

UPB



Institutional **EDUCATIONAL PROJECT**

GENERAL BOARD OF DIRECTORS

AGREEMENT CDG No.18/2023
(December 07, 2023)

Whereby the updating of the INSTITUTIONAL EDUCATIONAL PROJECT of Universidad Pontificia Bolivariana is approved

The GENERAL BOARD OF DIRECTORS OF UNIVERSIDAD PONTIFICIA BOLIVARIANA, in exercise of the powers enshrined in Article 18 (a) of the General Statutes and

WHEREAS:

- a. Within the framework of the General Statutes, the Institutional Educational Project is understood as the institutional roadmap that is constantly improved and has the active participation of the academic community: students, professors, administrative staff, graduates, and directors.
- b. Agreement CDG No.08/2016 provides that the Institutional Educational Project must be subject to a five-year review to ensure its adaptation to the institution's needs and challenges and to collect the various cultural, social, and technological transformations demanded by the environment.

RESOLVES:

1.To approve the updating of the **INSTITUTIONAL EDUCATIONAL PROJECT** of Universidad Pontificia Bolivariana with the following text:

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PRESENTATION

At Universidad Pontificia Bolivariana (UPB), the Institutional Educational Project is understood as the institutional roadmap, built and constantly improved with the active participation of the academic community: students, professors, administrative staff, graduates, directors, and allies. The Institutional Educational Project reflects the legacy of the founders and of those who have made the university's work possible with a UPB spirit, which is enhanced by the work of all and the service to society.

Collective reflection has allowed the development and transformation of different institutional commitments, such as integral education, social responsibility, entrepreneurship, integral sustainability, and care for life in all dimensions.

The Integrated Pedagogical Model, which represents a consolidated reflection on teaching and learning, is the driving force of the Institutional Educational Project and considers the diverse cultural, social, and technological transformations demanded by the environment. The Model focuses on students and their meaningful learning based on the design of enriching experiences in connection with the problems and needs of the environment and on the mediation of inspiring professors who "read the faces of their students" and thus guide the development of proposals to respond to society's challenges.

This document presents the institutional identity, the functional and process organizational structure, the basis of education in the Integrated Pedagogical Model, and the way in which the University regulates and updates its activities and philosophy.

Our higher purpose: We believe in the capabilities of human beings and in a sustainable lifestyle; we imagine and create solutions together to the challenges facing humanity and the planet.

**Believe,
imagine,
and create**



Chapter 1

Institutional Identity

Identity is expressed in the institutional name: Universidad (University), Pontificia (Pontifical), and Bolivariana. Thus, as a **University**, it is recognized as a transforming Institution that seeks the integral development of people through:

- **Integral education** aimed at building human capabilities and competencies. Human capability is defined as the potential of human beings in the domains of life, ethics, and aesthetics, and competence as the possibility of being and acting integrally in the context.
- **Teaching** as an event of meaningful learning caused by the deployment of experiential didactics; relevant, situated, and innovative curricula; and integrated, interdisciplinary, contextualized, international, intercultural, and flexible syllabi.
- **Research** as a multidimensional dialogue between knowledge that serves the management of education and the construction and transfer of innovative knowledge that solves the problems of human life².
- **Extension and social projection** as an integral accompaniment that seeks well-being, human sustainability, and social impact that benefits the healthy transformation of contexts.

As **Pontifical** University, it declares its insertion in the evangelizing project of the Catholic Church and proposes an open and integral Christian humanism in the style of the humanizing experience of Christ. From this perspective, it fosters dialogues between faith and reason, science and culture, and wisdom and knowledge

in order to recognize the integrity of life from the relational ethics of care. It is governed by the norms defined by the Holy See for the governance of Catholic and pontifical universities.

As **Bolivariana**, it is recognized as an Institution with a patriotic sense, inspired by the ideals and thoughts of Simon Bolivar, which promotes the formation of upright citizens and committed leaders who opt for freedom, justice, and peace as the foundations of fair and participatory democratic construction, which seeks inclusion, social equity, and community development in solidarity with the diverse cultural, scientific, and human expressions of the nations.

1.1 NATURE

Universidad Pontificia Bolivariana (UPB) is a private, non-profit educational institution. It was founded in 1936³ as Universidad Católica Bolivariana and declared Pontificia (Pontifical)⁴ in 1945. Constituida en persona jurídica de derecho eclesiástico y civil. It is as a legal entity under ecclesiastical and civil law. It is recognized by the Church and authorized by the Colombian State to

1.2 HISTORY

In the historical development of Universidad Pontificia Bolivariana, the following can be distinguished:

- The creation and start-up of the Institution (1936-1940). The First Statutes, definition of the physical space and the first administrative organization and the creation of the faculties of Law and Chemical Engineering and the UPB School.

¹For UPB, human capabilities are defined as the opportunities a person displays to account for actions consistent with a dignified life. The perspective from which they are thought and approached is the humanizing experience of Christ, related to the individual's fulfillment, which is possible through the search for the common good, transcendent to improve human life, the enjoyment of life, and the spirit and respect for freedom, equality, and justice. Competencies are defined as the integral performance to identify, interpret, argue, and solve contextual problems by integrating concepts and theories, attitudes and values, and procedural and technical skills. For education in competencies, UPB opts for learning to learn as the student's process of structuring and transforming knowledge through research and not as simply assimilating it. From this conception of learning, the teaching logic and didactics that make meaningful learning possible are derived.

²Experiencing in community the joy of truth and deepening its meaning and practical implications (Veritatis Gaudium 4. b).

³Norm of creation of Universidad Pontificia Bolivariana, founded on September 15, 1936, Executive Resolution No. 48 of February 22, 1937, of the Ministry of Government.

⁴The Pontifical nature is defined by the Pontifical Normative Framework: Sapientia Christiana (April 15, 1979) John Paul II. Ex corde Ecclesiae, promulgated by Saint John Paul II on August 15, 1995. Veritatis Gaudium, of His Holiness Pope Francis. Instruction "The Identity of the Catholic School for a Culture of Dialogue" (January 25, 2022).

- First development plan (1940 - 1950). Increase in the number of faculties, departments, and service units, and upgrading to Pontifical (internationalization).
- Consolidation and internal development (1950 - 1980). Strengthening of existing academic programs and the creation of new faculties to respond to the changes in the country's industrial and social development and to the transformations in the Church. During this stage, the University became a leading center of higher education, both locally and nationally. The strong dynamics of the country's economic development required the University to create new programs, which have served Colombian society since then.
- Expansion (1980 - 2004). Construction, physical development, and administrative restructuring. The beginning of the construction of branches: in Bucaramanga in 1990, in Monteria in 1995, and Palmira in 2000, representing a milestone in the University's history. Strengthening of advanced education programs (postgraduate) and research, social projection, academic extension, and intellectual production.
- Immersion in the conditions of the information economy and the development of knowledge (2004 - 2015). Strategic decision-making related to administrative management, financial investments, work for brand and Mission positioning, the consolidation of a Multi-campus University, the pastoral mission, social projection, and the assurance of the Institution's economic viability. Period of high-quality accreditation (2006), Renewal of Accreditation of the Medellin Headquarters (2010), and the Accreditation or Renewal of Accreditation of a significant number of its academic programs.
- Since 2015, the University has conducted its own self-assessment, which resulted (2018) in high-quality accreditation with a Multi-campus scope. It began a process of diversification of programs, curricular innovation, and increased networking and visibility. In this context, UPB Virtual (2016), Escuela de Verano Saberes UPB [Saberes UPB Summer School] (2018), UPBtec (2019), UPB Academy (2021), and UPB Open (2023) were created.

