantially to ensure academic progress in the course.

**26. Accelerated Studies**

Refers to an approach to teaching and learning in which an academic program may be offered. Acceleration is a general term used to express any technique or method that enables learning while accelerating the learning process by emphasizing the ability to manage, retain, record, and retrieve information. Students consistently complete courses at a faster rate. For example: a 1-credit lecture course (15 hours per week) can be distributed over a weekend (weekend college course) or within a short period during the week.

**27. Evaluation**

The systematic process of assessing or passing judgment on the quality or merit of something **(in this case student learning)**, based on quantitative or qualitative measures gathered directly or indirectly and compared to established criteria **or standards**.

**28. Credit/Contact Hours**

The number of credit/contact hours of a course is estimated based on the time required to cover the content and achieve the objectives. If the proposed course contains variable credits, the minimum and maximum number of contact hours must be indicated.

**29. Internship**

Training experience in a real work environment in which the student puts into practice and expands the knowledge, skills and abilities developed during their years of study to perform more effectively in their discipline or professional field.

**30. Research**

An instructional strategy that requires the student, through the development and application of a systematic method and under the immediate direction of a professor, to carry out a theoretical, descriptive, quantitative, quantitative, or qualitative investigation.

**31. Laboratory**

A teaching technique that is included as a course or as part of a course when creating a new course, whereby the student, under the direct supervision of the professor, develops professional skills or skills in a discipline or area of study in which the student applies the knowledge acquired through other teaching techniques, such as lectures or discussions.

**32. Learning Objectives**

Statements that express, clearly and precisely, the achievements that students are expected to attain (knowledge, skills, and attitudes) as a result of the educational experiences in the course. They should be student-centered, not course- or teacher-centered; be consistent with the alumni

profile; and express what the student is expected to learn upon completing the course. They reflect concrete behaviors, achievements, actions, and observable learning outcomes related to the activities to be performed. They serve as guidelines for assessing student learning and should be observable and qualitatively or quantitatively measurable to estimate the level of achievement.

### 33. **Alumni Profile**

Descriptive structure that represents the institutional promise and commitment to society and students by stating the intent of the program. It expresses the basic and professional characteristics and competencies expected in the performance of alumni upon completing their studies, in terms of knowledge, skills and attitudes for each educational level, or for each concentration or specialization.

### 34. **Supervised Practice/Clinics**

**Teaching techniques** through which students are provided with integrative experiences in practical scenarios, with the purpose of developing specific competencies in their area of study. Applies to academic, professional, vocational, paraprofessional, technical, creative arts, and sports programs.

### 35. **Academic or Study Program**

A set of courses and formal educational activities, leading to one or more academic degrees within a major or common core discipline, approved by the Governing Board and authorized by the Puerto Rico Board of Postsecondary Institutions and included in the Academic Offering of the University of Puerto Rico.

### 36. **Online Academic Program** 37. **Syllabus**

Academic program whose course offerings are fully accessible through the Internet.

Document containing the essential aspects of the course as defined in these Guidelines. The syllabus for a course is included among the documents required for the creation, standard numbering, and registration of new courses. The updated syllabus must be submitted to reactivate registered courses, to request active courses, and to change a registered course. The syllabus is the agreement and commitment between the professor and the Institution and between the professor and the student.

### 38. **Instructional Resources**

These are tools, materials or equipment that are used to achieve learning objectives and serve to clarify concepts and engage and help the audience understand better. They are used to achieve learning or to modify behavior. Examples include: blackboard, projector, flipchart, audiovisual materials, email account, computer, etc.

### 39. **Special Requirements**

The necessary skills that a student must have before enrolling in a course and for which passing a prerequisite is not required. Examples include: CPR certificate, first aid certificate, and scuba diving certification. These requirements must be consistent with what was stipulated in the proposal to create the program or with the current program proposal, as applicable.

### 40. **Curriculum Course Sequence**

Courses and their corresponding credits, arranged by academic term (year and semester/trimester/quarter) within the prescribed time to complete studies on a full-time basis, as approved by the former CES, CEPR now BPI, and on a part-time basis, if that option is proposed.

**41. Seminar**

Teaching technique aimed at debate, discussion, and dialogue in an environment of reciprocal collaboration that requires research, observation, and analysis by students on particular topics in an area of study.

**42. Grading System**

It may be quantifiable or non-quantifiable. Examples of quantifiable grades include: "A", "B", "C", "D", "F" and non-quantifiable grades include Pass: "P" or Fail: "NP."

**43. Workshop**

Teaching technique of a course or part of a course on related topics or problems, conducted through practical work in manual, industrial, or artistic-creative areas.

**44. Faculty Academic Workload**

Refers to the distribution of credit hours of teaching framed, as provided by the General Regulations of the University of Puerto Rico, as amended in 2006, Article 63, Faculty Duties and Functions; Article 64, Teaching, and Article 65, Elements of the Academic Workload.

**45. Assessment Techniques**

Assessment techniques provide the baseline information that will be used to make judgments about the merit and value of the student's academic performance. These should include the tools, techniques, or methods to be used to evaluate performance. Examples include: written exams, oral reports, essays, portfolio, reflective journaling, etc.

**46. Thesis, Dissertation, Research Project, Creation, or Capstone Project**

Course or part of a course that requires the student to conduct a research project in his or her area of study as a requirement for a master's or doctoral degree. The thesis or dissertation demonstrates the student's level of mastery of his or her discipline and contributes to knowledge.

**47. Unit**

The University of Puerto Rico has eleven academic-administrative units that constitute its University System. These units are classified as Campuses or Colleges by the Carnegie Classification for Institutions of Higher Education. The University of Puerto Rico has eight colleges with offerings in various fields and three campuses, namely: Río Piedras Campus, as High Research Activity; Mayagüez Campus, under Master's Colleges and Universities; and the Medical Sciences Campus, as a Special Focus Institution with Medical Schools and Centers and Research.

**48. Institutional Unit**

Any unit that is part of an institution's educational system and in which at least one full academic program is completely offered on a permanent basis. (Council on Higher Education in 2012; now Board of Postsecondary Institutions of the Department of State.)

**VIII. APPENDICES**

## APPENDIX 1

### COMPONENTS TO CREATE A COURSE SYLLABUS<sup>4</sup>

#### Conceptualizing the Course Syllabus

##### *Elements of the Course Syllabus*

- A. Header
- B. Title
- C. Course Code
- D. Number of Hours/Credits
- E. Prerequisites, Co-requisites and other Requirements
- F. Course Description
- G. Learning Objectives
- H. Main Textbook for the Course
- I. Content Outline and Time Distribution
- J. Instructional Strategies
- K. Minimum Resources Available or Required
- L. Assessment Techniques
- M. Reasonable modification (Reasonable accommodation) N. Academic Honesty
- O. Gender Discrimination
- P. Grading System
- Q. Bibliography

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<sup>4</sup> This document contains the essential minimum requirements to draft of a course syllabus as defined by the University of Puerto Rico. It must be used in all UPR units and must be filed with the **Application for the Creation, Standard Numbering, and Registration of Courses at the University of Puerto Rico. No courses will be assigned a number unless the application includes the syllabus, as described in these Guidelines.** This provision allows the UPR to comply with the requirements of the Board of Postsecondary Institutions (BPI) under the Department of State, the Middle States Commission on Higher Education and other specialized accrediting agencies.



