

Evidence of IAUPR Secondary Biology Institutional Revision Committee tasks

Members of the IAUPR Secondary Biology Institutional Revision Committee

Secundaria: Biología(Secondary level) Código 174

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The institutional Committee due to the present status of the Corona Virus/Hurricanes / Temblors in the South Part of the Island is working via collaborate meetings using the blackboard platform Course design to use for placing evidence and work :
[Discussion Board – CCIPC1920 \(blackboard.com\)](#)

Curricular revisions have to follow the IAUPR **Guidelines for curriculum development English version and GUIDELINES FOR THE REVIEW OF SINGLE AND SHARED ACADEMIC PROGRAMS** . Therefore any specialization, syllabus, needs to be approves by the IAUPY Senate , and the CI . Therefore, the IAUPR is now revising the PEM specializations since 2019-20 and the evidence presents follows the Guidelines. As of this present revision, the FC PEM is participating in 5 curricular revisions .

Roles of the Institutional Committees

- 1) All members must provide email and telephone number to facilitate communication with the Institutional Committee and the Office of Curriculum Affairs (OAC).
- 2) The Institutional Committee should prepare a Work Plan that includes the activities or tasks to be carried out, the timetable and the person or venue responsible for the task (see Annex 1). The committee forwards a copy of it to the OAC.

- 3) Calls for meetings are issued by the VAAE with a copy to the Dean of Academic Affairs or by email to the committee member with a copy to the Dean of Academic Affairs.
- 4) The Leader or Secretary of the Institutional Committee reports the dates of the meetings to the OAC at least two (2) weeks in advance:
 - a. by email or phone
 - b. should indicate date, place and time
- 5) Meetings can be held in academic units, by videoconference or other technological means over the Internet.
- 6) The Leader or Secretary of the Institutional Committee holds a record of attendance and a (minute) record with the agreements taken for each meeting held.
- 7) Consultations with the faculty through the representative of the academic unit in the Institutional Committee must be done in writing and with evidence (signatures) of the faculty consulted.
- 8) Consultations on changing shared courses (used by other academic programs) are conducted through the VAAE.
- 9) The Leader or Secretary of the Institutional Committee maintains evidence of the consultations conducted and the reactions received to use it as supporting documents when the proposal is seen in the Academic Senate and the University Council.
- 10) Statistical data, such as graduation rates and number of students in the academic program, must be requested from the OAC by the Leader or Secretary of the Institutional Committee.
- 11) The Leader or Secretary of the Institutional Committee shall submit to the OAC the progress reports requested.
- 12) Members of the Institutional Committee shall certify in writing or through a (minute) minutes of the Institutional Committee that the curriculum review proposal was consulted with colleagues in their academic unit when the consultation is not conducted by the VAAE through the Deans of Academic Affairs.

Maximum Time for Shared Academic Program Review

In order to expedite curriculum review processes, the "Procedure for curriculum articulation", as amended in 2008, stipulates the following (see President's Actions of 2 March 2008, pages 25-26):

- 1) The Institutional Committee has a maximum of eighteen (18) months to complete the curriculum review proposal. This provision entered into force in August 2008.

The Academic Senate of the leading campus has a period of no more than two (2) months to take action on the proposed revision

THE CURRICULUM REVIEW PROPOSAL

I. Content of the Proposal

The IAC verifies that the Institutional Committee has included the following information in the proposal:

- 1) Introduction
 - Brief description of the proposed revision and its scope (may be optional)
- 2) Resolutions and justifications for consideration by the Academic Senate and the University Council
- 3) Supporting documents
 - a. Sequential program by academic term
 - b. Program Goals, Program Objectives and Graduate Skills Profile (in text form, see Annex 2)
 - c. Curriculum Program Alignment Table (see Annex 3) presenting the relationship between:
 1. **Program Goals**
 - a. It refers to the general purposes of the programme in terms of the professional to be developed for a globalized and diverse society (see Part V).
 - b. They should be detached from the program description.
 - c. They should include cognitive, affective and psychomotor dimensions.
 2. **Program Objectives**
 - a. It refers to the specific aspects that the program aspires to achieve in terms of knowledge, skills and attitudes for a globalized and diverse society (see Part V).
 - b. They must be detached from the Program Goals.
 3. **Graduate Skills Profile**
 - a. It refers to the professional skills of a graduate of the program.
 - b. Competition is a skill consisting of general processes, concepts and attitudes that develop gradually and evolutionarily through social interaction that occurs in the classroom or virtual modality .
 - c. Course descriptions help identify that graduate competency profile.
 - d. It includes areas of knowledge (what you need to know), skills (what you can do or execute), and attitudes (what attitudes and values you should possess) in the context of a globalized and diverse society (see Part V).

