GOVERNING BOARD
UNIVERSITY OF PUERTO RICO

CERTIFICATION No. 125
2023-2024

I, Jorge I. Valentín Asencio, Secretary *pro tempore* of the Governing Board of the University of Puerto Rico, CERTIFY THAT:

The Governing Board, at its regular meeting on March 21, 2024, with the prior recommendation of the president of the University of Puerto Rico and the endorsement of the Academic and Student Affairs and Research and Innovation Committee, agreed:

To amend Certification 33 (2020-2021) *Guidelines for the Creation, Standard Numbering Scheme, and Registration of Courses at the University of Puerto Rico* to incorporate the following changes as recommended to strengthen and improve the current guidelines:

- Establish a calendar to request courses with the Office of the Vice President of Academic Affairs, define "distance learning course," and establish and include the principle of diversity, equity, and inclusion.

IN WITNESS WHEREOF, I issue the present Certification, in San Juan, Puerto Rico, this 3rd day of April 2024.

Dr. Jorge I. Valentín Asencio
Secretary *Pro Tempore*

GUIDELINES FOR THE CREATION, STANDARD NUMBERING SCHEME, REGISTRATION, AND OTHER ACTIONS CONCERNING COURSES AT THE UNIVERSITY OF PUERTO RICO

[Seal: University of Puerto Rico · 1903]

March 8, 2024

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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 and must by clearly and precisely described and identified. Courses 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.

The procedure for all course actions provided in these Guidelines safeguards institutional integrity and ensures consistency between the University of Puerto Rico Master Course Record (MCR) and the course listings at each unit within the University System. The MCR is a database in which all courses are provided a code and all course actions are recorded, including creation, change, inactivation, reactivation and activation. When a course is registered for the first time, it is assigned an identifying alphanumeric code (APPENDIX 1, *Standard Course Numbering Scheme)*. This numbering scheme must be standard throughout the UPR System to allow for student mobility, among other benefits. Registered courses may not be deleted; and even inactive courses must remain on record in case an alumnus should need information on the course. The MCR database is kept by the Central Administration Information Technologies Office and may be audited by the Office of the Comptroller of Puerto Rico. Therefore, units may only enroll students in courses that have been coded and registered in the MCR by the Office of the Vice President of Academic Affairs and Research (hereinafter VPAAR) at Central Administration. Only the VPAAR may assign a code and register courses in the MCR.

II.   APPLICABILITY

These Guidelines apply to all UPR units and govern actions concerning courses that are part of all academic programs, including courses with credit hours offered by Continuing Education and Professional Studies Division (DECEP).

III. COMPLIANCE WITH THE UNIVERSITY OF PUERTO RICO MASTER COURSE RECORD

All courses created in the units must be recorded in the MCR. Full compliance with the provisions of these Guidelines ensures the integrity of the MCR.

IV.   COURSE SYLLABUS

The course syllabus is an official document that constitutes the legal agreement between

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the institution and the student. It contains the essential aspects of the course as defined in these Guidelines. APPENDIX 2 describes the *Components to Create a Course Syllabus* and APPENDIX 3 provides *Model Course Syllabi*.

According to current regulations, a course syllabus must state or lists the following topics:

- Reasonable modification (Reasonable accommodation)
- Academic Honesty
- Policy and Procedures to Manage Sex and Gender-based Discrimination at the University of Puerto Rico
- Diversity, equity, and inclusion
- Contingency plan in case of emergency or interruption of classes

The course syllabus is an indispensable part of the documents required for course creation and changes, reactivation, and activation of registered courses.

V.   GENERAL PROCEDURE FOR ALL COURSE ACTIONS

A.   Responsibilities of the Units:

1. Establish which body or bodies will be responsible for evaluating and approving applications for the creation of course and applications concerning registered courses. It is recommended that the unit define flexible and efficient processes to ensure the quality of academic offerings.

2. The Dean of Academic Affairs will designate a person who shall have access to MCR (read only). Such access shall be notified and requested through the VPAAR. The designated person will assist in the identification of inactive courses and active equivalent courses in the unit and in other units of the University System for the proper action. He or she shall inform [*sic*]

3. Justify and verify, with the proper evidence, all course actions considering the development plan of the unit and of the academic program; its connection to curriculum course sequence; the results of the program assessment plan; compatibility with the alumni profile; the requirements of accrediting agencies; and services through DECEP, among other factors. Any action related to requisite course for existing programs must include a proposal for changes to the academic program.

4. Draft the proposed course syllabus following the official format and the requirements provided in these Guidelines (APPENDICES 2 and 3). Create the instructional modules for distance learning courses.

5. For practicum or internship course actions, update the Practicum Handbook, letters, contracts, and memorandums of understanding with the practicum centers where the experience will take place, as may be required by the Board

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of Postsecondary Institutions (BPI) under the Department of State.