## I. CONCEPTUALIZING THE COURSE SYLLABUS

The course syllabus is part of the documents required to register courses and assign them a course code at the University of Puerto Rico. The syllabus is property of the University of Puerto Rico. It is used to:

- ✓ inform the student of the content, objectives and mode or modes in which the course is offered, etc.;
- ✓ continuous review and assessment of the course;
- ✓ evaluate the current curriculum of the corresponding academic program;
- ✓ ensure that the professors teaching the course meet the course objectives the current curriculum of the corresponding academic program;
- ✓ comply with licensing and accrediting agencies, *i.e.*, Puerto Rico Council on Education, now the Board of Postsecondary Institutions, the Middle States Commission on Higher Education, and specialized accrediting agencies.

Drafting a syllabus for a course and is among the professor's duties and responsibilities to their students and to the University of Puerto Rico. It is the professor's responsibility to deliver the updated course syllabus to the students during the first week of class. Several elements in the syllabus may be modified the professor in charge of the course, in the exercise of the professor's academic liberty and in order to make temporary adjustments that do not alter the course as recorded. Examples include: adjusting the time distribution according to the academic calendar; changes to meet particular student needs by adapting instructional and evaluation strategies; updating the bibliography, redistributing the time dedicated to certain topics, and minor adjustments that are consistent with the course description and objectives. When these changes are permanent or when essential aspects of the syllabus are altered, an application must be filed to change a registered course or to create a new one, as applicable. The Guidelines for the Creation, Standard Numbering Scheme, and Registration of Courses at the UPR describes other instances of course modifications that require changes to registered courses or the creation of new ones.

The syllabus provides the basic structure of the course. It must include the information described in this document. It is very important that it provide the course description, objectives defined for the course, the content outline in the order in which topics will be covered, the approximate time required to cover each topic, instructional strategies, minimum available resources required, evaluation strategies, reasonable accommodation, academic integrity and the bibliography.

## II. ELEMENTS OF THE COURSE SYLLABUS

The syllabus comprises the parts identified and listed below:

### A. Header

The heading provides basic information that identifies the institution and the course. It should appear at the top of the first page of the syllabus. It should include the following:

1. Name of the University
2. Name of the Unit (campus or college)
3. Name of the School
4. Name of the Department
5. Name of the Program

For example:

University of Puerto Rico  
Medical Sciences Campus  
College of Biosocial Sciences and Graduate School of Public Health  
Department of Social Sciences  
Master's Program in Health Education

## B. Title

The title should be short and specific, clearly identifying the nature of the course. For example: Seminar on Education Policy in Puerto Rico

## C. Course Code

The course code consists of an alphanumerical scheme. APPENIDIX 4 lists the elements used to assign the course code. The Application for the Creation, Standard Numbering Scheme, and Registration of Courses at the University of Puerto Rico provides information to propose a course code. Only the Office of the Vice President at Central Administration may assign a number and register courses.

For example: EDUC 8003

**Course with multiple letter scheme** are those whose content is relevant to two or more academic programs or disciplines. Therefore, the title and numeric scheme is the same and the letter scheme reflects the program or programs that are authorized to offer the course. There may also be courses that share the same letter scheme, while the numbering changes depending on the level at which it will be offered. This may occur when a course is offered to serve two distinct student populations: undergraduate and graduate.

For example: CITA 5005/TMAG 5005  
SOC1 4991/PSIC 4991/CIPO 4991  
BIOL 4101/6101

**Special Topics Courses** are courses that contain variable, emerging topics relevant to an academic program, area of study, or discipline. If the proposed course is a special topics course, the syllabus of the first course to be offered must be included with the **Application for the Creation, Standard Numbering, and Registration of Courses**. A generic version of the same must also be submitted.

For example: ICOM 5995 Special Issues

## D. Number of Credits

It refers to the number of hours of instruction per week throughout the academic term and which, in the case of semesters, is equivalent to one hour (50 minutes) of instruction per week. In the case of laboratories and practicums, the measurement may vary.

**E. Prerequisites, Co-requisites and other Requirements**

A course may require prior or concurrent knowledge in order for the learning of new content to be achieved. The syllabus, therefore, should specify prerequisite and co-requisites courses or other conditions necessary to take the course (additional requirements, such as computer skills, knowledge of programs, etc.), consistent with what was stipulated in the proposal for the creating of the program or with the current program proposal, as applicable.

Prerequisite and co-requisite courses must be cited in the syllabus by their title, including the complete alphanumeric code. The same courses must have the same prerequisites or equivalents.

Special requirements are skills that the student must have before enrolling in a course and for which passing a prerequisite is not required. Examples include: CPR certificate, first aid certificate, and scuba diving certification. These requirements must be consistent with what was stipulated in the proposal for the creating of the program or with the current program proposal, as applicable.

**F. Course Description**

The description will concisely outline the general ideas, characteristics and approach or focus of the course. Therefore, it will indicate the main subjects or topics to be covered. It should also indicate the main topics to be covered and the instructional strategies to be employed when by their very nature they are essential to the course content. It should specify whether courses will be offered as a hybrid or distance learning course.

**G. Learning Objectives**

The learning objectives should clearly and precisely state the achievements that students are expected to attain as a result of the educational experiences in the course. In other words, they are the explicit formulations of what the students will achieve through teaching. These should be consistent with the alumni profile. The learning objectives articulate the course content, learning activities, assessment of student achievement, and program-level learning assessment. They reflect concrete behaviors, achievements, actions, and observable learning outcomes related to the activities to be performed. They serve as guidelines for assessing student learning and should be observable and qualitatively or quantitatively measurable to estimate the level of achievement. In other words, the objectives should answer the following question: What will students be able to do as a result of their experiences in the course? All learning objectives should be focused on student learning. The key to properly drafting an objective is to express it using a verb that represents an observable action that is the result of learning.

For example: The student will compare the different literary movements of the 20th century.

The emphasis of each objective should be on the expected outcome of the student's educational experiences. The professor should ask: What are students expected to achieve as a result of this analysis?

For example: Students will analyze the novel *One Hundred Years of Solitude* by Gabriel García Márquez to identify the main elements of the social reality of the time.

**H. Main Textbook**

It includes reference to the main textbook for the course.

For example: Text:

VanHuss, S. H.; Forde, C. M.; Woo, D.L.; Robertson, V. (2016). Keyboarding and Word Processing, Complete Course, Lessons 1-110: Microsoft® Word 2016, Spiral bound. 20th Edition, *South-Western* - Cengage Learning ISBN-10: 9781337103275

**I. Content Outline and Time Distribution**

The content outline consists of a list of the topics to be covered in the course, in the order they will be presented and the time it will take to covering them. The topics should be closely related to the proposed objectives.

The course involves, among other things, designating of a period of time, which is set aside to the achieve the objectives. It should be noted that the amount of time assigned is translated into contact hours, which will determine the total credits for the course. The estimated time will be specified according to the approximate time allotted to cover the programmed topics. If covering a particular topic requires trips outside the unit, special presentations, forums, debates, or discussions to emphasize a particular topic, it should be specified this so that the student can take it into account when planning their course schedule. In the case of hybrid and online courses, the number of face-to-face hours must be specified. In the case of courses with variable credits, the distribution of time should be specified considering on the total number of credits assigned.