1.3 SCENARIOS OF INFLUENCE

Four scenarios can demonstrate the Institutional influence:

- **Academic and Research Scenario:** Related to the impact of integral education through human capabilities and competencies, the generation and transfer of knowledge, innovation, the impact of patents, and the recognition of the University at national and international levels.
- **Social Scenario:** The UPB members have left their stamp and professional vision in the public and private exercise of life in society. integral education, responsibility, and social commitment are essential characteristics of UPB graduates, demonstrated in any field of action.
- **Religious Scenario:** As an Institution linked to the Church, the University has played an important role in the formation of the clergy and in supporting theological and philosophical research and teaching.
- **Organizational Scenario:** The UPB professional participatres in the foundation, development, and improvement of organizations in different areas and sectors. The vision of the future, entrepreneurship, and commitment to territorial development and sustainability are part of the UPB seal for the world.

1.4 MISSION

The Mission of Universidad Pontificia Bolivariana is the integral education of the people who belong to it through the evangelization of culture, the constant search for truth in the teaching processes, research, social projection, and the reaffirmation of values based on Christian humanism for the good of society.

The Institution's Mission is based on:

- **Anthropology and ethics:** Living the relational dimensions of the human being with oneself, others, and nature, with a mystical attitude to respond to the experience of God, which encourages the testimony of love, brotherhood, solidarity, and justice.
- **Evangelization of culture:** It is manifested by communicating and sharing the humanizing experience of Christ, who proclaims a lifestyle from the Gospel and fosters the culture of encounter to build community, interculturality to promote the recognition of diversity in dialogue among peoples, and the construction of collaborative knowledge networks that contribute, from innovation and human sustainability, to the transformation and relevant impact of reality.
- **The search for truth:** It is guided by meaningful, multidimensional, and integrating knowledge in a permanent dialogue of knowledge, aimed at solving society's problems with a critical and proactive view to contribute to development.
- **Research, teaching, social projection, and extension:** These are missionary tasks that promote the construction of academic and scientific communities of excellence. There are education curricula based on the needs of the context, which develop meaningful learning to strengthen research and innovation attitudes and are projected, from an integral accompaniment, to transform life.

1.5 VISION

The University's Vision is to be a Catholic institution of educational excellence in the integral education of people, with ethical, scientific, entrepreneurial, and social leadership at the service of the country.

The institutional vision focuses on two aspects: integral education and educational excellence.

Integral education: This is one of the fundamental purposes of the humanizing experience of Christ. The University, as a place of meaning, guides the care of life; forms human beings that promote and foster integrity; encourages the development of human capabilities and competencies; characterizes global challenges to provide education in each of the roles of the social system: families, individuals, citizens, and professionals; and promotes an innovative attitude to face the different challenges posed by the national and international environments. The University focuses on the human and social transformation of the territories as a social commitment of the professions. Developing a professional leadership attitude through the service and promotion of collaborative, creative, and honest environments dedicated to innovative social research to address constant changes, challenges, and human vulnerabilities.

Educational excellence: It is developed in relation to the missionary tasks of education, research, social projection, and extension, and includes:

- The consolidation of a reflective and critical university that relies on teaching, research, social projection, and extension to create transformative networks.
- The management of the curriculum to develop critical thinking, a creative spirit, and an innovative attitude based on ethics, which defends the educational experience. The formation of interconnected academic communities, with the needs of the context, by their epistemological, disciplinary, and axiological tradition through a

participatory and multidisciplinary dialogue that multiplies education alternatives.

- The construction of academic and scientific communities of excellence that strengthen attitudes of innovation, research, sustainability, and projection, with an integral accompaniment that transforms life.
- Attention to social and business needs through permanent dialogue with organizations, the generation and transfer of applicable knowledge, and collaboration in constructing social policies open to the world and to the demands of human collectives relevant to the institutional mission, which favor integral human development.
- Internationalization to promote interaction, exchange of experiences, student and faculty exchange, confrontation, and recognition of academic and scientific products.
- The continuous transformation of the University with the implementation of agile and pertinent processes, in accordance with the missionary interests, integrated institutionally into a system characterized by flexibility, self-management, and educational globalization.
- Quality management and assurance for the appropriation of the values of modern organizations oriented to compliance with national and international processes and standards.

1.6 PRINCIPLES AND VALUES

Universidad Pontificia Bolivariana bases its axiological position on four principles and four values:

Principles

Recognition and respect for people without any discrimination.

The search for truth and knowledge.

Commitment to peace and care for the environment

Creativity and innovation.

Values



Solidarity



Justice



Honesty



Loyalty

The identity of Universidad Pontificia Bolivariana is the reference to guide the educational, academic, teaching, scientific, cultural, and extension activities throughout its spheres of influence. It also guides the principles that govern its administration and management strategies and activities, and quality assurance.



Chapter 2

Institutional organization

Universidad Pontificia Bolivariana has been present in Medellín since its foundation in 1936, the School in 1937, and Clínica Universitaria (CUB) in 1995; in Bucaramanga, Montería, and Palmira, with the branches created in 1990, 1995, and 2000, respectively; and in the rest of the country and the world, with the virtual campus, since 2016. It contributes to the improvement of its mission with different academic programs developed in regions and communities in the country's geographic, social, and economic peripheries.

Universidad Pontificia Bolivariana is an Institution that is present and active in the country's reality. Its headquarters in Medellín, its branches, the virtual campus, and its presence in the territories share and live the guiding principles of the human experience of Christ and promote the cultural transformation of the University, which is oriented towards a constant dynamic of knowledge construction and meaningful learning that seeks a relevant social impact on local, regional, national, and international communities.