6. For thesis or dissertation course actions, consider the applicable handbook, as may be required by the BPI.

7. For all actions involving distance learning courses, include access to the course and the instructional modules (designing the course in the platform) as may be required by the BPI, attached to the Department of State.

8. Comply with the procedure described below, depending on the course action to be performed.

9. All documents related to course actions must be sent to the VPAAR through the proper channels.

B. **Responsibilities of the Office of the Vice President for Academic Affairs and Research of the University of Puerto Rico Central Administration:**

1. Support the unit throughout the of course action process, upon request.

2. Receive applications for course actions and any additional documents described in these Guidelines, depending on the type of action, during the following dates: the **first Monday in May for course action applications for the first term of the academic year and the summer term, and the second Monday in October for the second academic term**. Requests for the creation of requisite courses will only be received if the program has been certified by the Governing Board.

3. Support the unit in the process for granting access to the MCR (read only).

4. Evaluate whether the documents received meet the requirements provided in these Guidelines.

5. Forward to the Office of the Vice President of Professional and Distance Programs (VPDP) at Central Administration all course actions involving distance learning for evaluation of the instructional design and its modules. The VPDP shall complete the assessment and submit its evaluation to the VPAAR no later than five business days after receiving the syllabus.

6. If the required documents meet the requirements provided in these Guidelines, the proper action will be taken in the MCR.

7. In case of noncompliance, it shall remand the issue to the Dean of Academic Affairs of the unit no later than seven business days after the date of receipt of the documents requiring corrections.

8. Notify the Dean of Academic Affairs of the unit when the action has been completed no later than 15 business days after the date of receipt of the documents that fully comply with the provisions of these Guidelines.

9. Report all course actions processes and pending to the Office of the President twice a year.

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VI.   DETAILED PROCEDURE FOR ALL COURSE ACTIONS

A.   CREATION, STANDARD NUMBERING, AND REGISTRATION OF NEW COURSES

1. Check if there is an equivalent inactive course in your unit. If there is such a course, the process for reactivating registered courses shall be followed. (Refer to Section VI-D.)

2. Request the VPAAR to verify if there is an equivalent active or inactive course at another unit of the UPR System. If there is an active course, the process for offering active courses from other units shall be followed. (Refer to Section VI-E.) If there is an inactive course, the process for reactivating registered courses should be followed. (Refer to Section VI-D.)

3. Draft the proposed course syllabus following the official format and as described in APPENDIX 2: *Components to Create a Course Syllabus.* The *Model Course Syllabi* (APPENDIX 3) are suggested templates.

4. The suggested course numbering to be assigned will be as provided in APPENDIX 1: *Standard Course Numbering Scheme.*

5. Fill out the *Application for the Creation, Standard Numbering, and Registration of UPR Courses* (APPENDIX 4) to ensure consistency with the course syllabus and the requirements of these Guidelines.

6. The Dean of Academic Affairs will evaluate and certify approval of the *Application for the Creation, Standard Numbering, and Registration of Courses or for Changes Thereto* and the Syllabus.

7. The Dean of Academic Affairs will evaluate and certify approval of the *Application for the Creation, Standard Numbering, and Registration of Courses or for Changes Thereto* and other required documents, as applicable. Such documents may include a letter of justification of academic changes and requirements for practicum courses.

8. The VPAAR will remand to the Dean of Academic Affairs the documents related to the course action for corrections in the event they do not meet the requirements of these Guidelines upon evaluation. The Dean of Academic Affairs will make sure that the corrections are addressed and will resubmit the corrected documents to the VPAAR.

9. Once the Dean of Academic Affairs receives the course registration information from the VPAAR, the Dean will inform the Registrar, College, School, or Department, and other unit officials as may be necessary for the proper action.

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B. CHANGES TO REGISTERED COURSES

1. Evaluate the official course syllabus and make sure that changes to the course meets the needs of the academic unit or program.

    The evaluation will take into consideration that 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). 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.

2. In the case of courses that offers services, the unit offering the course will consult and reach an agreement with the unit that receives such services. Include, as part of the requirements of the change, evidence of the agreements between the units (letter or email).

3. Request that the VPAAR verify if the course is active in another unit of the UPR System.

4. If active in other unit(s), consult the proposed changes with those units.

5. The units consulted have 10 business days to offer their recommendations to the unit proposing the changes. If the consulted unit does not respond within the term provided, the proposed changes will be deemed accepted. The unit concerned shall include, as part of the requirements of the change, evidence of the agreements between the units (letter or email). It bears mentioning that these consultations are crucial since changes to active courses in other units might impact curriculum course sequencing for academic programs offered at those units (for example, change in the title of a requisite course in the curriculum and course sequencing).

6. Modify the proposed course syllabus following the official format and as described in APPENDIX 2: *Components to Create a Course Syllabus* and using one of the *Model Course Syllabi* as a template (APPENDIX 3).

7. Fill out the *Application for Changes to Registered Courses* (APPENDIX 5) to ensure consistency with the course syllabus and the requirements of these

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Guidelines. All parts of the current information column must be filled out.