- e. VaAE developed a "Guide to the Development of the Skills Profile of graduates "of August 2013 (see Annex 11).
- f. Aligning the competency profile with curriculum courses is critical to the development of "assessment" plans in Tk20. Therefore, institutional committees must complete the *Tk20 Curriculum Map Development Template*. This template includes the alignment of competencies and courses, as well as their level and emphasis (see Annex 12).
 - Level - Indicates the complexity of the competition, which is classified into one of three categories: Basic, Intermediate or Advanced.
 - Emphasis - Indicates the distribution of time spent developing the competition in the course in one of three categories: Low, Intermediate or High.

The "assessment" instrument and metric (numerical indicator of the expectation of achievement in student learning) can be determined by the institutional committee or in the academic unit.

- 4. **Program Courses**
 - a. Courses must be linked to the graduate's competency profile.
 - b. Courses that respond to each of the graduate's competencies are identified.
- d. Syllabus of new and current modified courses
- e. Fiscal impact report when the proposed review entails increased program costs
- f. Report the facilities and equipment required for the program, such as closed or specialized laboratories, if applicable
- g. Letters of engagement from the practice centers, if applicable
- h. Other documents may be required depending on the proposed changes

II. Order of Resolutions

The University Council requires that the review of academic programs including associate degrees, high school and minor concentrations/specialties be presented as separate issues. If the academic program includes associate degree and high school, the high school check is first presented, followed by the associate's degree review. For example:

- ❖ Subject A: BBA Review in Accounting
- ❖ Subject B: Review of the AAS in Accounting
- ❖ Case C: Review/Creation of the Minor Concentration in Professional Accounting

On the other hand, the order of submission of the resolutions changed, effective February 2016 (see Actions of the President of the First Ordinary Meeting of the University Council of 20 November 2015, pp. 5-6). The new order is the one presented below.

RN-1 Program label
RN-2 Description of the program
RN-3 Perfil of graduate competencies
RN-4 Creation of courses
RN-5 Course removal (from catalog)
RN-6 Course modification (codes, number, titles, descriptions, requirements, credits)

RN-7 Graduate academic requirements

- General Education Requirements
- Spinal Requirements
- Concentration Requirements
- Sub concentration requirements (not recommended for use)
- Related Requirements
- Specialty Requirements
- Subspecialty Requirements (not recommended for use)
- Prescribed Distributive Requirements
- Elective courses (minimum of 3 credits for high schools)

RN-8 Requisites of admission to the program (when different from institutional)

- Documents to apply for admission.
- Minimum academic index (may be higher than the minimum set by the University)
- Certificates, licenses, among others
- Interview (not allowed for under grad level and for graduate level requires authorization from Vice President)

RN-9 Requisites of program retention (where different from institutional ones)

- Academic index
- Minimum ratings
- Other

RN-10 Transfer or transfer requests (where different from institutional ones)

- Minimum academic index
- Approved courses
- Interview (not allowed for under grad level and for graduate level requires authorization from Vice President)
- Program Director's Authorization

RN-11 Graduation requirements (when different from institutional ones)

- Minimum academic index
- Qualifications required.
- Exams, theses, or dissertation
- Internships, clinical experiences
- Time limit to complete the degree.

Note: See Annexes 4 and 5, "Guides for Curriculum Development at the Inter-American University of Puerto Rico" and "Models of Resolutions for consideration by the Academic Senate and the University Council", respectively.

III. Relevant Aspects in the Preparation of the Proposal and Resolutions

- 1) Course Title
 - a. It should not be very extensive, as Banner only provides space for 30 characters.
 - b. There must be a direct relationship between the title and the course description.

- 2) Description of the Courses
 - a. It includes the level of thinking skills (see Annex 6, "Taxonomies for writing course and objective descriptions").
 - b. The level of thinking skills is tied to content.
 - c. It should include the large thematic areas of content.
 - d. It does not include a list of isolated topics.
 - e. The wording should be in full sentences.
 - f. Verbs must be substantive (Examples: Study, Description, Analysis, Integration, Practice, Application, Evaluation).
 - g. After the first sentence of the course description, expressions such as: "Emphasis on...", "Includes..." can be used.
 - h. It should not include teaching or evaluation activities.

- 3) Course Requirements
 - a. They must be included as part of the description.
 - b. Include those requirements that are necessary (impact sequential).
 - c. Verify that they do not have a higher encoding than the course. Exceptions to this rule may arise when using the encodings set by standard in the Catalogues for Special Topics, Seminars and Practices (see Annexes 7 and 8, "Course Coding System for the Undergraduate Level" and "Graduate Level Course Coding System", respectively).
 - d. Verify that no requirements (i.e., hidden requirements) are omitted. The list of courses and total credits included in the Grade Requirements resolution should reflect courses that are requirements of others.