2.1 MULTI-CAMPUS UNIVERSITY

Universidad Pontificia Bolivariana is defined as a Multi-campus University because of⁵:

- Its philosophical unity, as it shares the same values and Christian foundation in the various regions where it is present.
- Its horizon of meaning and institutional identity, which form the core by sharing the mission, vision, objectives, values, institutional principles, and the model of a teaching University with emphasis on research and innovation, as well as the General Statutes, the Institutional Educational Project, the Integrated Pedagogical Model, and the curricular approach based on human capabilities and competencies.
- Its academic structure operating in various campuses, which is formed by schools, faculties, academic programs of education for work and human development, undergraduate and graduate programs, and continuing education, institutes, and service centers.
- Its shared strategic horizon, which is shaped by combining the same thinking, direction, and strategic planning.
- Its strategic thinking that defines the social mission that the Institution intends to fulfill, as well as to respond to the University's aspirations.
- Its strategic direction and institutional projection assigned by a prospective methodology and scenario analysis that allows for defining the same Generic Strategy.
- Its strategic direction and institutional projection assigned by a prospective methodology and scenario analysis that allows for defining the same Generic Strategy.
- Its institutional government, which establishes the structure and processes through which strategic decisions are made as well as an institutional governance that defines the institutional structures and processes for university management, coordination, and execution.
- Its strategic planning, which allows the design of the same Institutional Development Plan by assuming the model of Situational Strategic Planning (PES in Spanish) and planning by scenarios and strategic lines.
- Its organizational model, which defines the structure of governance and general administration of the University, with a process management model linked to the Institutional functionality.

⁵Acuerdo CDG No. 02/2019 (18 de febrero de 2019) Reglamento Organizacional Multicampus: Estructura de Gobierno y Administración General de la Universidad Pontificia Bolivariana.

- Its common regulatory framework consisting of institutional policies and guidelines for the development of its value and support macro-processes.
- Its model of social projection and innovation adapted to the needs of the contexts where Universidad Pontificia Bolivariana is present.
- Its shared quality system based on the same concept, policies, and objectives, guaranteeing Multi-campus quality. This quality system is supported by an Integrated Management System, which incorporates different subsystems of the University, including the Internal Quality Assurance System, working with a holistic approach to the management of the Institution and ensuring continuous improvement.

2.2 ORGANIZATIONAL STRUCTURE

The University has two harmonious approaches: the systemic approach, managed by processes; and the functional approach, which is related to the positions that contribute to achieving the objectives and scope of the processes.

2.2.1 Systemic Organization

The systemic organizational structure is supported by a Process Management Model that understands the Institution holistically and integrally. Its main goal is to integrate, harmonize, and optimize the different components that make up the university system. In addition, it focuses on continuously improving its organizational practices and anticipates future scenarios through process design.

The University assumes process management as a strategy for systemic integration to manage institutional development and quality⁶. This involves an integration of the functional structure with the systemic conception of organizational processes. The systemic organizational structure, associated with the Process Management Model, establishes the organization of work at UPB based on⁷:

- **Macro-processes:** (First level). These correspond to the major structural and structuring elements that define the university's substantive functions and the support processes that support them. Macro-processes systemically contribute to the fulfillment and development of the university model defined by UPB, to the strategic objectives, and to the satisfaction of stakeholders.
- **Processes:** (Second level). They are sets of activities at a tactical level, executable in a logical, related, and connected sequence, which assimilates inputs and uses resources to transform them into results that add value to the purposes of institutional services.
- **Sub-processes:** (Third level). These correspond to the grouping of operational actions to facilitate management and meet institutional goals.
- **Axes:** Elements that are transversal to the functions of the Institution. They constitute the core of the systemic organizational structure and act as connectors of the Macro-processes.
- **Programas:** They outline lines of action and interdisciplinary work aimed at permanently improving the conditions of a process with the support of human, physical, economic, and technological resources.

⁶Universidad Pontificia Bolivariana. General Statutes. Agreement CD 16 of 2013. Medellín, September 2, 2013.

⁷In this regard, see Agreement CDG No. 02/2019 (February 18, 2019), which approves the Multi-Campus Organizational Regulations: Universidad Pontificia Bolivariana's Governance and General Administration Structure.

- **Projects:** Interrelated and coordinated activities with the purpose of achieving specific goals within a previously defined time frame. For the above, there are value partners who contribute to the process through the questions how to do better what is being done, why, and for whom it is being done.

2.2.2 Functional Administrative Organization

UPB's functional administrative organization establishes formal and hierarchical relationships and is reflected in the levels of authority, decision-making, and delegation of responsibilities of the positions. The functional structure of the Institution is based on the General Statutes⁸ that define the university authorities as follows:

Multi-campus University authorities:

- The Grand Chancellor
- The General Board of Directors
- The President
- The Vice President
- The Vice Presidents of the Headquarters
- The Deans of the Headquarters

In addition to the above, the following are authorities in the Branches:

- The Branch Board of Directors
- The Branch President
- The Branch Vice Presidents
- The Branch Deans



Chapter 3

Education - Integrated Pedagogical Model

Universidad Pontificia Bolivariana adopts the Integrated Pedagogical Model as the basis of education. It is a proposal oriented to meaningful learning; to the understanding of the student as the center of the educational process; to the structuring of the curriculum based on the needs, interests, and problems proposed by the context; to pedagogy as a scenario for reflection on teaching and the construction of personal, professional, and social meanings; and to knowledge as a contribution to intellectual, social, and ethical formation. This Model privileges the following components: learning; the student's active position in the construction of his/her own knowledge; the mediating role of the professor; and the professor–student relationship based on dialogue and guided by respect and recognition of the dignity of the other as a person.

Education is understood as the process through which people shape new ways of being within a context. The concept of education allows integrating the dimensions referring to life, ethics, and aesthetics to understand the person from their fundamental rights, the deployment of reason, and the development of rationality; relationships with oneself, others, and the other; and the construction of subjectivity in the process of human, professional, and academic education. The University intends to provide education in human capabilities and competencies based on society's requirements, seeking an appropriate balance that guarantees integral education as the most qualified purpose and the most important guideline of Universidad Pontificia Bolivariana.

3.1 FUNDAMENTALS

The Pedagogical Model of Universidad Pontificia Bolivariana is based on the following

- *The humanizing experience of Christ*, as a philosophical conception, proposes that meaningful and transformative learning must bring awareness of the care of life in all relationships: with oneself, with the community, with the environment, and with the spiritual transcendence. It starts from the recognition of freedom, dignity, and integrity of life of all people without discrimination or exclusion. It also guides the social commitment of education and knowledge and encourages intercultural dialogue, collaborative work, open communities, and promoters of freedom, justice, love, and a peaceful attitude.
- *The person*, as an anthropological conception, proposes the interaction of the education intentions in order to develop human capabilities and competencies to take on a personal project and to be committed to the construction and development of the environment and the country.
- *Pedagogy*, as the principle and guideline that allows the inspiring professor, as a mediator tutor, to enhance meaningful learning to achieve higher levels of understanding of knowledge. The above through the deployment of strategies that allow recognizing students' cognitive structures and teaching based on this knowledge to achieve meaningful learning. It is related to the concept of learning to learn, consistent with students' autonomy and active role to build personal, social, and professional meanings and to achieve qualitative changes in their thinking and understanding of what they learn.
- *Teaching*, as a promoter of meaningful learning, based on the accompaniment and development of human capabilities and competencies through an integrated, interdisciplinary, contextualized, international, intercultural, and flexible curriculum and syllabus.
- *Research*, as a multidimensional dialogue of knowledge to manage the processes of education, construction, and transfer of innovative knowledge to solve the problems of human life.