Example of a 3-credit face-to-face, hybrid, and distance-learning or online course, offered in a semester:

TOPIC	TIME DISTRIBUTION			
	Face-to-face	Hybrid	Distance-Learning	Online
I. Introduction to Computers	2 hrs	2 hrs. (in class)	2 hrs (online)	2 hrs
II. Operating System Management	4 hrs	4 hrs. (in class).	4 hrs. (in class).	4 hrs
III. Use of Application Programs	12 hrs	3 hrs. (in class) 9 hrs (online)	12 hrs (online)	12 hrs
A. Word B. PowerPoint C. Excel				
IV. Supervised Practice in Real Scenarios	24 hrs	6 hrs. (in class) 18 hrs (online)	24 hrs (online)	24 hrs
V. Final Evaluation	3 hrs	3 hrs. (in class)	3 hrs. (in class)	3 hrs
<b>TOTAL</b>	45 hrs (100%) Face-to-face	45 hrs 18 hrs (40%) face-to-face and 27 hrs (60%) online	45 hrs. 7 hrs. (25%) face-to-face and 38 hrs (75%) online	45 hrs (100%) online

## J. Instructional Strategies

Instructional strategies are the predominant activities in the teaching experience and learning. Other commonly used teaching strategies with direct contact include lectures, discussions, seminars, laboratories, clinical or field studies, supervised practice, thesis, supervised research projects, independent study, and instructional modules. Other techniques may include simulation, case studies, problem-based learning, and cooperative learning, among others.

Among the most common distance learning strategies are discussion forums, recorded and synchronous lectures, cyber talks, chats, webinars, group projects, online instructional modules, etc. The decision regarding the instructional strategies to be used will be directly related to the objectives to be achieved, since they should focus on achieving the expected learning outcomes. Instructional strategies should be clearly defined so that they are not confused with resources or assessment techniques.

Examples of instructional strategies in a 45-hour course according to mode of teaching.

<b>Face-to-face Course</b> (75 - 100%) 45 hours (face-to-face)	<b>Hybrid Course</b> (25 - 75%) 18 hrs. (face-to-face) 27 hrs (online)	<b>Distance Learning Course</b> (75 - 99%) 7 hrs. (face-to-face) 38 hrs (online)	<b>Online Course</b> (100%) 45 hours (online)
Assignments	<b>Assignments</b>	<b>Assignments</b>	<b>Assignments</b>
Talks	<b>Lectures</b>	<b>Lectures</b>	<b>Lectures</b>
Lectures	<b>Demonstrations</b>	<b>Demonstrations</b>	<b>Demonstrations</b>
Debates	<b>Assessment Exercises</b>	<b>Assessment Exercises</b>	<b>Assessment Exercises</b>
Demonstrations	Practical Exercises	<b>Case Studies</b>	<b>Case Studies</b>
Speech	<b>Case Studies</b>	<b>Discussion Forums</b>	<b>Discussion Forums</b>
Assessment Exercises	<b>Discussion Forums</b>	Interactive Instructional Modules	Interactive Instructional Modules
Guided Exercises	<b>Online Instructional Modules</b>	Oral Reports	Oral Reports
Case Studies Field Trips	<b>Synchronous and Asynchronous Meetings</b>	<b>Simulations</b>	<b>Synchronous and Asynchronous Meetings</b>
Role Playing	<b>Simulations</b>	<b>Group Work</b>	<b>Simulations</b>
Instructional Modules	<b>Group Work</b>	<b>Videoconferences</b>	<b>Group Work</b>
Panels	<b>Videoconferences</b>		<b>Asynchronous Videoconferences</b>
Online Oral Reports	<b>Instructional Videos</b>		Instructional Videos
Seminars			
Simulations			
Symposium			
Workshop			
Group Work			

**K. Minimum Learning Resources and Facilities Available or Required.** Learning resources may include equipment, technology, infrastructure, materials, and other resources necessary to meet the course objectives. In distance education courses, it is necessary to specify the infrastructure and all technological resources (equipment and software) needed. Examples of learning resources may include: e-classroom with 25 computers, professor's station, software licenses, e-whiteboard, account on the platform (Moodle, Blackboard, etc.)

Students should be informed in advance at the beginning of the course of the materials and equipment they must acquire at their own expense in order to have a better use of the experiences programmed for the course. For example: Microsoft Office 365 It falls to the department under which the course will be offered to provide the minimum facilities, equipment and resources required to teach the class.

<b>(75 - 100%) Face-to-face</b>	<b>(25 - 75%) Hybrid</b>	<b>(75 - 99%) A. Distance-Learning</b>	<b>(100%) Online</b>
<b>Access to Google Meet *</b>	<b>Access to Google Meet</b>	<b>Access to Google Meet</b>	<b>Access to Google Meet</b>
<b>Whiteboard</b>	<b>Personal computer with high-speed internet access or mobile device with data service</b>	<b>Personal computer with high-speed internet access or mobile device with data service</b>	<b>Personal computer with high-speed internet access or mobile device with data service</b>
<b>Computers</b>	<b>Webcam or mobile with camera and microphone</b>	<b>Webcam or mobile with camera and microphone</b>	<b>Webcam or mobile with camera and microphone</b>
<b>Interactive whiteboard or smart board</b>	<b>Office 365 or other program</b>	<b>Office 365 or other program</b>	<b>Office 365 or other program</b>
<b>Digital projector</b>	<b>Account in the institutional learning platform (Moodle or Blackboard)</b>	<b>Account in the institutional learning platform (Moodle or Blackboard)</b>	<b>Account in the institutional learning platform (Moodle or Blackboard)</b>
<b>Videos and Movies</b>	<b>Institutional Email Account</b>	<b>Institutional Email Account</b>	<b>Institutional Email Account</b>
<b>Flipchart</b>			
<b>Integrated or External Speakers</b>			
<b>Institutional Email Account</b>			

*\* Or other similar tools recommended by the unit or that the professor determined is compatible with the course.*

#### **L. Assessment Techniques**

Assessment techniques provide the baseline information that will be used to make judgments about the merit and value of the student's academic performance. These should include the instruments or methods to be used to evaluate learning achievements, such as written or multiple-choice tests, reports, essays, portfolio, journaling, peer evaluation,

among others. Assessment techniques should be directly related to the learning objectives of the course. It is also important to specify the relative weight that each technique will have in the student's final grade.

For example:

One Written Exam	20%
Two brief reports on articles	50% (25% each)
Class Attendance	10%
Informed Class Participation	<u>20%</u>
Total	100%

*For example*

Face-to-face	Hybrid and Distance Learning	Online
Assignments.....xx%	Assignments ..... xx%	Assignments and Asynchronous Activities ..... xx%
Exams ..... xx%	Group Research	Group Projects ..... xx%
Portfolio ..... xx%	Projects..... xx%	Participation in Discussion
Oral Reports ..... xx%	Participation in Discussion	Forums .....:xx%
Reflections ..... xx%	Forums ..... xx%	E-Portfolio .....xx%
Group Research	Exams ..... xx%	Reflections .....xx%
Projects..... xx%	E-Portfolio ..... xx%	Online Oral Reports .....xx%
	Reflections ..... xx%	<b>Synchronous Meetings ..... xx%</b>
	Oral Reports .....xx%	
<b>Total 100%</b>	<b>Total: 100%</b>	<b>Total: 100%</b>

**M. Reasonable Modification (Reasonable Accommodation)**

Each campus or unit shall include a reasonable accommodation statement in each syllabus for courses offered at that unit or campus. This statement is intended to: (a) establish the student's right to request reasonable accommodation; (b) indicate the person or unit to whom the students should address their request; (c) inform the mechanisms available to access, through various formats, the procedure established to make such requests; and (d) provided that the request for reasonable accommodation does not exempt the student from complying with the academic requirements of the programs of study.