8. The Dean of Academic Affairs will certify approval of the *Application for Changes to Registered Courses.*

9. The Dean of Academic Affairs will process with the VPAAR the Course Syllabus, the *Application for Changes to Registered Courses* and other required documents, as applicable.

10. The VPAAR will remand to the Dean of Academic Affairs the documents related to the course action for corrections in the event they do not meet the requirements of these Guidelines upon evaluation. The Dean of Academic Affairs will make sure that the corrections are addressed and will resubmit the corrected documents to the VPAAR.

11. Once the Dean of Academic Affairs receives the information on the changes to the course from the VPAAR, the Dean will inform unit officials as may be necessary for the proper action.

C. INACTIVATION OF REGISTERED COURSES

1. Fill out the *Application to Inactivate Registered Courses* (APPENDIX 6).

2. Consult with the Registrar 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.

3. The Dean of Academic Affairs will certify approval of the *Application to Inactivate Registered Courses* and will process the documents with the VPAAR.

4. Once the Dean of Academic Affairs receives the information on the changes to the course from the VPAAR, the Dean will inform unit officials as may be necessary for the proper action.

5. 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 follow the procedure to reactivate registered courses. (Refer to Section VI-D.)

D. REACTIVATION OF REGISTERED COURSES

1. Evaluate the official course syllabus and make sure that changes to the course meets the needs of the academic unit or program. If changes were necessary, the procedure to request changes to registered courses shall be followed. (Refer to Section VI-B).

2. Check that the syllabus meets all requirements provided in these Guidelines (APPENDICES 2 and 3).

3. Fill out the *Application to Reactivate Registered Courses* (APPENDIX 7) to

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ensure consistency with the course syllabus and the requirements of these Guidelines.

4. The Dean of Academic Affairs will certify approval of the *Application to Reactivate Registered Courses.*

5. The Dean of Academic Affairs will process with the VPAAR the Course Syllabus, the *Application to Reactivate Registered Courses* and other required documents, as applicable.

6. The VPAAR will remand to the Dean of Academic Affairs the documents related to the course action for corrections in the event they do not meet the requirements of these Guidelines upon evaluation. The Dean of Academic Affairs will make sure that the corrections are addressed and will resubmit the corrected documents to the VPAAR.

7. Once the Dean of Academic Affairs receives information from the VPAAR that the course has been reactivated, the Dean will inform unit officials as may be necessary for the proper action.

E.   OFFERING ACTIVE COURSES FROM OTHER UNITS

1. Evaluate the official course syllabus and make sure that changes to the course meets the needs of the academic unit or program and the requirements provided in these Guidelines (APPENDICES 2 and 3).

2. If the syllabus requires changes, the procedure for Changes to Registered Courses will also be followed.

3. Fill out the *Application to Offer Active Courses at Other Units* (APPENDIX 8).

4. Verify that the information in the application is consistent with the course syllabus.

5. The Dean of Academic Affairs will certify approval of the *Application to Offer Active Courses at Other Units*.

6. The Dean of Academic Affairs will process with the VPAAR the Course Syllabus, the *Application to Offer Active Courses at Other Units* and other required documents, as applicable.

7. The VPAAR will remand to the Dean of Academic Affairs the documents related to the course action for corrections in the event they do not meet the requirements of these Guidelines upon evaluation. The Dean of Academic Affairs will make sure that the corrections are addressed and will resubmit the corrected documents to the VPAAR.

8. Once the Dean of Academic Affairs receives the information from the VPAAR on the offering of an active course at another unit, the Dean will inform unit officials as may be necessary for the proper action.

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VII.   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 33 (2020-2021).

VIII.   GLOSSARY

1.   Master Course Record - Database in which all courses are assigned a number and all course actions are recorded, namely, creation, change, inactivation, reactivation and activation. It is audited by the Office of the Comptroller of Puerto Rico. Only the Office of the Vice President for Academic Affairs and Research of the University of Puerto Rico Central Administration may assign a number and register courses in the Master Course Record.

2.   Capstone - Course or part of a course; an academic experience undertaken at the end of an undergraduate or graduate program. Its objective is to integrate and apply the knowledge and skills acquired throughout the program to address real-world problems or projects. It is usually an interdisciplinary experience, emphasizing practical application, independent research, project management, and effective communication. The culmination often involves a presentation and reflections, allowing students to showcase their readiness for the workplace or to pursue further academic study. Examples include thesis, dissertation, research project, creation of or degree completion projects.

3.   Numbering - Alphanumerical section that identifies the course in the UPR Master Course Record. (APPENDIX 1)

4.   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.

5.   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.

6.   Credits or credit hour - 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.

7.   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.

8.   Course - A unit of study designed to provide students with specific knowledge and skills in a particular academic field or discipline.