3.2 EDUCATIONAL INTENTIONS

They refer to:

Human formation, which proposes the experience of personal and professional development in all its dimensions, as a lifestyle in which knowledge becomes meaningful learning to:

- Contemplate, know, and act in the face of the realities of life from the condition of care.
- Promote the integrity of life as the epicenter of all personal, civic, and professional attitudes.
- Take on the aesthetic and ethical commitments of caring for the common home, addressing the challenges of innovation, sustainability, and technological transformations.

Social formation aimed at educating to develop human capabilities and competencies that allow critical analysis and commitment to solving social challenges. This is evidenced in the education for the construction of identity and the social meaning of knowledge, the contribution to social and human development, and respect for diversity that promotes coexistence and participation.

Academic and research education, aimed at recognizing and understanding, epistemologically and methodologically, the sciences, disciplines, and knowledge related to the object of study as a way to:

- Promote disciplinary knowledge according to the education purposes and the human capabilities and competencies to be developed with the student for professional performance.
- Link research to education and recognize research and innovation as part of the education project.

- Promote participation in scientific and technological development and artistic and cultural creation

3.3 CURRICULAR PRINCIPLES

The curricular principles that guide the Integrated Pedagogical Model are as follows:

3.3.1 Contextualization

The curriculum of each of the University's academic programs is contextualized through: i) the identification of disciplinary, professional, and education trends at the regional, national, and international levels (relevance); ii) the definition of the profession's own problems; iii) the identification of the demands of both the general context and the institutions and organizations that constitute its field of work performance; iv) the integration of the Institutional Identity to the education process and the analysis of trends in innovation, sustainability, and diversity understood as a result of the education process that creates value.

The contextualization of the curriculum guides the formulation of graduate profiles based on human capabilities and competencies. These profiles develop learning activities and experiences that foster students' ability to read, interpret, and intervene in contexts and generate problematizing questions to propose comprehensive solutions with ethical and social responsibility that are relevant, sustainable, and have an impact.

3.3.2 Internationalization

It is mediated by a framework aimed at promoting internationalization and connecting its work to diverse contexts. It requires planning, the definition of institutional policies, and the construction of strategies and indicators associated with the macro-processes at the different levels of curricular development (macro, meso, and micro) to generate integration and institutional strength.

This framework values the interaction between professors and students in a global context, as it considers its academic, research, extension, and projection products to be differentiating factors for the global positioning of the University, both for the quality of its processes and for addressing issues of global interest. Under this Institutional framework, the academic programs take as a reference for their curricular proposals the trends and state of the art of the disciplines or professions and the high-quality criteria accepted by the national and international academic communities.

This principle favors interaction with members of external academic communities. It also promotes cooperation with academic programs and institutions in the country and abroad in order to provide the university community with opportunities for mobility and academic interaction through exchange programs, international internships, missions, immersive language experiences, internships, participation in projects and activities of academic, scientific, cultural, and technological cooperation, participation in networks, and knowledge transfer. In addition, it fosters intercultural and foreign language proficiency processes through pedagogical practices that strengthen interaction through work sessions, conferences, workshops, bibliographies, and academic and scientific networks that enrich the education.

3.3.3 Flexibility

Flexibility is the capacity of the curriculum and the syllabus to offer alternatives for entry and exit into the education process. The flexible nature suggests alternative ways to discover different learning environments and times and to propose new ways of organizing the curriculum by paths, units, problems, or modules. Flexibility can also be understood as the offering of various possibilities for entry into

professional education, the development of education routes (optional courses), the wide range of elective courses, the diversification of internships (research, professional, social, educational, pedagogical, entrepreneurship, and legal consulting) and the freedom for students to organize their syllabus based on the program's directions and in accordance with institutional guidelines.

3.3.4 Interdisciplinarity

It is the capacity of the curriculum and syllabus to base the education process on various disciplines that contribute to understanding, to dialogue among knowledge, to integrating disciplinary objects aimed at understanding professional problems, and to integrating the disciplines through theoretical analysis, methods, interventions, or performances.

The University develops the transversal areas as a form of interdisciplinarity and academic strengthening. It defines them as a way of organizing the curriculum and syllabus, which allows recognizing and integrating specific knowledge with other knowledge by developing common competencies that promote flexible and interdisciplinary interaction of professions.

This aspect includes not only interdisciplinarity as the transfer of methods from one discipline to another but also multidisciplinary, as the possibility of studying a subject by several disciplines⁹ at the same time, and transdisciplinarity, recognized as the understanding of reality through the unity of knowledge of several disciplines. The dialogue among knowledge guides curricular reflections that allow graduates to develop diverse knowledge in their professional practice. Interdisciplinarity is implemented when facing problems and issues of concern to society. An interdisciplinary curriculum is understood as the critical and fruitful encounter of the different perspectives and problems that characterize the process of scientific knowledge and the need for education to assume the trends of the globalized world.

⁹GARRAFA. Multi-inter-transdisciplinarietà, complessità y totalidad concreta en bioética Volnei. Accessed 01/10/2023. Available at: <https://archivos.juridicas.unam.mx/www/bjv/libros/4/1666/9.pdf>

3.3.5 Integration

It involves the intentional combination of human capabilities and competencies to contribute to integral education. The curriculum, its components, the relationships between the subjects, and the levels of education are integrated to favor the educational processes. For Universidad Pontificia Bolivariana, integration is based on the principle of flexibility that offers education experiences aimed at satisfying the demands and interests of students through the integration of the different fields of knowledge, cycles, paths, areas, units, or courses (modules or projects) that make up the curriculum. It is developed in two ways:

- **Vertical:** It refers to the transition between levels. It is proposed as a continuous process that favors the transition from one level of education to another, based on the recognition of human capabilities and competencies in undergraduate and graduate programs.
- **Horizontal:** It refers to overcoming the compartmentalized idea of the course to move on to the study by problems, integrative projects, challenges, and projects between disciplines. This component also includes the possibility of dual program education, which enables students to simultaneously take several programs that share a number of credits and academic courses.

In summary, the integrated curriculum is understood as a education proposal that can build links in academic, disciplinary, and social contexts¹⁰.

3.3.6 Interculturality

Fostering encounters and dialogue between cultures facilitates building community life. It

declares the relational being as a constitutive element of the person. In the pedagogical model and the curriculum, interculturality allows fraternal acceptance as people in relation and provides the capacity for understanding, dialogue, and inclusion in its different manifestations¹¹.

Intercultural learning environments highlight the relational attitude of the ethics of care and foster the beauty, integrity, and self-worth of life. Culture is part of UPB's identity; it is a mode of connection, and connection, as a foundation, unites the parts with the whole since everything exists in connection, and without connection, there is nothing¹². The University is its people; therefore, this vision of culture offers completeness, clarity, simplicity, and solidity to this academic space¹³.

It is the ability to strengthen the values and meanings of universal projection, to contribute to constructing a cosmopolitan citizenship, to value the historical, cultural, and social complexity of universal human dignity, to recognize pluralism and diversity, and to interact productively with other people.