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable postsecondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally, or sensorially natured and have thus substantially affected one or more

major life activities, such as their area of postsecondary studies. If you require accommodation or reasonable modification in this course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

#### **N. Academic Honesty<sup>5</sup>**

The syllabus should include the following statement [in Spanish]:

*«La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido, a distancia y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje o por herramientas requeridas por el curso, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas».*

In the event that the syllabus is presented in English, the following statement should be included:

“The University of Puerto Rico promotes the highest standards of academic and scientific integrity. [Section] 6.2 of the UPR Students General Regulations (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General [Regulations].

To ensure the integrity and security of user data, any hybrid, distance, and online course should be offered through the institutional learning management platform or by tools

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<sup>5</sup> *Id.* at 23.



required by the course, which uses secure connection and authentication protocols. The system authenticates the user's identity using the username and password assigned in their institutional account. The user is responsible for keeping the password secure, protecting, and not sharing with others.”

#### **O. Institutional Policy Against Sexual Harassment<sup>6</sup>**

Institutional Policy Against Sexual Harassment at the University of Puerto Rico

*«La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra Hostigamiento Sexual vigente, si un estudiante es o está siendo afectado por conductas relacionadas a hostigamiento sexual, puede acudir a la Oficina de la Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación o para presentar una queja».*

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, or the Coordinator of the Office of Compliance with Title IX for an orientation or formal complaint.”

#### **P. Grading System**

The grading system to be used must be clearly specified in the syllabus so that the student knows how his or her academic achievement in the course will be graded. There are two traditional grading systems: quantifiable (which includes grades from "A" to "F") and non-quantifiable (which includes the grades of Pass "PS", Pass "P", Fail "NP" and their possible variations). The grading system should be consistent with the objectives to be achieved, the teaching strategies, the evaluation strategies, and the level of the course.

#### **Q. Bibliography**

The bibliography provides the references that support the course content. It should include the list of texts and other sources required to study the course subject matter, following the citation style commonly used in the discipline. To reference a textbook, the ISBN number must be included. Optional references are recommended so that students may delve further into some of the topics to be discussed. For all course modes, references more than five years old or less, except those that are considered classics in their field of study. Other materials available for the course should also be included, such as programmed materials, electronic sources, among others. References must be available in the Library or in other areas of the unit where the student is enrolled. Other materials available for the course should also be included, such as programmed materials, electronic sources, films, etc. For online courses, the professor should make sure that the resources are available remotely. Remote access includes the databases of the UPR Library System or systems at other institutional units, the Internet with the proper

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<sup>6</sup> *Id.* at 23.

permissions or with free access or public domain licenses. Required textbooks must provide option for digital use, reading or purchase. Homepages are not electronic sources but may be included in a separate list. The bibliography will be drafted according to the citation or manual of style used in that discipline; American Psychological Association (APA), Modern Languages Art (MLA), Chicago Manual of Style, etc.

[Seal of the Univeristy of Puerto Rico]

**UNIVERSITY OF PUERTO RICO**  
**OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH**

**APPENDIX 2**

**APPLICATION FOR THE CREATION, STANDARD NUMBERING, AND REGISTRATION OF COURSES**

<sup>1</sup> Unit: \_\_\_\_\_ <sup>1</sup> College: \_\_\_\_\_

<sup>1</sup> Department/Program: \_\_\_\_\_ <sup>1</sup> Applicant Professor(s): \_\_\_\_\_

<sup>2</sup> Program Authorization Certifications: Governing Board: \_\_\_\_\_ Board of Postsecondary Institutions (BPI): \_\_\_\_\_

<sup>2</sup> Academic-Administrative Body Authorizing a DECEP course. Specify: \_\_\_\_\_

<sup>3</sup> Date of Application: \_\_\_\_\_ <sup>4</sup> Effective date of the course: \_\_\_\_\_

<sup>5</sup> Full Title in Spanish: \_\_\_\_\_

<sup>6</sup> (Abbreviated Title, 26 spaces): \_\_\_\_\_

<sup>5</sup> Full Title in English: \_\_\_\_\_

<sup>6</sup> (Abbreviated Title, 26 spaces): \_\_\_\_\_

<sup>7</sup> Main Subject of the Course (letter scheme): \_\_\_\_\_

<sup>8</sup> Justification for the creation of the course: \_\_\_\_\_

<sup>9</sup> Course Level (mark with an X):

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
Undergraduate					Graduate				

<sup>10</sup> Placement of the course, whether prerequisite, elective or continuation, in the authorized curricular sequence:

(EA = Accelerated Studies; B= Two-month term; S = Semester; T = Quarter; C = Four-month term; V=Summer; A=Year-long)

Term:	Ea1	Ea2	B1	B2	B3	B4				
Term:	S1	S2	T1	T2	T3	C1	C2	C3	V	

As of the year of study of  
according to the course sequence:

1st	2nd	3rd	4th	5th	Other	N/A
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<sup>11</sup> Suggested alphanumeric code: \_\_\_\_\_ <sup>12</sup> Number of Credits: \_\_\_\_\_

<sup>13</sup> Type of Course:      Requisite      Elective      Continuing Education and Professional Studies Courses

<sup>14</sup> Type of credits:      Fixed      Variable  
If variable, can it be repeated with credits?:      Yes      No  
If yes, indicate the maximum number of credits that can be repeated:

<sup>15</sup> Distribution contact hours dedicated to teaching:

_____ Lectures	_____ Lab	_____ Research
_____ Discussion	_____ Workshop	_____ Thesis or Dissertation

_____ Seminar	_____ Internship	_____ Capstone Project
_____ Independent Study	_____ Supervised Practice/Clinics	

**APPENDIX 2**

**APPLICATION FOR THE CREATION, STANDARD NUMBERING, AND REGISTRATION OF COURSES**

16 Total contact hours: \_\_\_\_\_

17 Equivalence to the professor's academic load in credit hours: \_\_\_\_\_

18 Course description in Spanish (not to exceed 1,000 characters): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Course description in English (not to exceed 1,000 characters): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<b>19 Prerequisites*</b>	<b>19 Co-requisites*</b>
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\* Provide the alphanumeric code and full course title

20 Special Requirements: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

21 Mode in which the course requested is offered:

\_\_\_\_\_ **Face-to-face** course    \_\_\_\_\_ **Hybrid** course    \_\_\_\_\_ **Distance-learning** course    \_\_\_\_\_ **Online** course

More than 75% of regular contact hours are face-to face    Between 25% and 75% of regular contact hours are distance-learning    Between 75% to 99% of regular contact hours are distance-learning    100% of regular contact hours are online

22 Mode in which the program and its courses are offered, including the course requested:

\_\_\_\_\_ Provide the percent of program courses offered face-to-face.

\_\_\_\_\_ Provide the percent of program courses offered other than-face-to-face (distance-learning or online)

\_\_\_\_\_ Provide the percent of program courses offered as accelerated courses.