9.   Distance learning course - A course in which the teaching and learning processes take place in different locations, and communication between professor and student is planned synchronously or asynchronously using official information and communication

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technologies to enable interaction between professor-student, student-student and student-content. These courses are offered and managed through the institutional learning management system and can be planned as online or hybrid courses.

    a.   Online course - Distance learning course where the teaching and learning processes and synchronous and asynchronous interactions occur entirely through the learning management system and integrated instructional and communication technologies. The course description should indicate that the course is offered online. Identified in the SIS with the letter L.

    b.   Hybrid course - Distance learning course that combines face-to-face and online teaching (more than 25% but less than 100% of contact hours are Online) to facilitate the teaching and learning processes and synchronous and asynchronous interactions are planned through the learning management system and integrated instructional and communication technologies. The combination of both modes is distributed according to the complexity of the course and the goals of the academic program considering the needs of the student population. Identified in the SIS with the letter L.

    c.   Multimodal course - Course in which a professor offers the course simultaneously integrating two modes: 100% face-to-face and 100% online. It serves two student populations, some sharing the same physical space with the professor and others participating synchronously from different locations through institutional learning management systems. Classrooms for these courses must have the technology to enable communication, collaboration, and presentation of content in a way that supports the integration of face-to-face and online learning experiences. The course description should indicate that the course is offered as multimodal. Identified in the SIS with the letter M.

10.   Service Course - A course offered by a program that is part of the curriculum course sequence of a program belonging to another school or college within the same unit.

11.   Face-to-face course - A course in which the teaching and learning processes between professor and student require the presence of both in the same physical space. In this course, up to a maximum of 25% of the contact hours may be supported by alternative or non-traditional methods that do not require that the professor and the student be present in the same physical space. The course description should indicate that the course is offered face-to-face. Identified in the Student Information System (SIS) with the letter P.

12.   Web enhanced course - A classroom-based course that incorporates online resources and activities to complement and enhance the learning experience. These online components may include discussion forums, multimedia materials, quizzes, assignments, and other interactive elements where meeting time is not replaced by work done outside the classroom.

13.   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 population: undergraduate and graduate. For example: BIOL4101 and BIOL6101.

14.   Variable Credit Course - A course whose number of credits may vary depending on the

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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.

15. 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.

16. 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. In addition, the syllabus of the first topic offered must be sent. These variable topics must be linked to the general topic established when creating the course.

17. Free Elective Course - A course within the associate and baccalaureate degree curriculum sequence that a student chooses freely from all available course options without thematic restrictions.

18. Directed Elective Course - A course within a curriculum sequence of an academic program that a student chooses from among several options within a specific subject.

19. 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.

20. Systemic Course - A course offered at several units as part of the curriculum course sequence of one or more programs. It has the same numbering, title, credits, and description.

21. Discussion - Instructional method or strategy that encourages student participation in structured, instructor-led dialogues, e.g., Socratic Method. It seeks diversity of perspectives, promoting social and cognitive skills. The evaluation is formative, focusing on participation and the quality of the argument. This method facilitates interactive and meaningful learning.

22. Distance Learning - Methodology of study in which the student and the professor are in different physical spaces. 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 by the student outside the program or unit in which the student is currently enrolled, for another course or set of courses with a different code or numbering, on account of the correspondence in content, approaches, and levels. The possible equivalency of courses taken at other institutions is evaluated at the unit.

24. Instructional Strategies - Pedagogical tools that guide the planning and execution of

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teaching, incorporating a variety of methods to achieve effective and meaningful learning. They focus on clear objectives, employ diverse methods to accommodate different learning styles, encourage participation, provide continuous feedback, are adaptable and incorporate technology.

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 - Systematic and reflective process by which, directly or indirectly, quantitative or qualitative measures are gathered and value is assigned to the students' performance to measure their understanding, skills, and achievements in relation to established learning objectives.

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 - An instructional strategy that involves the use of hands-on activities or experiments to develop professional or discipline-related skills. Students actively participate, apply theoretical knowledge, develop technical skills, collaborate in groups, and focus on safe practices. The evaluation is comprehensive, encompassing conceptual understanding, technical skills and analysis of results, and seeks a coherent integration with the theory taught in the classroom. This approach promotes active learning and the practical application of knowledge.

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.

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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 - Instructional strategy 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.   Distance Learning Academic Program - Defined by the Board of Postsecondary Institutions (BPI) as an academic program in which more than 50% of its courses and formal educational activities are offered using formal information and communication technologies. Formal courses and activities offered online are managed through institutional learning management systems.

37.   Syllabus - 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, portfolio, audiovisual materials, email account, computer, etc.

39.   Special Requirements - 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. 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.

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 - Instructional strategy aimed at debate, discussion and dialogue in a climate 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.   Learning Management System (LMS) - An online platform for hosting, delivering and

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managing distance learning courses over the Internet, known as a Learning Management System or "LMS." The platform allows for the distribution and control of materials, resources, learning activities, facilitates collaboration, communication, and interactivity, and allows to perform and manage evaluations and learning assessments. For example: Moodle, Blackboard.