3.4 CURRICULAR INNOVATION

Innovation is defined as "A systemic, participatory, human, and cultural process based on wisdom, experience, and scientific, technological, and social knowledge to create, from education, research, and projection, new or significantly improved solutions appropriate to the context (various social sectors) for human, social, economic, and cultural transformation."¹⁴.

In relation to education, innovative curricula are those open to the environment that, through various practices, offer a different or improved form of curricular organization, new methodologies, and mediations for teaching, learning, and evaluation of the education experience; flexible syllabi adapted to the current and future needs of students and the context.

¹⁰The Basic Humanistic education Cycle generates possibilities for integration and interdisciplinarity in the undergraduate and graduate curricula.

¹¹Interculturality: the presence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect. Article 4.8 of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Accessed 01/10/2023. Available at https://unesdoc.unesco.org/ark:/48223/pf0000142919_spa

¹²JRIBE CARVAJAL, Hernando. CULTURA, MODO DE RELACIÓN. Cuest. teol. [online]. 2011, vol. 38, n. 90, pp.269-291. ISSN 0120-131X.

¹³Ibid

¹⁴General Board of Directors, Agreement CDG-01-2016.

An innovative curriculum becomes a strategy of differentiation and relevance that gives value to the education process. This is because there is a systemic view of teaching and learning in which subjects converge and internal and external interactions arise that constantly evaluate the value and relevance of education, directly or indirectly.

Innovations in education processes allow:

- Identifying the differentiated, disruptive offers that generate benefits and value attributes in the programs.
- Recognizing teaching, learning, and evaluation methodologies by analyzing professors' and students' experiences.
- Proposing approaches that emphasize the importance of learning, the student's active role, the professor's role as a mediator, and a relationship between professors and students based on respect and recognition of the dignity of the other as a person.
- Strengthening the relationship between the agents participating in the education process, referring to the relationship between students, professors, and the external sector and how this relationship feeds back into the education process.
- Integrating new spaces and channels of communication and interaction aimed at enriching education and meaningful learning.
- Recognizing, from the moment the student enters the program, the evolution of their learning and how they apply their knowledge as a graduate in their contextualized professional practice, coherent with the purposes of the Institution and the academic program.
- Strengthening the Institution's relationship with the external sector to carry out joint work that contributes to institutional growth by recognizing the context's problems and how the programs, in their

education processes, offer tools to analyze and provide possible solutions to the environment's needs.

- Generating new knowledge that will allow the programs to offer a differentiating element in their education proposals and teaching and evaluation methodologies to achieve a positive impact on student outcomes.

3.5 CONCEPTIONS RELATED TO EDUCATION

3.5.1 Conception of Professor

At Universidad Pontificia Bolivariana, the professor is seen as:

- A person with a high sense of ethics and social, academic, and research responsibility.
- A professional whose work is focused on teaching, education, research, knowledge transfer, social projection, extension, and academic administration.
- A mediator-tutor who inspires and encourages students to build human capabilities and competencies to generate a process of formation and transformation of the person, knowledge, and society, thus promoting authentic integral education.
- The professor at Universidad Pontificia Bolivariana:
 - Reflects on the knowledge, the teaching and learning of it.
 - Promotes a creative orientation of the teaching and learning processes by fostering interpersonal relationships and effective communication.
 - Encourages enriched and innovative learning environments and experiences in order to achieve meaningful learning.

- Creates relevant learning contexts for students to share diverse cultural elements, languages, codes, and knowledge.
 - Promotes learning through the appropriation and construction of knowledge in context.
 - Provides the means and methodologies for quality professional training.
 - Empowers students in the construction of their own knowledge.
- Understands that the formation work is the result of permanent contact with reality (it is not a solo experience), interdisciplinary work, experiences in diverse contexts, the incorporation of technologies into his/her daily work, and rigorous discussion with academic peers.
 - A professor who encourages and accompanies the development of progress in his/her knowledge area and profession to recognize that knowledge not only circulates in academic or scientific spaces but must be transferred to intervene in social, cultural, economic, political, technological, and other issues.

3.5.2 Conception of Student

At Universidad Pontificia Bolivariana, the student is conceived as a person:

- With previous knowledge, experiences, interests, and motivations who act as a catalyst for learning and education.
- With interest in different topics at local, regional, national, and international levels, which help him/her to reflect on the threats, problems, opportunities, and common challenges that affect humanity without any discrimination.
- Permanently focused on having an active and participative role in the learning process, centered on the

active construction of knowledge and his/her ability to relate and apply what he/she learned in real situations.

- In a continuous process of becoming, with the capacity to unfold his/her human potentialities, build culture, and base it on the idea of human dignity; develop his/her autonomy as freedom and risk, and inhabit the world as a possibility of making life an ethical and aesthetic project.
- With the ability and willingness to learn to learn in relation to the world of life, know-how, and knowledge through research.
- Able to determine his/her own learning style and strategies, be responsible for his/her decisions regarding academic and professional interests, and assume the possibility of making mistakes or error in order to reflect on and improve.
- With active and proactive participation in university life and in processes and programs of academic leadership, research, projection, strengthening, and support.
- The choice for the UPB implies a triple commitment: to be a person of integrity, a committed citizen, and a competent professional at the service of social and human transformation

3.5.3 Conception of Teaching

Teaching is understood as an intentional, quality, and conscious practice oriented towards learning (learning outcomes) and developing ethically responsible behaviors, values, capabilities, abilities, human capacities, and competencies. It is supported by designing enriched and innovative learning environments that allow interactions mediated by technologies, resources, and spaces.

Teaching is an educational exercise that mediates between developing human capabilities and competencies and specific problems. At the macro level, mediation occurs between social, economic, and cultural ideals and contexts and the new generations for the appropriation and transformation of these contexts. At the micro level, mediation occurs between the conditions of know-how, the knowledge to be taught and learned, and the concrete conditions of the subjects. This mediation includes resources and environments¹⁵ and is given in relation to the education intentions and the focus on human capabilities and competencies.

This conception of teaching understands didactics as a field that problematizes and answers the questions: What is the best way to teach to achieve learning? How to develop human capabilities and competencies in people? What evidence demonstrates learning? How do new forms of relationships influence the way of teaching and learning? In summary, the didactics' object of knowledge is the relationship between teaching and learning, and the impact of both processes on who learns and who teaches.

3.5.4 Conception of Learning

The Integrated Pedagogical Model privileges learning. There are multiple definitions, and in general terms, learning can be understood as "a lasting change in behavior or in the ability to behave in a certain way, which is the result of practice or other forms of experience"¹⁶. (Quote translated from its original in Spanish)

From the cognitive theory, it is defined as: "an internal mental phenomenon inferred from what people say and do. A central theme is the mental processing of information: its construction, acquisition, organization, coding, repetition, storage, and retrieval or non-retrieval of memory"¹⁷. According to the definitions, it can be understood that learning:

- Implies a change, that is, the passage from certain ways of behaving, understanding, interpreting the world, interacting, and resolving situations to other ways constructed based on new information and experiences from the same social practices.
- is a personal and individual process that occurs in a social context, interacting with others and environment (spaces, cultures, information, language, etc.).
- It is observed through what people are able to say, do, or demonstrate once it has occurred; that is, it is not directly observable.