**IMPORTANT: According to current regulations, any academic program that offers 50% or more of its courses in other modes requires a license amendment from the Board of Postsecondary Institutions.**

23 Lab Fees    \_\_\_\_\_ Yes    \_\_\_\_\_ No

24 Possible Equivalencies (at the same or other unit within the UPR System)    \_\_\_\_\_ Yes    \_\_\_\_\_ No

Course: \_\_\_\_\_

Unit(s) offering the course: \_\_\_\_\_

25 Minimum equipment, materials, and facilities required: \_\_\_\_\_  
 \_\_\_\_\_



**INFORMATION REQUIRED IN THE APPLICATION FOR THE CREATION,  
STANDARD NUMBERING, AND REGISTRATION OF COURSES**

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1. Unit (campus or college), Deanship, School, Department, Program, and professor(s) proposing the creation of the course.
2. Certification of the Governing Board and the Board of Postsecondary Institutions authorizing the program and the academic-administrative body authorizing a DECEP course.
3. Date of application - Date the form is filled out.
4. Effective date of the course - Year and academic term in which the course it is to be offered.
5. Full title in Spanish and in English.
6. Abbreviated title in Spanish and in English.
7. Main subject of the course (letter scheme, in Spanish)- Refer to the Standard Course Numbering Scheme (Appendix 4 of the Guidelines for the Creation, Standard Numbering, and Registration of Courses at the UPR System)
8. Justification to create a course - Specify whether the purpose of the course in response to the creation or revision of a program, a minor change, or other. Explain.
9. Course level - Specify the level as provided in the Standard Course Numbering Scheme (Appendix 4 of the Guidelines for the Creation, Standard Numbering, and Registration of Courses at the UPR System)
10. Placement of the course in the curriculum course sequence for the program, whether required or elective, as authorized by the Governing Board and the Office of the Vice President - Provide the period and year in which the course is placed within the curriculum course sequence.
11. Suggested alphanumeric code in Spanish - Refer to the Standard Course Numbering Scheme (Appendix 4 of the Guidelines for the Creation, Standard Numbering, and Registration of Courses at the UPR System)
12. Type of course - Specify whether the course is Required, Elective or Continuing Education. When a course is proposed, it must be linked to the curriculum course sequence and the alumni profile of the academic program or DECEP offering.
13. Number of credits - It refers to the number of hours of instruction per week throughout the academic term and which, in the case of semesters, is equivalent to one hour (50 minutes) of instruction per week. In the case of laboratories and practicums, the measurement may vary.
14. Type of credit, fixed or variable - If it is a variable credit course, specify the maximum number of credits a student may repeat. The course with fixed credits cannot be repeated.
15. Distribution of weekly contact hours dedicated to teaching - The amount of weekly contact hours distributed among the instructional techniques must match the total contact hours provided for the course according to the number of credits, the type of credit and the type of academic term.

16. Total contact hours - It refers to the sum of the contact hours distributed in the previous paragraph.
17. Equivalency to the professor's academic load in credit hours: It refers to the credit hours to calculate for the professor's academic load.
18. Course description as it will appear in the catalog; in English and Spanish (no more than 1,000 characters for each description) - Outlines the general ideas and characteristics of the course (refer to the Components to Create a Course Syllabus; Appendix 1 of the Guidelines for the Creation, Standard Numbering, and Registration of Courses at the UPR System)
19. Prerequisites and Co-requisites - Specify the alphanumeric code of prerequisite courses that a student must have passed previously and co-requisite courses that must be taken concurrently to learn new content and other knowledge and skills identified by the academic program.
20. Special requirements - The necessary skills that a student must have before enrolling in a course and for which passing a prerequisite is not required. Examples include: CPR certificate, first aid certificate, and scuba diving certification. These requirements must be consistent with what was stipulated in the proposal for the creating of the program or with the current program proposal, as applicable.
21. Mode in which the course requested is offered - Specify whether the course requested will be offered as a face-to-face, hybrid, distance-learning, or online course.
22. Mode in which the program and the course are offered - Specify the percent of courses in the program that are offered as a face-to-face and the percent of courses that are offered as distance-learning courses or in other formats; include the course requested in the percentage calculated.
23. Lab Fees - According to the current policy at the unit, determine and indicate if the course entails fees in addition to the cost of credits.
24. Possibility of equivalency - Specify the alphanumeric code of equivalent courses and the academic units offering them.
25. Minimum equipment and facilities required or indispensable for the course
26. Number of students per section - Specify the minimum and maximum number of students per section in accordance with the nature of the course and the health, safety and permit requirements to operate.
27. Grading System - Specify the grading system specified in the syllabus as designed.
28. Course to be inactivated subject to the creation of a new course - Specify the course to be inactivated, if any.
29. Dean's signature - The signature certifies that the official checked and made sure that the application processed, including the course syllabus, meet the institutional requirements.
30. Number assigned, date, and signature of the official processing the application at the Office of the Vice President - The signature certifies that the official checked and made sure that the application processed, including the course syllabus, meet the institutional requirements and that registration of the course was completed.

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**UNIVERSITY OF PUERTO RICO**  
**OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH**

**APPENDIX 3**

**CHECKLIST FOR THE APPLICATION FOR THE CREATION,  
STANDARD NUMBERING, AND REGISTRATION OF COURSES**

Unit \_\_\_\_\_ School/College: \_\_\_\_\_

Department/Program \_\_\_\_\_

Course Title: \_\_\_\_\_ Course Code: \_\_\_\_\_

PARTS OF THE APPLICATION	UNIT-LEVEL CHECKLIST			
	YES	NO	N/A	REMARKS
1. Full title in Spanish and in English.				
2. The main subject of the course (letter scheme) consists of four letters.				
3. Justification for the creation of the course.				
4. Course Level				
5. Curriculum or course sequence, as authorized to be offered.				
6. Numbering scheme according to degree or course				
7. Number of credits				
8. Type of credits				
9. Type of course (elective, required, or Continuing Education Division).				
10. Total weekly contact hours dedicated to teaching				
11. Equivalence to the professor's academic load in credit hours				
12. Course description as it will appear in the catalog in English and Spanish.				
13. Course prerequisites and co-requisites Special requirements to take the course Thematic content of other courses				
14. Mode in which the course is offered				
15. Mode in which the program is offered				
16. Fees for laboratories established				
17. Possible equivalencies in other academic units that offer the course				
18. Minimum equipment and facilities required or indispensable for the course				
19. Number of students per section				
20. Suggested grading system				
21. Will it inactivate any course subject to the creation or modification of this course				



PARTS OF THE APPLICATION	UNIT-LEVEL CHECKLIST			
	YES	NO	N/A	REMARKS
22. Contains original signature of the dean.				

PARTS OF THE SYLLABUS	UNIT-LEVEL CHECKLIST			
	YES	NO	N/A	REMARKS
<b>Header</b>				
1. Name of the University, Unit, College, Department and Program.				
2. Title of the Course				
3. Course Numbering				
4. Number of hours/credits				
5. Prerequisites, Co-requisites and Other Requirements				
6. Course Description				
<b>Learning Objectives</b>				
7. Clearly written and grammatically correct, preferably in the infinitive: For example: List, Create, Analyze, etc.				
8. Drafted in a way that may be observable and measurable and is student-centered.				
9. Adapted to the level at which the course is offered.				
10. Express knowledge, skills, attitudes, and values that the student should acquire and develop.				
<b>Main Textbook</b>				
11. Includes the main textbook recommended.				
<b>Content Outline and Time Distribution</b>				
12. Thematic content responds to the learning objectives.				
13. Shows a sequence in the presentation of the topics.				
14. Content outline balances general and specific topics.				
15. Provides an estimated time for each thematic unit, topic or subtopic, whether face-to-face or online. Specifies time for exams or other evaluation criteria.				
<b>Instructional Strategies</b>				
16. Appropriate to the level and subject matter of the course.				
17. They are directly aligned with the learning objectives.				