44. Workshop - Instructional strategy of a course or part of a course on related topics or problems, conducted through practical work in manual, industrial, or artistic-creative areas.

45. Faculty Academic Workload - Refers to the distribution of credit hours of teaching framed, a provided by the General Regulations of the University of Puerto Rico, as amended in 2022, Article 63, Faculty Duties and Functions; Article 64, Teaching, and Article 65, Elements of the Academic Workload.

46. Assessment Techniques - Planned procedures used to measure student learning and progress in a course. They must be aligned with the course objectives. Examples include: written exams, oral reports, essays, portfolio, reflective journaling, etc.

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 (Board of Postsecondary Institutions of the Department of State).

IX. APPENDICES

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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.

Letter Scheme	Numeric Scheme		
XXXX	**X**XXX **Level**	X**XX**X **Course itself**	XXX**X** **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 (VPAAR) keeps an updated register of letter codes in Spanish.

a. Letter scheme for course subjects consisting of one word.

   1. The first four letters of the word.

       For example: Agronomía [Agronomy] = AGRO

   2. 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

   3. 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

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b. Letter scheme for course subjects consisting of two words.

1. The first two letters of the first word and the first two letters of the second word.

For example: Ciencias Sociales [Social Sciences] = CISO

2. 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

3. 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

c. Letter scheme for course subject consisting of three words.

1. The first two letters of the first word, and first letter of the second and third word

Example: Sistemas   Computadorizados   de   Información   [Computer Information Systems] = SICI

2. If another combination is needed, use the combination of letters that best designates the course subject without duplicating another code.

Example: Sistemas   Computadorizados   de   Información   [Computer Information Systems] = SCOI

d. Letter scheme for courses with multiple letter course codes

1. 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.

Examples: Antropología y Ciencias Sociales [Anthropology and Social Sciences] = ANTR/CISO
Psicología/Sociología/Ciencias   Política [Psychology/Sociology/Political Science] = PSIC/SOCI/CIPO

e. 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

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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]

EPTS - Trabajo Social [Social Work]

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.

a. 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:

COURSE LEVEL AS IDENTIFIED BY THE THE FIRST DIGIT OF THE NUMERIC SCHEME	
First Digit	**Level**
1	Technical Certificate or Technical Associate Degree, first level
2	Technical Certificate or Associate Degree, second level
3	Bachelor's degree, first level; Technical Certificate and Associate Degree that can continue towards Bachelor's degree programs
4	Bachelor's degree, second level; Undergraduate certificate
5	Bachelor's degree, advanced-level
6	Master's degree, Graduate certificate
7	Doctorate, first professional level (Law, Dentistry, Medicine, etc.)
8	Doctorate in Philosophy and Letters, Doctorate in Education or Doctorate in Psychology
9	Postdoctoral degree

b. 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.

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

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

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

d. 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).

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

e. 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.

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.

Multiple course codes - Courses that pertain to two academic programs or more will share the title and number code assigned while the letter code will reflect the program or programs that are authorized to offer the course. A course may be created sharing 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 population: undergraduate and graduate.

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ELEMENTS TO CREATE A COURSE SYLLABUS [1]

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[1] This document contains the essential minimum requirements to draft of a course syllabus as defined by the University of Puerto Rico. It shall be used at all UPR units and accompany all course actions, except inactivation. **No applications will be processed for course actions that are not accompanied by its syllabus, as described in these Guidelines.** This provision allows the UPR to comply with the requirements of the Board of Postsecondary Institutions (BPI), the Middle States Commission on Higher Education and other specialized accrediting agencies.

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I.   CONCEPTUALIZING THE COURSE SYLLABUS

The syllabus is the official document that contains all the essential elements of a course as described in this document. This was developed and approved when the course was created. It is not only part of the documents required for its creation, standard numbering and registration, but is also required for activation, reactivation and changes to registered courses. The syllabus is property of the University of Puerto Rico and 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 upon creating a course and its subsequent updating are part of 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 distribution of time 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, it will be necessary to follow the procedure to request changes to registered courses or to create a new course, as applicable.

The official syllabus of a course is used to develop the course outline or agenda. This is a planning and organization tool prepared for each course by the professor. The course outline is the agreement between the professor and the student in which the professor undertakes to cover what is specified therein. It is handed to the students with the official course syllabus during the first week of class.

II.   ELEMENTS OF THE COURSE SYLLABUS

The syllabus comprises the parts identified and listed below:

A. Heading

The heading provides basic information that identifies the institution and the

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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

Example of the heading of a syllabus:

UNIVERSITY OF PUERTO RICO
Mayagüez Campus
College of Arts and Sciences
Department of Social Sciences
Sociology Program

B. Title

The title should be short and specific, clearly identifying the nature of the course.