The Universidad Pontificia Bolivariana has chosen to adopt the constructivist approach to meaningful learning proposed by David Ausubel who states:

*"The essence of the meaningful learning process is that new ideas expressed symbolically (the learning task) are related in a non-arbitrary and non-literal way to what the student already knows (his/her cognitive structure in relation to a particular field) and that the product of this interaction, active and integrative, is the emergence of a new meaning that reflects the substantive and denotative nature of this interactive process"*¹⁸.

As shown in the author's definition, the key to learning lies in the interaction between new knowledge and what the student already knows¹⁹.

The above is linked to the learn to learn. It recognizes the active role the student must assume to achieve qualitative changes in his/her thinking and understanding of knowledge. It allows him/her to develop process for planning, controlling, and evaluating learning by contrasting the learning results with the defined purposes.

¹⁵Davini, María Cristina. Métodos de enseñanza: didáctica general para maestros y profesores. La ed. - Buenos Aires: Santillana. 2008, p. 240; (Aula XXI) ISBN 978-950-46-1910-9. Retrieved on 01/10/2023. Available at: https://isfd112-bue.infod.edu.ar/sitio/upload/Davini_Metodos-de-en-sen_anza.pdf

¹⁶Schunk, Dale. Teorías del aprendizaje: una perspectiva educativa. Pearson Educación: Mexico, 2012. 568 p. 3. Retrieved on 01/10/2023. Available at: <https://fundasira.cl/wp-content/uploads/2017/03/TEORIAS-DEL-APRENDIZAJE.-DALE-SCHUNK-.pdf>

¹⁷Ibid, p. 22.

¹⁸Ausubel, D. P. (2002). Adquisición y retención del conocimiento: Una perspectiva cognitiva. Barcelona: Ed. Paidós, p. 122. Retrieved on 01/11/2023. Available at: <https://docer.com.ar/doc/e851e1119/Institutional document>.

¹⁹Aprendizaje Significativo. Comunidad UPB 2036: Moodle.

This conception of learning is related to the role of the professor as a trainer, who, as a tutor-mediator, offers guidance to achieve higher levels of understanding around knowledge, guides the student to become aware of his/her own learning strategies and achievements in order to develop a favorable attitude to understand, act, and self-evaluate the results and generate autonomous learning; recognizes the rhythms and learning strategies of students in relation to teaching, learn to learn, awareness of skills, and processes to address learning and decision-making. The University is understood as a pedagogical space that promotes interaction between the person and the context, recognizes the different dimensions needed to develop integral education, and seeks to enhance the understanding of the environment from the situated conditions of the disciplines.

3.5.5 Conception of Evaluation

Education in human capabilities and competencies demands forms of evaluation that emphasize not only in specific facts and knowledge typical of traditional evaluation but also contextualized performance and the integrated use of knowledge, methods, and attitudes to apply them actively, ethically, and efficiently to specific tasks. Rather than evaluating, human capabilities and competencies are assessed as a process that determines their level of development²⁰ through the collection of evidence that allows, according to pre-established criteria, to provide the student with information, strategies, and tools to understand and self-regulate his/her learning process²¹.

For the Universidad Pontificia Bolivariana, the evaluation by human capabilities and competencies is defined as a contextualized, permanent, informed, and participatory assessment process aimed at analyzing progress, establishing aspects to be improved regarding performance and suitability in terms of learning and education, and also legitimizing the level of development, in order to provide feedback and transform the curriculum.

For this assessment, it is necessary to collect evidence that allows, according to pre-established and informed criteria, carrying out monitoring and traceability of the education process to provide valid and reliable information for the regulation and decision-making of the students about their education process (feedback)²², to enable the professor to adapt his/her teaching practice, and to promote in the Institution processes of revision and updating of the curriculum oriented to improving and contextualizing the education purposes and the graduation profiles.

The evaluation of human capabilities and competencies is based on the essential aspects of learning²³, interaction, and dialogue between the agents involved in the evaluation, metacognition²⁴ and continuous improvement. The evaluation has two intentions: education and cumulative. The evaluation with education intention allows analysis processes on the learning activities or tasks, on-site and virtual, which in turn generates a diagnosis to regulate the education process; the evaluation with cumulative (summative) intention, in addition to education, allows rating the level of development of human capabilities and competencies for promotion purposes.

20It is related to receptive, resolutive, autonomous, and strategic levels of development. Tobón, S. (2017). Evaluación socioformativa. Estrategias e instrumentos. Mount Dora (USA): Kresearch, p. 98. Available at: https://www.researchgate.net/profile/Sergio_Tobon4/publication/336349659_Evaluacion_socioformativa_Estrategias_e_instrumentos/links/5d9cf8e6458515c1d3a1628c/Evaluacion-socioformativa-Estrategias-e-instrumentos.pdf

21Tobón Tobón, Sergio, Pimienta Prieto, Julio H., & García Fraile, Juan Antonio. Secuencias didácticas: Aprendizaje y evaluación de competencias. Madrid: Universidad Complutense de Madrid, 2010, p.114.

22Feedback is a practice that initially allows the professor to share information with the student about his/her level of development in human capabilities and competencies; however, it also happens that the student gives feedback on his/her professors' teaching processes or the institution's administrative-academic processes or that the institution informs the professors about their pedagogical and/or professional practices. Tania Vives-Varela, Margarita Varela-Ruiz. Pautas en educación médica Realimentación efectiva. Investigación en Educación Médica. Mexico. 2013;2(6): pp. 112-114. Available at: <https://www.redalyc.org/pdf/3497/349733227008.pdf>

23These essential aspects refer to the contents as the basis for the construction of competencies, as it is knowledge and information what students must learn and put into action. They are organized into conceptual, procedural, and axiological aspects.

24This implies recognizing the education purposes for planning the contents to be taught and learned, designing instruments and procedures, monitoring during the course of learning, and evaluating the levels of development obtained. The metacognition process enables feedback for transformation

3.5.6 Conception of Learning Outcomes

The curricular approach of the Universidad Pontificia Bolivariana, by human capabilities and competencies, is summarized in the explicit statements of what the student is expected to be (in terms of a dignified life), to know (knowledge, theories, concepts, etc.), to be capable to do (skills, abilities), and to value (freedom, relationship with others, etc.) at the end of his/her studies.

The learning outcome is the explicit statement of what a student is expected to know and demonstrate at the end of the learning process; it includes performance and seeks to identify what the student learned, which is the basis of that performance. The learning outcomes must be directly related to the program's stated graduation profile. This profile is defined according to the education intentions (human, social, academic, and research) relating to the profession's cycles and contextual problems and able to guide the development of human capabilities and competencies with their respective criteria.