- 4) Course Credits
 - a. Verify that the number of credits is correct (see Annexes 4 and 9, "Guides for curriculum development at the Inter-American University of Puerto Rico" and "How to determine credits for courses", respectively). The University defines one (1) credit for an academic term, as follows:
 1. Fifteen (15) hours of face-to-face contact and a minimum of 30 hours of academic activities related to the course that the student performs outside the classroom; or its equivalent in online academic activities.
 2. Fifteen (15) hours of face-to-face contact of the integrated conference-laboratory modality and a minimum of 30 hours of academic activities related to the course that the student performs outside the classroom; or its equivalent in online academic activities.
 3. 30-45 hours of in-person or virtual closed lab
 4. 45-60 hours of supervised practice
 - b. Check the number of credits with the hours of the internship.

- 5) Encodings
 - a. Verify that the standards of the General or Graduate Catalogue are followed (see Annexes 7 and 8, "Course Coding System for the Undergraduate Level" and "Course Coding System for the Graduate Level", respectively).
 - b. For the fourth digit of encodings 197, 291, 297, 397, 491, 497, 597, 691, 697, 797, 891 and 897 letters can be used instead of numbers (e.g., 497A, 497B, 697A, 697B). The revision proposal can be presented as 491_ and then determines which codes are available in the Banner system.
 - c. Verify that there is consistency between encoding and content. For example: level 4000 courses should generally respond to the most complex levels of thinking.
 - d. Use a different code when you intend to increase or decrease the credit for an existing course.
- 6) New Courses
 - a. Check if there are courses in institutional catalogs that can be used instead of creating them.
 - b. Check whether there are courses in the President's Actions that, even if they have not yet been included in the institutional catalogs, can be used instead of created.
 - c. Verify that new courses do not have the same name as another existing course.
 - d. If it is an associate degree, verify that the courses are predominantly level 1000 and 2000.
- 7) Total Credits
 - a. Apply the parameters established by the University (see Annex 4, "Guides for curriculum development at the Inter-American University of Puerto Rico"). For example:
 - Associate: 60-65 credits
 - Baccalaureates: 120-130 credits
 - Masteries: minimum of 30 credits
 - PhD: minimum of 30 credits
 - Professional certificate: minimum of 12 credits
 - b. Total credits for academic program must be competitive.
 - c. The program sequential must comply with the institutional rules of the maximum credits a student can take in an academic term (e.g., semester, or quarter).

IV. Prontuaries- Syllabus

- 1) Use the format for the production of syllabus (see Annex 10, "Model for the elaboration of syllabus " that took effect in September 2016. This Model was incorporated with the warnings and notes approved by the Board of Trustees and which entered into force in August 2008, 2009 and 2016. It also includes an amendment to the title of the "Special Note" on "Honesty, Fraud and Plagiarism", as approved by the Board of Trustees in March 2013. Seven observations were also included in 2013.

In addition, it takes into account the provisions of the May 2017 version of the Faculty Manual (sections 3.3.5, 3.3.6 and 3.3.7, pages 33-35) and the 2017 version of the General

Student Regulations (Article 2, Section A, pages 2-5), as well as the "ECE Regulation 2012", now JIP.

2) Heading

- a. Identify the Institution (Inter-American University of Puerto Rico)
- b. The name of the academic unit is not included when the records are the product of the review work of an Institutional Committee.
- c. Include the name of the academic program.

3) Course information

- a. Course title
 - It should be brief.
 - Have a direct relationship with the course description.
- b. Code and number
 - Four-letter codes that identify the academic program in English (e.g. BADM, BIOT, COMP, EDUC, MUSI, NURS, PSYC, RELI, TURI).
 - You can consult with the OAC for the selection of acronyms and code availability in the Banner system.
 - Observe the regulations in the institutional catalogues (see Annexes 7 and 8, "Course Coding System").
- c. Credits
 - Examples: Three (3), Four (4)

4) Description

- a. It should reflect the level of thought of the course and the assigned coding.
- b. Use the term "academic term" and not "academic semester".
- c. Includes:
 - The total number of laboratory or practice hours (if applicable) for the academic term and not per week because courses are offered in different terms
 - concurrent courses, if applicable
 - courses requirements, if applicable
 - minimum rating, if applicable (Thesis: TP/P/NP; Dissertation: DP/P/NP; Project: PP/P/NP; Integrator Seminar: P/NP)
 - Credits

5) Objectives

- a. Start this section with the following: The student is expected to be able **to**:
- b. Since August 2009, only course objectives (formerly known or referred to as "terminals" or "general") have been included.
 - Venues can develop training goals that help achieve course objectives for "assessment" activities and lesson design for online courses.
 - Each objective must have a minimum of two (2) capacity objectives.
 - Subtopics in course content help identify capacity goals.
- c. The objectives of the course are detached from the large thematic areas or the skills included in the course description.