Examples of course titles:
- Seminar on Education Policy in Puerto Rico
- General Chemistry I
- Introduction to Management and Business

Titles of courses on special topics

Special topics courses are umbrella courses under which variable topics relevant to
specific areas of knowledge within an academic discipline are included. If the
proposed course is a special topics course, it should have a title that clearly identifies
the topic that covers various subtopics. A generic version of the syllabus and a
syllabus for the topic to be offered should be presented with the Application for
Creation, Standard Numbering, and Registration of Courses.

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> Examples of course titles on special topics
>
> - Special Topics Seminar on Labor Economics
>   Topic: Economy and Employment in Puerto Rico in the Transition from the 20th to the 21st Century
>
> - Research and Fieldwork Seminar
>   Topic: Pre-Columbian and Colonial Cities and Architecture in Latin America

C. Course Numbering

The course numbering is an alphanumeric code that identifies courses in any unit according to the academic program and the subject matter, level, and curriculum sequence of each course. This greater streamlines transfers, equivalencies, validation, and substitutions. APPENIDIX 1, *Standard Course Numbering Scheme,* lists the elements used to assign the course code. **Only the Office of the Vice President for Academic Affairs and Research (VPAAR) at Central Administration may assign a number to courses.**

Multiple Course Codes

Same number code / different letter code
Multiple course codes - Courses that pertain to two academic programs or more will share the title and number code assigned while the letter code will reflect the program or programs that are authorized to offer the course.

Same letter code / different number code
A course may be created sharing 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 population: undergraduate and graduate.

> Examples of course with multiple course codes:
>
> - ARQU / ARTE 3310, Project Development: Between Art, Design and Contexts for Intervention
> - BIOL 4101/6101, Sustainability, Resilience and Landscapes: Fundamentals, Methods, and Practice

D. Number of credits

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

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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 courses (prerequisites), concurrent courses (co-requisites) or other conditions necessary to take the course (additional requirements). These must be 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.

Prerequisites and co-requisites of a course are established based on logical combinations of the following descriptors:

- Course(s)
- Number of credits in a particular subject matter or discipline at a given level.
- Be a student in a year of study
- Be a student of an academic program.

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: computer skills. knowledge of programs. CPR certificate, first aid certificate, and scuba diving certification.

Examples of combinations of prerequisite and co-requisite descriptors:
INGL 3277. INTRODUCTION TO LITERATURE: NOVELS. 3 credit hours. 3 contact hours per week. Prerequisites: INGL 3202 or INGL 3104 or INGL 3212 or INGL 3209 or INGL 3289. AGRO 4029. TROPICAL SOIL MANAGEMENT 3 credit hours. 3 contact hours per week. Prerequisites: AGRO 3011 and AGRO 3013. QUIM 3131. GENERAL CHEMISTRY I 3 credit hours. 3 contact hours per week. Co-requisites: QUIM 3133 and (MATE 3171 or MATE 3005 or MATE 3143 or MATE 3173).

F. Course Description

The description concisely outlines the general ideas, characteristics and approach or focus of the course. It should answer following questions: what is taught, how is it taught and to whom is it directed? Therefore, it should indicate the main topics to be covered and the instructional strategies to be employed, when by their nature, these are essential to discuss the course content. It must also include whether it

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will be a face-to-face or distance learning course (hybrid, online or multimodal). It should be drafted in Spanish and in English. It cannot exceed 1,000 characters.

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. These should address three learning competences (knowledge, skills and attitudes) and 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 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 different literary movements developed during the 20th century.

The emphasis of each objective should be on the expected outcome of the student's educational experiences. The question the professor should ask in this case is:

What are students expected to be able 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.

The use of the classifications systems that describe the different categories of learning is recommended. One of the most widely used was developed by Benjamin Bloom and his peers in 1956, revised by Anderson and Krathwohl (2001).

H. Suggested Textbook

Where applicable, the course textbook is included as a reference.

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 allocation of this time 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

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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 courses with variable credits, the distribution of time should be specified considering on the total number of credits assigned. In the case of hybrid and online courses, the number of face-to-face hours must be specified.

Example of a 3-credit face-to-face course, offered in a semester:

TOPIC	TIME DISTRIBUTION (HOURS) Face-to-face
I. Topic 1	4
II. Topic 2	7
Partial Exam	2
III. Topic 3	13
Field trip	3
IV. Topic 4	14
Final Exam	2
TOTAL HOURS	45

Example of a hybrid 3-credit course, offered in a semester:

TOPIC	TIME DISTRIBUTION (HOURS)	
	Face-to-face	Online
I. Topic 1	3	0
II. Topic 2	2	2
Partial Exam	2	0
III. Topic 3	7	8
IV. Topic 4	7	11
Final Exam	0	3
	46.7% Face-to-face	53.3% Online
TOTAL HOURS	45 hrs	

Example of an online 3-credit course, offered in a semester:

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	TIME DISTRIBUTION (HOURS) Online
I. Topic 1	3
II. Topic 2	4
Partial Exam	2
III. Topic 3	13
IV. Topic 4	21
Final Exam	2
TOTAL HOURS	**45**

Example of a multimodal 3-credit course, offered in a semester:

	TIME DISTRIBUTION (HOURS)	
	Face-to-face	**Online**
I. Topic 1	3	3
II. Topic 2	4	4
Partial Exam	2	2
III. Topic 3	13	13
IV. Topic 4	21	21
Final Exam	2	2
TOTAL HOURS	**45**	**45**

J. Instructional Strategies

Instructional strategies are specific approaches, techniques or methods used by professors to facilitate the teaching process and maximize student learning. They should be designed to create effective learning environments and encourage student participation.