At the Universidad Pontificia Bolivariana, general and specific learning outcomes are reported. The general learning outcomes correspond to variables that explain what the program expects to recognize regarding the development of the education purposes and the human capabilities and competencies defined in the cycles. The specific learning outcomes correspond to the development of the competency criteria. They are evaluated in the courses or integration of courses through projects, problems, or challenges. Evaluating the development level of human capacity and competence criteria represents a valid way to assess learning outcomes in both courses and academic programs.

3.5.7 Conception of Academic Credit

Academic credit is a unit of measurement that seeks to standardize education time in higher education so that comparability between programs and student mobility can be promptly achieved. In Colombia, an academic credit is equivalent to 48 hours of student work and includes time spent in direct supervision and independent work²⁵.

Since academic credit is a time measurement unit, the curriculum design by academic credit establishes how long it takes to train in a profession or discipline. The criteria to establish the organization and distribution of credits at the Universidad Pontificia Bolivariana for each education level are the following:

- Training intention based on the approach of human capabilities and competencies, and the development of these reflected in learning outcomes.
- The active role of the student in his/her education process.
- The work of the professor as a trainer with mediator-tutor functions.
- The referencing of undergraduate and graduate programs in the country in relation to duration, degree, and number of credits.
- The definition of credits and education levels that the University assumes according to the Colombian legal framework.
- The weekly dedication required from the student.
- The methodological and didactic design that is defined for on-site and virtual courses.
- The defined scopes in the levels of the competencies associated with the graduate profile, in direct relation to the specific fields of performance.

²⁵Decree 1330 of 2019. Ministry of National Education. Colombia.

3.6 CURRICULAR PROPOSAL OF THE INTEGRATED PEDAGOGICAL MODEL

The Universidad Pontificia Bolivariana assumes as curriculum the knowledge, experiences, and practices institutionally selected, organized and distributed over time for education purposes. The curriculum is expressed in a curricular structure, which constitutes the backbone of the formative processes since it guides the selection and organization of knowledge and practices selected for macro (cycles), meso (areas or units), and micro (courses, projects, or modules) education. They are materialized in the syllabus and are visualized in the career path, a graphical representation of the distribution of the syllabus. This structure allows:

- To assume the universal character and application of knowledge in the training process.
- To build integrated and coherent curricular structures from specific components oriented to selecting, organizing, distributing, and evaluating knowledge.
- To recognize the particularities of the global and local educational environment, the reading of the institutional context, and the conceptions presented in various documents of the University.
- To shape an Institution characterized by the search for excellence and knowledge due to research processes.

The curricular proposal is configured as follows:

3.6.1 The Selection

The selection answers the question: What are the education contents offered? They must consider the criteria of contextualization, relevance, pertinence, scientific or technological impact, social, cultural, and economic effects, and its usefulness to understand and solve real problems. Selection includes:

- The state of knowledge development in all dimensions and the basic need to introduce future professionals to the relevant aspects of science, technology, and culture.
- The articulation and interdependence between general and specialized knowledge.
- The needs arising from the various work scenarios and the competencies required for professional practice.
- The new forms of production and reproduction of knowledge and the permanent possibilities of its transfer to different practice fields.

In the selection of contents, experiences, and education practices, the following are considered:

- The **conceptual, epistemological, and contextual approach** is the perspective that the program has of the professional education process; it is defined from the dynamics of conceptual review that the academic community makes of the interests, purposes, perspectives, expectations, demands, and goals of the profession; it is based on the conceptions of person, culture, society, science, and technology, among others, as well as on the points of view about socioeconomic development, knowledge, practices, research, type of profession, education purposes, professional and graduation profiles, and the education modalities of the program.

From the above perspective, to establish the conceptual and epistemological approach, it is necessary to reflect on the following:

- The object of the discipline or profession.
- The status of the discipline or profession.
- The disciplines and methods that support and relate to the profession.
- The ethical and deontological components of the profession.

The contextual approach of the program must account for:

- The state of the discipline or profession at the national and international levels.
 - The way in which the program can meet the region's and country's needs.
 - The relationship of the program with the external and productive sectors.
 - The fields of knowledge and intervention practices of the profession.
 - The trends in professional practice.
 - The institutional guidelines.
- The **education purposes** synthesize the essential aspirations of the education process (they are an end); they are the intention to do something and states what a student is capable of being and doing at the end of the education; they describe and specify the expected effects and general purposes of the education process and promote learning and teaching for the development of human capabilities and competencies from the education cycles, articulated to the human, academic, research and social intentions.

- **Profiles** describe the set of human capabilities and competencies associated with a profession. They can be differentiated into:

- **Admission Profile:** this is related to the human capabilities and competencies an applicant must have to develop an academic program adequately. It includes the student's personal and academic characteristics when entering the formative process and those that the University can use to strengthen his/her educational development.
- **Graduation Profile:** describes the human capabilities and competencies a program graduate can demonstrate. It is directly related to the program's learning outcomes. It enables understanding the professional characteristics to assume a role and perform functions in a given context.

- **Map of Human Capabilities and Competencies:** it is the result of the selection process of the Institution's education intentions, of the program's education purposes and cycles, and of the review of the problems of the context. All of this allows establishing the human capabilities and competencies for the education process with their respective levels of development.

- **Learning Outcomes:** their formulation is the axis of a curricular proposal; their evaluation and monitoring make it possible to identify the achievements of an academic program, improvement plans, and actions required to achieve high quality.

3.6.2 The Organization

The organization is understood as a form to articulate, prioritize, and regulate the education contents. The curriculum organization is based on three curricular structures: the **macrostructure** of the cycles, the **mesostructure** of the areas or units, and the **microstructure** of the courses, modules, or projects, compulsory and free configuration: electives and education routes (elective courses), in addition to the **transversal axis of research and innovation and the articulator of information and communication technologies (ICT)**. This form of organization allows the search for flexible relationships and the reduction of knowledge isolation. It constitutes the principle of integration and the possibility of interdisciplinary work between the education contents

- **Macrostructure. Cycles**

The cycles define the objects of human, social, and scientific education and the human capabilities students are expected to build. They include interrelated, simultaneous, and alternating stages, which enable integral education and development of human capabilities.

The following cycles have been established for undergraduate education:

- *Basic Cycle of Humanistic Formation.* Made up of the humanistic formation and the languages of life, aesthetics, and ethics, it fosters and develops caring attitudes from a planetary consciousness, brotherhood, solidarity, and human sustainability.
- *Basic Disciplinary Cycle.* It seeks a solid scientific education that accounts for the epistemological constitution of the sciences, disciplines, and knowledge on which the education is based.
- *Professional Cycle.* It trains in the distinctive aspects of the profession, in the recognition of its context, and

the possible fields of expertise.

- *Integration Cycle.* This cycle is designed to allow the student to define a education path within the range of postgraduate education possibilities.