- 6) Draft objectives that are relevant to the development of competences in the discipline or area of study and measurable in terms of observable conduct (see Annex 6):
 - a. Benjamin Bloom's Cognitive Taxonomy (1956), the revised version by Lorin W. Anderson and David R. Krathwohl (2001) of Bloom's taxonomy or Andrew Churches' revised version of Bloom's taxonomy for the digital age
 - b. Elizabeth Jane Simpson's Psychometric Taxonomy (1966)
 - c. Affective Taxonomy by Benjamin Bloom, David R. Krathwohl and Bertram B. Masia (1964)
 - d. Norman L. Webb Depth of Knowledge (DOK) Taxonomy (2002)
 - e. Cognitive Taxonomy by Robert J. Marzano (2001)

The University recognizes the existence of different taxonomies for the drafting of objectives, as well as the fact that Bloom's taxonomy, in its original or revised version, remains the most commonly used.

The level of thinking used in a capacity goal should not exceed that of the course objective. For example: If the objective of the course is "Apply", the training objective should not be "Evaluate".

- 7) Use a verb by objective whose execution by the student is observable.
 - a. For example: Instead of saying, "Study and analysis of...", the correct thing is to say "Analysis of...". "Analysis" is a level of thinking higher than "Study".
 - b. There may be an exception to this rule when a course requires skills, such as "Designing, creating, and evaluating..."
- 8) The verb must be in infinitive (examples: Study, Contrast, Apply, Analyze Evaluate, Create)
- 9) Content
 - a. The topics and sub-items to be covered in the course
 - b. The main topics respond to the course description.
 - c. Subtopics respond to the main themes.
- 10) Activities
Its purpose is to achieve the objectives of the course. For example:
 - a. Conference
 - b. Socialized discussion
 - c. Debates
 - d. Forums
 - e. Group interview
 - f. Colloquium
 - g. Research projects or activities
 - h. Discussion of books or articles
 - i. Case study
 - j. Troubleshooting
 - k. Simulations

- l. Individual work
- m. Collaborative work
- n. Cooperative work
- o. Oral reports
- p. Written reports
- q. Information search exercises
- r. Journals
- s. Multimedia
- t. Blogs
- u. "Assessment"
- v. Other

11) Evaluation Criteria

Criteria for determining student academic activities

- a. Partial exams
- b. Final exam or equivalent assessment
- c. Written works
- d. Research work
- e. Assignments
- f. Short tests
- g. Portfolio
- h. Blogs
- i. Jobs (individual, group)
- j. Other

Note: The JIP (formerly CEPR) requires each evaluation criterion to include the suggested value or percent of the grade or final grade.

12) Educational Resources

- a. Educational materials that can be used for the activities and achievement of the objectives of the course.
- b. They must be up to date (no more than five years after publication, unless they are classic in the discipline).
- c. Use the style accepted in the discipline to present bibliographic information (APA, MLA, Turabian, University of Chicago, others) in all program records.
- d. Include the access portal and the name of the appropriate databases for the course through the CAI.
 - CAI databases
http://cai.inter.edu/listado_db.htm
- e. It is recommended that they be classified by category, as applied to the course:
 - Textbook(s) (graduate courses generally do not rely on textbooks)
 - Supplementary readings (professional journals, newspapers)
 - Audiovisual resources (DVD, CD-ROM, movies, videos)
 - Electronic resources and databases. It must include the name or title of the "website" and its address. For example:

13) Bibliography

- a. Reference materials or support for the course.
- b. It is not required for the achievement of the objectives of the course, although it supports the course.
- c. It must be up to date (no more than five years after publication, unless you include classics in the discipline).
- d. You must use the style accepted in the discipline to present bibliographic information (APA, MLA, Turabian, University of Chicago, others) in all program records.
- e. Include the access portal and the name of the appropriate databases for the course through the CAI.
 - CAI databases
http://cai.inter.edu/listado_db.htm
- f. It is recommended that they be classified by category:
 - Books
 - Magazines
 - Newspapers
 - Audiovisual resources (DVD, CD-ROM, movies, videos)

 - Electronic resources and databases. It must include the name or title of the "website" and its address. For example:
National Science Foundation (NSF)
<http://www.nsf.gov/>

14) Special Notes, Warnings or Clarifications for Syllabus

- a. The Board of Physicians has approved three (3) and the Presidency approved one.
 - Auxiliary services or special needs (effective August 2008)
 - Honesty, fraud and plagiarism (effective August 2008)
 - Use of electronic devices (effective August 2009)
 - Compliance with Title IX dispersions (2016).
- b. Special notes required in the academic unit or course could be included, but not in the institutional (or systemic) version of the Syllabus .
- c. The institutional program will include the four official notes, as they appear in the 2016 Model Prontuary.

V. Modification of Syllabus

1) Modifications allowed.

- a. Enrich and update content without eliminating what is set out in the institutional syllabus . Deleting a topic or sub-item would proceed if it is obsolete.
- b. Review and modify course activities (except for practices for which minimum activities required have been agreed at the Program or Institutional Committee level).
- c. Review and update educational resources and literature.
- d. Change the textbook.