<b>Minimum learning resources and facilities available or required</b>				
18. Includes the necessary and indispensable equipment and materials to fulfill course objectives.				
19. Online and hybrid courses include necessary technological resources.				
<b>Assessment Techniques</b>				
20. Clearly establishes the assessment techniques to be used to measure academic performance and the relative weight of each.				
<b>Reasonable modification (Reasonable accommodation)</b>				
21. Includes reasonable modification (reasonable accommodation) statement used in the unit.				
<b>Academic Honesty</b>				
22. Includes academic honesty statement used throughout the system.				
<b>Institutional Policy Against Sexual Harassment</b>				
23. Includes statement on institutional policy on sexual harassment.				
<b>Grading System</b>				
24. Indicates the grading system to be used in the course.				
<b>Contingency Plan Clause</b>				
25. Includes Contingency Plan clause in the event of an emergency or interruption of classes.				
<b>Bibliography</b>				
26. Lists educational sources required for the course (core texts and any additional resources) with their full bibliographic information.				
27. Includes a specific list of books, journals, readings, electronic resources, and other material for the course with the proper bibliographic information.				
28. Main texts and all information resources related to the learning objectives and the thematic sequence.				
29. Includes recent publications (5 years or less and electronic references).				
30. Written using the style guide used in that discipline. ( <i>APA, Chicago, MLA, etc.</i> )				
Official who applied the checklist to the application and the syllabus at the unit:				
Signature of the Dean of Academic Affairs of the unit:				
Date:				

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**UNIVERSITY OF PUERTO RICO  
OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH**

**APPENDIX 4**

**STANDARD COURSE NUMBERING SCHEME**

**I. Introduction**

Through a standard course numbering scheme, courses may be identified in any unit according to the academic program and the subject, level and curriculum sequence of each course. This greater streamlines transfers, equivalencies, validation, and substitutions.

The standard course numbering scheme for the University of Puerto Rico consists of an alphanumeric sequence with four letters identifying the subject of the course and a four-digit code identifying the course level, the course itself, and the sequence. Courses are coded in both Spanish and English.

<u>Letter Scheme</u>	<u>Numeric Section</u>		
XXXX	X	XX	X
	□	□	□
	Level	The Course Itself	Sequence

**II. Letter Scheme (letter code)**

Letter scheme consists of four letters to indicate the course subject. The abbreviations to be used to identify courses subject matter in both Spanish and English shall be selected according to the rules described in this section. The Office of the Vice President for Academic Affairs and Research at Central Administration keeps an updated register of letter codes in Spanish.

1. Letter scheme for course subjects consisting of one word
  - a. The first four letters of the word.  
For example: Agronomía [Agronomy] = AGRO
  - b. If the first option has been used and is conflicting, use the first three and the last letter of the word.  
For example: Agronomía [Agronomy] = AGRA
  - c. If the first two options have been used and there is still a conflict, use the first two letters and the last two letters of the word.  
For example: Agronomía [Agronomy] = AGIA
2. Letter scheme for course subjects consisting of two words
  - a. The first two letters of the first word and the first two letters of the second word.  
For example: Ciencias Sociales [Social Sciences] = CISO

- b. If the first option has been used, use the first letter of the first word and the first three letters of the second word.  
For example: Ciencias Sociales [Social Sciences] = CSOC
  - c. If the first two options have been used and the initials repeat, use the first three letters of the first word and the first letter of the second word.  
For example: Ciencias Sociales [Social Sciences] = CIES
3. Letter scheme for course subject consisting of three words
    - a. The first two letters of the first word, and first letter of the second and third word  
For example: Sistemas Computadorizados de Información  
[Computer Information Systems] = SICI
    - b. If another combination is needed, use the combination of letters that best designates the course subject without duplicating another code.  
For example: Sistemas Computadorizados de Información  
[Computer Information Systems] = SCOI
  4. Letter scheme for courses with multiple letter course codes  
The first four letters of each first word of the course subject or the first two letters of each word pertaining to the course subject.  
For example: Antropología y Ciencias Sociales  
[Anthropology and Social Sciences] = ANTHRO/CIS  
Psicología/Sociología/Ciencias Políticas  
[Psychology/Sociology/political Sciences] = PSIC/SOCI/CIPO
  5. Letter Scheme for Continuing Education and Professional Studies Courses  
The code EP will be used to distinguish courses from the Division of Continuing Education and Professional Studies from each unit. The third and fourth letters will correspond to the profession, degree, or area of study.

Suggested letter scheme:

EPCP - Consejeros Profesionales [Professional Counselors]

EPCR - Consejeros en Rehabilitación Vocacional [Vocational Rehabilitation Counselors]

EPPS - Psicología [Psychology]

EPJD - Leyes [Law]

EPIN - Ingeniería [Engineering]

EPTM - Tecnología Médica [Medical Technology]

EPEN - Enfermería [Nursing]

EPSP- Salud Pública [Public Health]

EPTF - Terapia Física [Physical Therapy]

EPMD - Medicina [Medicine]

EPDD - Odontología [Dentistry]

EPAD - Auxiliar Dental [Dental Assistant]

EPTR - Tecnología Radiológica [Radiology Technician]

EPTA - Técnico Automotriz [Automotive Technician]

### III. Numeric scheme (number code)

The numeric scheme consists of four digits. It represents the degree the academic program leads to and the location of the course according to its curriculum sequence.

1. The first digit of the numeric scheme identifies the course level. The department that designs and creates the course will be responsible for determining the number code according to the following table:

00 = Remedial (Material covered is considered pre-college, even if offered at the University)

0 = Continuing Education (0100 to 0400) and High School and Middle School Courses offered at the University of Puerto Rico (07XX and up).

1 = Technical Associate Degree, first level

2 = Technical Associate Degree, first level

3 = Undergraduate, first level; first two years in transfer and baccalaureate programs. Also includes associate degree courses that can continue towards baccalaureate programs.

4 = Undergraduate, second level; next two or three years of baccalaureate programs

5 = Undergraduate, advanced level; courses may be taken for baccalaureate, post-baccalaureate certificate or master's degree with the authorization of the department head

6 = Master's degree or postgraduate certificate

7 = Doctorate, first professional level (Law, Dentistry, Medicine, etc.)

8 = Doctor of Philosophy and Letters, Doctor of Education, or Doctor of Psychology

9 = Postdoctoral degree

2. The second and third digits will be assigned by the Office of the Vice President of Academic Affairs according to the available numbers, taking into consideration the code suggested by the unit. 99 is reserved to identify courses with variable credits.

3. The fourth digit establishes whether it has a continuation course.

- a. Numbers 1 through 4 are used to identify courses that are part of a curriculum sequence.