Examples of instructional strategies **for a face-to-face course** include:

1. **Lecture:** A course or part of a course in which the professor makes an oral presentation to the students on a topic within a discipline. The professor may make use of audiovisual and technological resources to strengthen the presentation. **To avoid the one-sided transmission of information from professor to student, strategies that encourage student participation through question-and-answer sessions, live surveys or discussions, among others, should be incorporated.**

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2. **Discussion**: Instructional method or strategy that encourages student participation in structured, instructor-led dialogues; *e.g.*, Socratic Method. It seeks diversity of perspectives, promoting social and cognitive skills. The evaluation is formative, focusing on participation and the quality of the argument. This method facilitates interactive and meaningful learning.

3. **Cooperative Learning**: pedagogical approach that relies on interaction and collaboration among students to achieve specific educational objectives. This approach is based on the idea that learning is a social process and that students can benefit significantly from working together in groups. It develops social, cognitive, and emotional skills.

4. **Case Studies**: pedagogical approach that uses real-world or simulated situations, known as "cases", to teach and learn. These cases represent complex problems or real scenarios that students can analyze, discuss, and solve. The strategy seeks to develop critical thinking, decision-making and problem-solving skills.

5. **Lectures with Guest Speakers**: It entails incorporating experts or professionals as guests in the teaching process to enrich the students' educational experience. Provides students a different and possibly more up-to-date perspective on a specific topic, as well as connections between academic theory and practical application in the real world.

6. **Project Based Learning**: Students work on a long-term project that allows them to apply what they have learned in a practical way.

7. **Seminars or Workshops**: These can be used to delve deeper into specific topics, allowing students to explore in detail and practice specific skills.

8. **Project Based Learning (PBL)**: It is an instructional strategy that focuses on the design and development of meaningful projects to promote active learning and the practical application of knowledge. It entails students working on projects that require the application of acquired skills and concepts, rather than simply passively receiving information. It fosters critical thinking, problem solving, autonomy, creativity, and practical application of knowledge and prepares students for real-world challenges.

9. **Flipped Classroom**: Pedagogical approach that alters the traditional teaching dynamics by changing the distribution of instruction and practice. Under this model, students review the didactic material before class, generally through multimedia resources such as videos or readings. During class time, the focus is on practical activities, discussions, and applications of knowledge. This approach seeks to maximize classroom interaction time for more meaningful activities, promoting more active and participatory learning.

Examples of instructional strategies **for a distance learning course** include:

1. **Discussion Forums**: It involves the use of online platforms to stimulate interactions among students. Relevant issues are raised, rules are established, and a moderator is

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appointed. Students participate regularly, answering guiding questions, sharing experiences, and providing feedback. Diversity of perspectives is encouraged, and participation in forums can be evaluated. This strategy integrates course content, promotes knowledge construction, and creates an online community for collaborative learning.

2. **Online Cooperative Learning**: Strategy in which students work in groups through online tools to complete tasks or projects. Students use virtual platforms, communicate remotely, and can collaborate synchronously or asynchronously. This modality overcomes geographical barriers, fosters technological and teamwork skills, and allows for the joint construction of knowledge.

3. **Videoconferences/Webinars**: These are essential tools in online education that allow real-time interaction between professors and students. They facilitate the presentation of course content, student participation, and the ability to answer student questions promptly. They eliminate geographic barriers, offer flexible scheduling through recordings, and employ a variety of tools to enrich the learning experience. In addition, they encourage remote collaboration, enable real-time evaluations, and can be used both synchronously and asynchronously, extending participation beyond live sessions.

4. **Project Based Learning:** Students work on a long-term project that allows them to apply what they have learned in a practical way.

5. **Virtual laboratories**: Provides online simulations or virtual experiences that allow students to conduct experiments or apply concepts in a hands-on manner.

6. **Interactive Instructional Resources:** It refers to the use of visual and attractive elements, such as infographics, interactive concept maps and simulations, to explain concepts in teaching. These resources are designed to be visual, interactive, and accessible online, offering adaptability to different learning styles. Its interactivity allows students to explore, actively participate and receive immediate feedback, stimulating interest and facilitating the understanding of abstract concepts.