- e. Change the evaluation criteria (except for practices for which the minimum evaluation criteria have been agreed at the Program or Institutional Committee level and thus reflected in the agenda or The Practice Manual).
- 2) Modifications that are not allowed
- a. Campuses may not change the coding, title or description of the course, as they require the action of the Academic Senate, the University Council, the President and the Vice Presidency of Academic, Student affairs and Systemic Planning, as applicable.
 - b. The venues must not modify or change the minimum content or objectives agreed by the power in the institutional syllabus . However, if it is necessary to modify content or objectives to meet the requirements of licensing and accrediting agencies, update content or improve the wording of objectives on the recommendation of experts, consideration should be given to the level, content and description of the course. In addition, the venue shall forward to the Vice-President of Academic and Student Affairs an electronic copy of the revised record for disclosure to the rest of the System.
 - c. The institutional records of the General Education Program (PEG) will be modified through institutional committees coordinated by the Vice Presidency of Academic and Student Affairs.

SUMMARY OF THE ASPECTS TO CONSIDER IN CURRICULUM REVIEW PROCESSES

- 1) Identification and analysis of documents To. Puerto Rico Board of Education (CEPR) Finding Reports
 - B. Accrediting agency reports
 - c. Requirements for the exercise of the profession (reválida, laws, regulations, curricular demands, others)
- 2) Analysis of the effectiveness and relevance of the academic curriculum
 - a. Satisfaction surveys: employers, graduates, students
 - b. "assessment" or appraisal in the enclosures
 - c. statistical data on tuition and graduation over the past 5 years
 - d. student retention data
 - e. employment market trends
- 3) Use the following:
 - a. "Guides to the Review of Unique and Shared Academic Programs" (January

2018)

b. "Guides to curriculum development at the Inter-American University of Puerto Rico" (February 2016). This document is included as an annex to the "Guides review of unique and shared academic programs"

c. updated versions of the General or Graduate Catalogue published on the portal.

University in the "Academic Affairs" section under the

"Documents" on the University portal:

- <https://www.inter.edu/>

You <http://documentos.inter.edu/>

He <http://documentos.inter.edu/#370-asuntos-academicos>

d. Actions of the President that have not yet been included in the catalogues published on the University's portal

4) Review of the Goals and Objectives of the Program, and the Skills Profile of the Graduated

To. Use the "Guide to the Development of the Skills Profile of the Graduate of a "academic program" (August 2013). This document is included as a "Guides to the review of unique academic programs and shared"

B. Find the information in the proposed creation or transfer of the program.

academic"

c. Use the format to present the competencies profile of the graduate.

2

5) Aligning the Goals and Objectives of the Program with the Skills Profile of the Graduate and courses

a. emphasis on the consistency of the courses and the competency profile of the Graduated

6) Identification of thematic areas of discipline to be reflected in the curriculum

7) Reviewing and creating courses

8) Online program or course offering(s)

9) Integration of cross-cutting themes of values in the curriculum, according to section V, p.

5, from the "Guides to Curriculum Development at the Inter-American University of Puerto Rico Rico" (February 2016).

a. ecumenical-Christians

b. ethical

c. democratic and civic

10) Internationalization of the curriculum (internationalization at home or "IeC"), according to:

a. Part V, pp. 26-28, of the "Guides to the Review of Academic Programs shared" (January 2018)

B. Section VI, p. 5 of the "Guides to Curriculum Development at the University Puerto Rico" (February 2016).

11) Review of Grade Requirements, Program Description and Other Components curriculum or regulatory program

12) Preparation and review of all prontuaries (syllabus)

13) Assembly of the proposal (resolutions and annexes)

14) Date for consideration of the proposed revision by the Academic Senate of the leading venue

15) Date for consideration of the proposal by the University Council

Relevant aspects about the functions of institutional committees

1) Appointment of the leader by agreement between the VAAE and the venue

2) Appointment of secretary

3) Prepare and save for record:

To. Agenda of meetings

B. Minutes of meetings, which should include:

Date, time and place of the meeting

People present, excused and absent.

Issues discussed and agreements taken.

4) Distribution of tasks among the premises represented on the institutional committee

02/2010

Rev. 04/2011; 04/2012; 09/2013; 04/2016; 01/2018; 01/2019

This representation of faculty from the Campus that offers the specialization, will work in the revision of the courses identified as Medullar and will present the revision of the syllabus , to

the rest of the faculty /programs to be approved . This approval will then go to the IAUPR Senate to be finally approved and revised using the senate resolutions that the Committee will design and send to the TEP Programs. The resolutions and the new revised syllabus will go to the IAUPR Senate and then should be approved by the Senate.