For example: Course: Fundamentos de la Teoría del Arte  
[Fundamentals of Art Theory]

Level: Third-year course

Sequence: Year-long Course

**Alphanumeric code assigned: ARTE 4151 - 4152**

- b. The numbers 5 through 9 and 0 are used to identify courses or practicums with longer curriculum sequences and courses that are not part of a sequence, i.e., semester-, quarter- or trimester-long courses (or year-long or block courses, as is the case at the Medical Sciences Campus).

For example: Course: Historia del Arte [Art History]  
 Level: Second-year course  
 Sequence: Semester Course  
**Alphanumeric code assigned: ART 3116**

4. Numbers 1000, 2000, 3000, 4000, 6000, 7000, 8000 and 9000 are reserved for recording various educational experiences in the Student Information System, such as comprehensive exams, admission to candidacy exams, theses, and others. Codes 6900, 7900, and 8900 are also reserved for subject-matter (or comprehensive) examinations at master's degree and doctoral level.
5. The unit may not request a course numbering sequence for a level higher than the degree conferred by the academic program creating the course. For example, a program that does not offer a master's or doctoral degree may not create courses at the 5000 level and above.
6. Multiple numerical scheme- Courses may be assigned more than one numerical code when the course belongs to the same discipline. The subject matter and content has various levels of complexity so that undergraduate and graduate students can be enrolled in the same course. For example: INGL 4135/6135
7. Prerequisites and co-requisites of a course are established based on logical combinations of the following descriptors:
  - a. Course(s)
  - b. Number of credits in a particular subject matter or discipline at a given level.
  - c. Be a student in a year of study
  - d. Be a student of an academic program.

Suggested combinations are:

- ✓ No Requirements
- ✓ X
- ✓ X or Y or Z or \_\_
- ✓ X and Y and Z and \_\_ ✓ ((X and Y) or (Z and W) and T
- ✓ Combinations of the above, provided they are used between brackets to clearly establish the relationship highlighted. For example: (X and Y) or Z; (X or Y) and Z; (X and (I and Z)); (X or (Y and Z))

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**UNIVERSITY OF PUERTO RICO  
 OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH**

**APPENDIX 5**

**APPLICATION TO REACTIVATE REGISTERED COURSES<sup>1</sup>**

Unit: \_\_\_\_\_ School: \_\_\_\_\_  
 Department/Program: \_\_\_\_\_ Proponent(s): \_\_\_\_\_  
 Course Title: \_\_\_\_\_ Alphanumeric code: \_\_\_\_\_  
 Type of Course:  Requisite  Elective  Continuing Education Division<sup>2</sup>

Mode in which the course requested is offered:			
<input type="checkbox"/> <b>Face-to-face</b> course	<input type="checkbox"/> <b>Hybrid</b> course	<input type="checkbox"/> <b>Distance-learning</b> course	<input type="checkbox"/> <b>Online</b> course
More than 75% of regular contact hours are face-to-face	Between 25% and 75% of regular contact hours are distance-learning	Between 75% and 99% of regular contact hours are distance-learning.	100% of regular contact hours are online

Course to be inactivated subject to reactivation of the course: N/A  Yes, specify: \_\_\_\_\_

JUSTIFICATION: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

UNIT APPROVAL AND CERTIFICATION		NAME AND SIGNATURE		DATE
Dean of Academic Affairs				
OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH				
Received:	Date:	Notified:	Date:	
Returned:		Official:		
Comments:				

<sup>1</sup> The *Guidelines for the Creation, Standard Numbering Scheme, and Registration of Courses at the University of Puerto Rico* clarifies the aspects considered in this application.

<sup>2</sup> Course authorized by an academic-administrative body to be offered by the Division of Continuing Education and Professional Studies and certified by the Dean of Academic Affairs.

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**UNIVERSITY OF PUERTO RICO  
 OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH  
 APPENDIX 6**

**APPLICATION TO OFFER ACTIVE COURSES FROM OTHER UNITS<sup>1</sup>**

Unit: \_\_\_\_\_ School: \_\_\_\_\_

Department/Program: \_\_\_\_\_ Proponent(s): \_\_\_\_\_

Course Title: \_\_\_\_\_ Alphanumeric code: \_\_\_\_\_

Type of Course:  Requisite  Elective  Continuing Education Division<sup>2</sup>

Mode in which the course requested is offered:			
<input type="checkbox"/> <b>Face-to-face</b> course	<input type="checkbox"/> <b>Face-to-face</b> course	<input type="checkbox"/> <b>Face-to-face</b> course	<input type="checkbox"/> <b>Face-to-face</b> course
More than 75% of regular contact hours are face-to face	More than 75% of regular contact hours are face-to face	More than 75% of regular contact hours are face-to face	More than 75% of regular contact hours are face-to face

Course to be inactivated subject to reactivation of the course: N/A  Yes, specify: \_\_\_\_\_

Possible Equivalencies (at the same or at others unit in the UPR System): Yes  No

Course(s): \_\_\_\_\_

Unit(s) offering the course: \_\_\_\_\_

JUSTIFICATION: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

UNIT APPROVAL AND CERTIFICATION		NAME AND SIGNATURE		DATE
Dean of Academic Affairs				
OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH				
Received:	Date:	Notified:	Date:	
Returned:		Official:		
Comments:				

<sup>1</sup> The *Guidelines for the Creation, Standard Numbering Scheme, and Registration of Courses at the University of Puerto Rico* clarifies the aspects considered in this application.

<sup>2</sup> Course authorized by an academic-administrative body to be offered by the Division of Continuing Education and Professional Studies and certified by the Dean of Academic Affairs.



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**UNIVERSITY OF PUERTO RICO  
OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH  
APPENDIX 7**

**APPLICATION TO INACTIVATE REGISTERED COURSES<sup>1</sup>**

Unit: \_\_\_\_\_ School: \_\_\_\_\_  
 Department/Program: \_\_\_\_\_  
 Alphanumeric code: \_\_\_\_\_ Course Title: \_\_\_\_\_  
 Type of Course:  Requisite  Elective  Service  Continuing Education Division  
 Replaced by (if applicable): Title \_\_\_\_\_ Alphanumeric code: \_\_\_\_\_  
 Effective date: \_\_\_\_\_  
 Applicable to class admitted as of: \_\_\_\_\_  
 JUSTIFICATION: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

UNIT APPROVAL AND CERTIFICATION	NAME AND SIGNATURE	DATE
Dean of Academic Affairs 2:		
<b>OFFICE OF THE REGISTRAR 2</b>		
Received at the Office of the Registrar:		
Date:	Official:	
Returned to the Office of the Dean's Office for proper action:		
Date:		
Recommendations or Comments:	Signature of the Registrar:	
<b>OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH</b>		
Received:	Date:	Notified:      Date:
Returned:		Official:
Comments:		

1. The *Guidelines for the Creation, Standard Numbering Scheme, and Registration of Courses at the University of Puerto Rico* clarifies the aspects considered in this application.

2. To avoid affecting active students by inactivating courses required under an academic program in effect at the time they were admitted, the dean of the unit will consult with the Registrar of their unit before processing this Application with the Office of Vice President at Central Administration.