7. **E-Portfolios:** It requires students to create and manage digital files that reflect their work, projects. and achievements throughout a course. They use online platforms to organize and present a variety of content, including reflections on their learning. These portfolios serve not only as archives, but also as formative assessment tools, encouraging self-reflection, the development of transferable skills, and providing a dynamic representation of student growth over time.

K. Minimum Learning Resources and Facilities Available or Required

The minimum learning resources and facilities include equipment, technology, infrastructure, materials, and other resources necessary to meet the course objectives. Some of these must be provided by the institution and others by the student. Students should be informed in advance at the beginning of the course of the materials and

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equipment they must acquire at their own expense in order to have a better use of the experiences programmed for the course.

Some examples of minimum learning resources and facilities available or required for a course include:

1. Classroom or laboratory

2. Account in the institutional learning management platform (E.g. Moodle or Blackboard)

3. Institutional email account

4. Computer with high-speed internet access or mobile device with data service

5. Programs or applications: word processor, spreadsheets, presentation editor

6. Webcam or mobile with camera and microphone

7. Integrated or external speakers

8. Whiteboard

9. Smartboard

10. Digital projector

In distance education courses, it will be essential to specify the infrastructure and all technological resources (equipment and software) needed. This is of particular importance for multimodal courses, since they require classrooms with sophisticated technology to enable communication, collaboration, and presentation of content in a way that supports the integration of face-to-face and online learning experiences.

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, reflective 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 test	20%
Two short reviews or reports on articles	50% (25% each)
Class attendance	10%
Informed class participation	20%
Total	100%

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M. Reasonable Modification (Reasonable Accommodation)

The syllabi must include a statement on reasonable accommodation provided in the current regulations. This statement should: (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.

Reasonable modification (Reasonable accommodation) statement in Spanish:

"La Universidad de Puerto Rico (UPR) reconoce el derecho que tienen los estudiantes con impedimentos a una educación post secundaria inclusiva, equitativa y comparable. Conforme a su política hacia los estudiantes con impedimentos, fundamentada en la legislación federal y estatal, todo estudiante cualificado con impedimentos tiene derecho a la igual participación de aquellos servicios, programas y actividades que están disponibles de naturaleza física, mental o sensorial y que por ello se ha afectado, sustancialmente, una o más actividades principales de la vida como lo es su área de estudios post secundarios, tiene derecho a recibir acomodos o modificaciones razonables. De usted requerir acomodo o modificación razonable en este curso, debe notificarlo al profesor sobre el mismo, sin necesidad de divulgar su condición o diagnóstico. De manera simultánea, debe solicitar a la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) de la unidad o Recinto, en forma expedita, su necesidad de modificación o acomodo razonable."

Reasonable modification (Reasonable accommodation) statement for the syllabus in English:

"The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary 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. They have the right to receive reasonable accommodation or modifications. 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."

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N. Academic Honesty

The syllabus should include the following statement:

"The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General 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 actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations of the UPR in force. 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."

For distance learning courses, the following paragraph must also be included:

"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."

If 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

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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 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."

For distance learning courses, you must also include the following paragraph:

"To ensure the integrity and security of user data, all distance courses must be offered through the institutional learning management platform, which employs secure connection and authentication protocols. The system authenticates the user's identity using the assigned username and password in their institutional account. The user is responsible for keeping their password secure, protecting it, and not sharing it with others."

III. POLICY AND PROCEDURES TO MANAGE SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO

The syllabus should include the following statement:

"The Policy and Procedures to Manage Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. This policy seeks to promote an environment that respects diversity and the rights of the university community. It provides a protocol for handling situations related to the following prohibited conduct in the workplace or in an academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating violence, and stalking."

If the syllabus is presented in English, the following statement should be included:

"The Policy and Procedures to Manage Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in an academic setting: discrimination based on sex,

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gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating violence, and stalking."

IV. CONTINGENCY PLAN IN CASE OF EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

V. DIVERSITY, EQUITY, AND INCLUSION

The University of Puerto Rico is committed to establishing an environment that values diversity, promotes equity and equality, and aspires to the full inclusion of its entire university community. Courses will be offered in an inclusive and equitable environment, ensuring the participation of students with diverse backgrounds, experiences, and abilities. Thus, the University of Puerto Rico reiterates its dedication to upholding the principles of diversity, equity, and inclusion in its academic programs.

If the syllabus is presented in English, the following statement should be included:

"The University of Puerto Rico is committed to establishing an environment that values diversity, promotes equity and equality, and aspires to the full inclusion of its entire university community. Courses will be offered in an inclusive and equitable environment, ensuring the participation of students with diverse backgrounds, experiences, and abilities. Thus, the University of Puerto Rico reiterates its dedication to upholding the principles of diversity, equity, and inclusion in its academic programs."

VI. 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.

VII. 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

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citation style commonly used in the discipline. In case the course has a textbook, to refer to it, the ISBN number must be included. For all course modes, no references more than five years old should be included. If the course deals with areas of study that do not have recent references, it should include at least 3 references of five years or less of related topics, in addition to 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 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.