WORK Plan : [Thread: Plan de Trabajo – CCIPC1920 \(blackboard.com\)](#)

WORK PLAN FOR THE BA SECONDARY BIOLOGY REVISION INSITUTIONAL COMMITTEE

Academic Program: BA Secondary Education in Biology

Enclosures: Aguadilla, Arecibo, Fajardo, San Germán

Group Leader / Enclosure: Dr. Jorge A. Agudo Ruiz/ Aguadilla

Activity or Task	Person/Responsible Enclosure	Date	Comments / Remarks
State of state of state of the discipline/profession	Dr. Dalila Lopez/ San Germán	March 2021	
Review/development of goals, objectives, profanity profile of the graduate. Curriculum alignment table	Dr. Jorge Agudo/ Aguadilla	June 2021	
Review of admission, graduation, retention, transfer requirements	Prof. Wanda Ortiz/ Fajardo	September 2021	
Course/prontuary review: modification, delete, create	Dr. Dalila López/ San Germán Prof. Wanda Ortiz/ Fajardo	December 2021	Prof. Ortiz will work with the review of biology concentration courses in advance, as she may not be in the institution for the calendar date.
Review of licenses and certificates in states and territories (if applicable)	Dr. Miguel Mercado/ Arecibo	March 2022	
Curriculum Review Proposal Development	Dr. Jorge Agudo/ Aguadilla Dr. Miguel Mercado/ Arecibo	June 2022	

Activity or Task	Person/Responsible Enclosure	Date	Comments / Remarks

OAC Rev. 04/2011; 12/2019

PLAN DE TRABAJO

Programa Académico: BA Educación Secundaria en Biología

Recintos: Aguadilla, Arecibo, Fajardo, San Germán

Líder Del Grupo / Recinto: Dr. Jorge A. Agudo Ruiz/ Aguadilla

Actividad o Tarea	Persona / Recinto Responsable	Fecha	Comentarios / Observaciones
Estado de situación de la disciplina/profesión	Dra. Dalila López/ San Germán	Marzo 2021	
Revisión/desarrollo de metas, objetivos, perfil de competencias del egresado. Tabla de alineación curricular	Dr. Jorge Agudo/ Aguadilla	Junio 2021	
Revisión de requisitos de admisión, graduación, retención, traslados	Prof. Wanda Ortiz/ Fajardo	Septiembre 2021	
Revisión de cursos/prontuarios: modificación, eliminar, crear	Dra. Dalila López/ San Germán Prof. Wanda Ortiz/ Fajardo	Diciembre 2021	La Prof. Ortiz trabajará con la revisión de los cursos de concentración de biología de manera adelantada, ya que posiblemente no esté en la institución para la fecha en calendario.

Actividad o Tarea	Persona / Recinto Responsable	Fecha	Comentarios / Observaciones
Revisión de licencias y certificados en estados y territorios (si aplica)	Dr. Miguel Mercado/ Arecibo	Marzo 2022	
Desarrollo de Propuesta de Revisión Curricular	Dr. Jorge Agudo/ Aguadilla Dr. Miguel Mercado/ Arecibo	Junio 2022	

OAC Rev. 04/2011; 12/2019

EVIDENCE OF MEETINGS IN THE COMMITTEE

Minute 1 [Thread: Revisión Curricular Biología 20 noviembre 2020 –... \(blackboard.com\)](#)

November 20, 2020

Dr. Jorge A. Acute

Teach. Wanda Ortiz

Institutional Committee

Curriculum Biology Review

Dear colleagues.

Cordial greetings

Given the responsibility assigned to investigate the situation of the Bachelor of Arts in Secondary Education in Biology, I took on the task of asking both the principals or Departments of Education and Biology on their knowledge of changes on this curriculum. I also corroborated and compared different catalogues school and the following findings were found.

1. There have been no changes in relation to the courses to be taught in content candidate to be a future teacher in the Field of Biology.
2. Similarly, courses related to curriculum content in Education they haven't had any changes.
3. Curriculum content in both the Biología area and the Education area are aligned to both theoretical and practical processes, so that this graduate complies.
developing the skills, attitudes and knowledge needed to exercise the profession of being a teacher.
4. Similarly, this graduate is expected to develop all knowledge, skills and attitudes needed to meet the Professional Standards in turn Of the Puerto Rican Master. It is important to verify whether the approach before it is entrusted is correct or requires refocus. I will welcome any recommendation. The

important thing is to carry out quality work that complies with the process of the curriculum evaluation of this field of knowledge. She is very grateful to you.

Dr. Dalila López Torres

Spanish Version

20 de noviembre de 2020

Dr. Jorge A. Agudo

Profa. Wanda Ortiz

Comité Institucional

Revisión Curricular de Biología

Estimados compañeros.

Saludos cordiales

Dada la responsabilidad asignada en investigar sobre la situación del Bachillerato en Artes en Educación Secundaria en Biología, me dí a la tarea de preguntar tanto a la directores o compañeros de los Departamentos de Educación y Biología sobre su conocimiento referente a cambios sobre este currículo. De igual manera corroboré y comparé diferentes catálogos generales de esta institución educativa y se encontraron los siguientes hallazgos.