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**UNIVERSITY OF PUERTO RICO  
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**APPENDIX 8**

**APPLICATION FOR CHANGES TO REGISTERED COURSES<sup>1</sup>**

Unit: \_\_\_\_\_ School: \_\_\_\_\_

Department/Program: \_\_\_\_\_

Alphanumeric code: \_\_\_\_\_ Course Title: \_\_\_\_\_

**INFORMATION ON REQUESTED CHANGES <sup>2</sup>**

TYPE OF CHANGE	CURRENT INFORMATION	REQUESTED CHANGE
<input type="checkbox"/> Letter code		
<input type="checkbox"/> Numeric code		
<input type="checkbox"/> Title in Spanish		
<input type="checkbox"/> Abbreviated Title in Spanish (26 characters)		
<input type="checkbox"/> Title in English		
<input type="checkbox"/> Abbreviated Title in English (26 characters)		
<input type="checkbox"/> Type of Course: <sup>3</sup>		
<input type="checkbox"/> Mode in which the course is offered <sup>4</sup>		
<input type="checkbox"/> Prerequisites <sup>5</sup>		
<input type="checkbox"/> Co-requisites <sup>5</sup>		
<input type="checkbox"/> Grading System <sup>5</sup>		
<input type="checkbox"/> Contact hours/credits <sup>6</sup>		
<input type="checkbox"/> Description		
PREVIOUS DESCRIPTION IN SPANISH		NEW DESCRIPTION IN SPANISH
PREVIOUS DESCRIPTION IN ENGLISH		NEW DESCRIPTION IN ENGLISH

APPENDIX 8 APPLICATION FOR CHANGES TO REGISTERED  
 COURSES

JUSTIFICATION:

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EFFECTIVE DATE OF CHANGES:

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UNIT APPROVAL AND CERTIFICATION	NAME AND SIGNATURE	DATE
Dean of Academic Affairs 2:	<hr/>	
<b>OFFICE OF THE VICE PRESIDENT OF ACADEMIC AFFAIRS AND RESEARCH</b>		
Received:	Entered:	
Notified:	Official:	
Returned:	Official:	
Reason:		

<sup>1</sup> The *Guidelines for the Creation, Standard Numbering Scheme, and Registration of Courses at the University of Puerto Rico* specifies the aspects considered in this application.

<sup>2</sup> Changes to registered courses are those that do not require the creation of a new course and are made to update the contents and improve the wording to clarify or modify the course syllabus in elements such as: teaching strategies, relative weight of evaluation strategies, updating of the bibliography, among others. The text should not exceed 1,000 characters.

<sup>3</sup> Courses are classified as required, elective, service, and Continuing Education. Changes to service courses must be agreed between the school or department offering the course and the school or department receiving the course.

<sup>4</sup> Specify the change in format in which the course is to be offered: face-to-face, distance-learning, or hybrid. Any academic program that offers 50% or more of its courses in formats other than face-to-face requires a license amendment from the Board of Postsecondary Institutions, as provided under the current regulations.

<sup>5</sup> Any change greater than 50% of total contact hours, credits, content, and learning objectives and changes in course level requires inactivating the existing course and creating another one.



<b>INSTRUCTIONAL STRATEGIES:</b>		
Any of the following may be used:		
<b>Face-to-face</b>	<b>Hybrid</b>	<b>Online</b>
<ul style="list-style-type: none"> <li>♦ Lectures</li> <li>♦ Readings</li> <li>♦ Group Work</li> <li>♦ Individual Assignments</li> <li>♦ Assessment Activities</li> <li>♦ Practical Activities</li> <li>♦ Oral Reports</li> </ul>	<ul style="list-style-type: none"> <li>♦ Online Instructional Modules</li> <li>♦ Reading Professional Articles (online)</li> <li>♦ Instructional Videos</li> <li>♦ Group Work</li> <li>♦ Individual Assignments</li> <li>♦ Assessment Activities</li> <li>♦ Practical Activities</li> <li>♦ Oral Reports</li> <li>♦ Recorded and Synchronous Conferences</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Instructional Modules</li> <li>♦ Reading Professional Articles (online)</li> <li>♦ Instructional Videos</li> <li>♦ Group Work</li> <li>♦ Individual Assignments</li> <li>♦ Assessment Activities</li> <li>♦ Practical Activities</li> <li>♦ Oral Reports</li> <li>♦ Recorded Conferences</li> <li>♦ Synchronous Meetings</li> </ul>

<b>MINIMUM RESOURCES AVAILABLE OR REQUIRED:</b>			
<b>RESOURCE</b>	<b>FACE-TO-FACE</b>	<b>HYBRID</b>	<b>ONLINE</b>
Account in the institutional learning management platform (E.g. Moodle)	Institution	Institution	Institution
Institutional email account	Institution	Institution	Institution
Computer with high-speed internet access or mobile device with data service	Student	Student	Student
Programs or applications: word processor, spreadsheets, presentation editor, etc.	Student	Student	Student
Integrated or external speakers	N/A	Student	Student
Webcam or mobile with camera and microphone	N/A	Student	Student

<b>ASSESSMENT TECHNIQUES: (Examples of assessment techniques)</b>		
<b>FACE-TO-FACE</b>	<b>HYBRID</b>	<b>ONLINE</b>
Assignments ..... xx%	Assignments.....xx%	Assignments and Asynchronous Activities .....xx%
Exams .....xx%	Group Research	Group Projects..... xx%
Portfolio .....xx%	Projects.....xx%	Participation in Discussion
Oral Reports .....xx%	Participation in Discussion.	Forums .....xx%
Reflections .....xx%	Forums .....xx%	E-Portfolio .....xx%
Group Research	Exams .....xx%	Reflections .....xx%
Projects.....xx%	E-Portfolio.....xx%	Online Oral Reports.....xx%
	Reflections .....xx%	Synchronous Meetings.....xx%
	Oral Reports .....xx%	
<b>Total: 100%</b>	<b>Total: 100%</b>	<b>Total: 100%</b>

**REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):**

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable postsecondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally, or sensorially natured and have thus substantially affected one or more

major life activities, such as their area of post-secondary studies. If you require accommodation or reasonable modification in this course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation

### **ACADEMIC HONESTY**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR Student Regulations (Certification No. 13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: “fraudulent actions, obtaining grades or academic degrees by availing oneself of false or fraudulent means, copying all or part of another’s academic work, copying all or part of another’s answers to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engage in such conduct.” Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General [Regulations].

**To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses a secure connection and authentication protocols. The system authenticates the user’s identity using the username and password assigned through the student’s institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.**

### **INSTITUTIONAL POLICY AGAINST SEXUAL HARASSMENT AT THE UNIVERSITY OF PUERTO RICO**

*«La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja».*

«The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification 130 (2014-2015) from the [Governing Board], any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, or the Coordinator of the Office of Compliance with Title IX for an orientation or formal complaint».

### **GRADING SYSTEM**

For example: A, B, C, D, F

### **CONTINGENCY PLAN IN CASE OF EMERGENCY**

For example: In the event of an emergency or interruption of classes, your professor...

**BIBLIOGRAPHY**

XXXX

**Electronic Sources:**

Xxxx

*[Note: At least five **updated references (five years old or less)** should be included. Other materials available for the course should **also** be included, such as **programmed materials, electronic sources**, among others. **Homepages are not** electronic sources but may be included in a separate list. For **hybrid and online** courses, make sure that resources are available remotely. **Remote access** includes the databases of the UPR Library System or systems at other institutional units, the Internet with the proper permissions or with free access or public domain licenses. Required textbooks must provide option for digital use, reading or purchase.]*