1. No han habido cambios con relación a los cursos a enseñar en el área del contenido curricular del candidato a ser futuro maestro en el Campo de la Biología.
2. De igual manera los cursos relacionados al contenido curricular en el área de Educación no han tenido cambios.
3. Los contenidos curriculares tanto en el área de Biología como en el área de Educación están alineados a unos procesos tanto teóricos y prácticos, para que este egresado cumpla con el desarrollo de destrezas, actitudes y conocimientos necesarios para ejercer la profesión de ser maestro.
4. De igual manera este egresado se espera que desarrolle todos los conocimientos, destrezas y actitudes necesarias para cumplir a su vez con los Estándares Profesionales del Maestro Puertorriqueño.

Es importante corroborar si el enfoque realizado ante está encomienda es la correcta o requiere algun tipo de reenfoque. Cualquier recomendación la recibiré con mucho agrado. Lo importante es realizar un trabajo de calidad que cumpla con el procesos de la evaluación curricular de este campo del saber.

Queda de ustedes muy agradecida.

Dra. Dalila López Torres

Inter-American University of Puerto Rico

San Germán Enclosure

Department of Education and Physical Education

Minute # 2 [Thread: Revisión Curricular Biología II - 23noviembre 2020 &... \(blackboard.com\)](#)

November 23, 2020

Dr. Jorge A. Acute

Teach. Wanda Ortiz

Institutional Committee

Curriculum Biology Review

Dear colleagues.

Cordial greetings

Given the responsibility assigned to investigate the situation of the Bachelor of Arts in

Secondary Education in Biology, I took on the task of asking both the principals or Departments of Education and Biology on their knowledge of changes on this curriculum. I also corroborated and compared different catalogues. school and the following findings were found.

Section A: Comparison with catalogues and interview with colleagues in the disciplines of Education and Biology.

1. There have been no changes in relation to the courses to be taught in the area of content candidate to be a future teacher in the Field of Biology.

2. Similarly, courses related to curriculum content in the area of Education they haven't had any changes.

3. Curriculum content in both the Biología area and the Education area are aligned to both theoretical and practical processes, so that this graduate complies developing the skills, attitudes and knowledge needed to exercise the profession of being a teacher.

4. Similarly, this graduate is expected to develop all knowledge, skills and attitudes needed to meet the Professional Standards in turn Of the Puerto Rican Master.

Section B: Once received recommendation from Dr. José A. Rodríguez Arroyo on the 23rd of November 2020 I was able to corroborate the following:

1. According to the DEPR Teacher Certification Document (2004) you can conclude that the Bachelor of Arts in Secondary Education in Biology, complies with the requirements established by that document at the date of writing.

Section C. When we refer to National Board Standard, standards stand out teacher's professionals. Which are the norms that accrediting agencies follow.

We can highlight that they are divided into four areas and each area is subdivided into standards.

As presented below.

1. Apprenticeship and learning.

To. Standard 1 and 2: Learning Development and Learning Differences

B. Standard 3: Learning environments

2. Knowledge of content

To. Standard 4: Content knowledge

B. Standard 5: Applying content

3. Instructional Practices

To. Standard 6: Assessment

B. Standard 7: Planning for instruction

c. Standard 8: Instructional Strategies

4. Professional responsibility

To. Standard 9: Professional learning and ethical practices

B. Standard 10: Leadership and collaboration

Each one of these standards aligns with the Professional Standards of Teachers

Puerto Rico (2008). There is a direct relationship between the professional standards of the teacher at the National level and in Puerto Rico. I understand that we are developing professionals who have the knowledge and the skills to be able to practice so much in Puerto Rico. It is important to verify whether the approach before it is entrusted is correct or requires refocus. I will welcome any recommendation. The important thing is to carry out quality work that complies with the processes of the curriculum evaluation of this field of knowledge.

She's very grateful to you.

Dr. Dalila López Torres

Universidad Interamericana de Puerto Rico

Recinto de San Germán

Departamento de Educación y Educación Física

23 de noviembre de 2020

Dr. Jorge A. Agudo

Profa. Wanda Ortiz

Comité Institucional

Revisión Curricular de Biología

Estimados compañeros.

Saludos cordiales

Dada la responsabilidad asignada en investigar sobre la situación del Bachillerato en Artes en Educación Secundaria en Biología, me dí a la tarea de preguntar tanto a la directores o compañeros de los Departamentos de Educación y Biología sobre su conocimiento referente a cambios sobre este currículo. De igual manera corroboré y comparé diferentes catálogos generales de esta institución educativa y se encontraron los siguientes hallazgos.

Sección A: Comparación con catálogos y entrevista con compañeros de las disciplinas de Educación y Biología.

1. No han habido cambios con relación a los cursos a enseñar en el área del contenido curricular del candidato a ser futuro maestro en el Campo de la Biología.

2. De igual manera los cursos relacionados al contenido curricular en el área de Educación no han tenido cambios.

3. Los contenidos curriculares tanto en el área de Biología como en el área de Educación están alineados a unos procesos tanto teóricos y prácticos, para que este egresado cumpla con el desarrollo de destrezas, actitudes y conocimientos necesarios para ejercer la profesión de ser maestro.

4. De igual manera este egresado se espera que desarrolle todos los conocimientos, destrezas y actitudes necesarias para cumplir a su vez con los Estándares Profesionales del Maestro Puertorriqueño.

Sección B: Una vez recibido recomendación del Dr. José A. Rodríguez Arroyo el día 23 de noviembre de 2020 pude corroborar lo siguiente:

1. De acuerdo al Documento de Certificación de Maestros del DEPR (2004) se puede concluir que el Bachillerato en Artes en Educación Secundaria en Biología, cumple con los requisitos establecido por dicho documento a la fecha de redacción del mismo.

Sección C. Cuando hacemos referencia a National Board Standard se destacan unos estándares profesionales del maestro. Los cuales son los mismos que siguen las agencias acreditadoras.

Podemos destacar que se dividen en en cuatro áreas y cada área se subdivide en estándares.

Tal y cómo se presenta a continuación.

1. Aprendizaje y aprendizaje

a. Estándar 1 y 2: Desarrollo del aprendizaje y Diferencias en el aprendizaje

b. Estándar 3: Ambientes de aprendizaje

2. Conocimiento del contenido

a. Estándar 4: Conocimiento del contenido

b. Estándar 5: Aplicación del contenido

3. Prácticas Instruccionales

a. Estándar 6 : Assessment

- b. Estándar 7: Planificación para la instrucción
- c. Estándar 8: estrategias instruccionales

4. Responsabilidad profesional

- a. Estándar 9: Aprendizaje profesional y prácticas éticas
- b. Estándar 10: Liderazgo y colaboración

Todos y cada uno de estos estándares se alinean a los Estándares Profesionales de los Maestros en Puerto Rico (2008)

Existe relación directa entre los estándares profesionales del maestro a nivel Nacional y en Puerto Rico. Entiendo que estamos desarrollando profesionales que tienen los conocimientos y las destrezas para poder ejercer tanto en Puert

Es importante corroborar si el enfoque realizado ante esta encomienda es la correcta o requiere algún tipo de reenfoque. Cualquier recomendación la recibiré con mucho agrado. Lo importante es realizar un trabajo de calidad que cumpla con los procesos de la evaluación curricular de este campo del saber.

Queda de ustedes muy agradecida.

Dra. Dalila López Torres

**Meeting of the Curriculum Review Committee of the
Bachelor of Arts in Secondary Education in Biology**

Meeting # 3 Collaborative agreements [Thread: Minuta 19 de febrero de 2021 – CCIPC1920 \(blackboard.com\)](#)

Date: Friday, February 19, 2021

Time: 10:00 a.m.

Assistants:

Dr Miguel Mercado- Arecibo Campus

Dr. Dalila López- San Germán Campus

Prof. Wanda Ortiz- Fajardo Enclosure

Dr. Jorge Agudo- Aguadilla Enclosure

Agreements:

You should look for ways to shorten the program (decrease the number of credits), possibly by eliminating courses not essential to the profession, such as some courses in the areas of mathematics or physics, or redundant courses in content.

The EDUC 3863 (Methodology in Biology) course will be reviewed and considered to add a General Science Methodology course, for graduates who eventually serve as teachers from other areas of science.

The course requirements for certification of the biology teacher of the Puerto Rico Department of Education will be studied.

For the next meeting:

Se will have reviewed these requirements of the DEPR (Dr. López and Dr. Mercado, who have the most knowledge of this agency) and each member of the Committee will have studied for their part the sequential program and the agenda of EDUC 3863, in order to begin making decisions about it (modifications).

**Reunión del Comité de Revisión Curricular del
Bachillerato en Artes en Educación Secundaria en Biología**

Fecha: Viernes, 19 de febrero de 2021

Hora: 10:00 a.m.

Asistentes:

Dr. Miguel Mercado- Recinto de Arecibo

Dra. Dalila López- Recinto de San Germán

Prof. Wanda Ortiz- Recinto de Fajardo

Dr. Jorge Agudo- Recinto de Aguadilla

Acuerdos:

Se debe buscar la forma de acortar el programa (disminuir la cantidad de créditos), posiblemente mediante la eliminación de cursos no esenciales para la profesión, como algunos cursos de las áreas de matemáticas o física, o cursos redundantes en contenido.

Se revisará el curso EDUC 3863 (Metodología en Biología) y se considerará añadir un curso de Metodología en Ciencia General, para aquellos egresados que eventualmente ejerzan como maestros de otras áreas de ciencia.

Se estudiarán los requisitos de cursos para certificación del maestro de Biología, del Departamento de Educación de Puerto Rico.

Para la próxima reunión:

Se habrán revisado estos requisitos del DEPR (Dra. López y Dr. Mercado, que son quienes tienen más conocimiento de esta agencia) y cada miembro del Comité habrá estudiado por su parte el secuencial del programa y el prontuario de EDUC 3863, para poder comenzar a tomar decisiones al respecto (modificaciones).