The following cycles have been established for postgraduate education:

- *Basic Cycle of Humanistic Formation.* It is a privileged space to promote ethical reflection on the professions based on interdisciplinarity and contextualization of learning.
- *Disciplinary Cycle.* It aims a deeper understanding of the theories, concepts, and procedures of a field of knowledge or a related area on which a discipline, profession, or occupation is based.
- *Research Cycle.* It is structured in two moments. First is research education, which seeks to develop human capabilities in and for research according to the purposes and scope of each level of advanced education. Second is the research exercise; this emphasizes problem-solving, the generation of new understandings and methodologies, and scientific and technological knowledge.

- **Mesostructure. Areas or Units**

It is the intermediate structure in which the areas or units that gather and organize the main education content are delimited. The programs are free to choose the number of areas or units that make up their syllabus, considering institutional parameters and those specific to the professional field.

- An **area** is understood as a space demarcated according to specific education purposes; it refers to a prioritized classification, grouping, and integration of contents in line with the program's education purposes. They are organized based on the education and performance areas of future professionals.
- An education **unit** is a way of organizing content into a set of knowledge and problems. In them, the education contents' relationship is of interdependence rather than hierarchy. The unit seeks the globality and integrality of knowledge, theories, and practices; it promotes interdisciplinarity and syllabi integration.

- **Microstructure. The courses**

This is the most concrete structure of the curriculum; it includes courses and other education experiences, which are understood as the most basic level of generalization. They define the competence criteria and their levels of development.

Courses are understood as a unit of time that articulates knowledge and practices around problems, specially organized to develop the academic education process. The "course" category includes all learning experiences created at the University, such as modules, seminars, projects, laboratories, and internships.

As part of the mesostructure and microstructure, the development of integrative projects of modules, paths, and courses is proposed as a curricular strategy that allows a structured, interdisciplinary, and progressive analysis of a challenge, a situation, or a problem, and which offers pertinent solutions .

to the context needs, and recognizes the development of competencies integrally and progressively so that the student applies the knowledge learned and recognizes the importance and usefulness of his/her learning in the labor field and the environment. It is a teaching, learning, and evaluation strategy oriented to the approach, analysis, and solution of problems related to professional practice, which impact the lives of people, communities, and territories.

The **education paths** are an articulated set of courses seeking to strengthen human capabilities and competencies to deepen and specialize knowledge around professional problems. The elective courses, which integrate the training routes, may revolve around the theoretical foundations of a knowledge field or a practice field and the definition and application of a method, procedure, or strategy in understanding and solving professional problems; they constitute a curricular space for updating, deepening, and integration of knowledge. They favor the thematic deepening of the contents developed during the training process and guide the student's choice according to the specific route he/she wishes to follow in his/her training process²⁶.

- **Transversal and Articulating Axes of the Curriculum**

- **The transversal axis of research and innovation** is linked to the education and transformation processes, emphasizing the dimension of thought development, which aims to strengthen those cognitive skills associated with learn to learn, problem-solving, critical thinking, communication, critical and reflective reading, production of ideas, analysis, and reflection on the consequences of one's actions.

²⁶Optional courses should not be confused with elective courses. Elective courses are those that the University offers to students and that can be taken in the University Basic Cycle and any Academic Program. They constitute a variety of institutional alternatives from which to choose. The student chooses from the Basic Cycle of Humanistic Formation areas and the institutional offer. Optional courses contribute to the development of the graduation profile and electives add value according to the students' needs and preferences.

Research has particular purposes linked to studying methodical and methodological processes for exploring, describing, analyzing, and constructing knowledge. Additionally, it includes activities that involve the student in the significant practice of research, which immerses him/her in a real experience to put into practice his/her formative process.

Innovation acquires value in the context of the Universidad Pontificia Bolivariana due to the constructed knowledge's capacity of generating social and human transformations. This is based on the valuation of the appropriation and the social, cultural, and economic impact that are recognized in the actions, facts, and activities that produce changes in behaviors, attitudes, and social practices, assuming transformations in them to solve problems, deficiencies, needs, or expand possibilities.

- **The articulating axis of Information and Communication Technologies** (called ICT axis) refers to the technology-communication-education relationship. It is constituted in the conceptual framework for understanding the processes of mediation and interaction in the educational environment. The starting point to place communication in this relationship is understanding that its object is human bonding.

of learning experiences that move away from conventional notions of time, information availability, varied and convergent languages and resources; these characteristics impact the inquiry and research processes, reading and writing forms, and teaching and learning ways.

Similarly, the development of digital competencies has become a critical issue that transcends the articulation of the curriculum. Digital technologies in communication, learning, and technology-communication-education relationship would not be effectively mediated without their development, as they include, for example, the use of online search tools, the ability to critically evaluate information on the web, the ability to work with specialized applications, the ability to use online learning platforms, and to collaborate and communicate effectively in virtual environments.

3.6.3 Distribution

According to the Integrated Pedagogical Model, the distribution of curricular contents conceives the education times based on the specific requirements demanded by the education in a field and not from the subject to rigidly established time periods: years, semesters, trimesters, among others. This time is designed according to the academic credits and previous knowledge required to complete the education courses or experiences successfully.

The academic credit conception is linked to the notion of time for teaching and learning. It is articulated with the distribution of content as it defines specific requirements for education in a discipline or profession, student promotion, and completion of studies according to the curricular flexibility criteria and the student's possibilities.

In order to distribute credits, there are some previous references based on historical organization, teaching methodologies, modality, level of education, and spaces planned and structured to favor the development of student autonomy, leading to processes of understanding, analysis, and discussion that, in turn, transcend the receipt of information and generate a reflection based on contextualized performances that promote continuous improvement and meaningful learning.

At Universidad Pontificia Bolivariana, the work by academic credit:

- Encourages student autonomy to choose training activities that respond directly to their personal interests and motivations.
- Adjusts the education process's pace to the individual differences of the students.
- Stimulates academic units to offer new and varied educational activities and produce new pedagogical modalities.

- Facilitates different access routes to professional education and, in this way, intra- and inter-institutional, national or international student mobility. encourages exchange, transfer, and homologation processes.
- Enables education in different scenarios and geographic spaces, improving future professionals' personal, institutional, social, and economic conditions

The time of direct supervision with the professor and independent work is justified in relation to the modality, the level of education, the type of course or education experience, the methodology of the program, and the intended student outcomes. The relationship between supervision time and independent work time responds to the conceptions of teaching, learning, professor, and student; stimulates curricular innovation and continuous improvement of academic quality; promotes reflection on the time and type of activities for learning and the achievement of learning outcomes; and facilitates the recognition of education activities by other higher education institutions in national or international contexts.



Chapter 4

**SELF-
REGULATION
AND
CONTINUOUS
IMPROVEMENT**

The Universidad Pontificia Bolivariana is self-regulated by the Integrated Management System (SGI in Spanish), which, attached to the General Directorate of Planning, seeks to intervene through permanent self-evaluation of the Institution's different processes. Its objective is to integrate an institutional system of various proposals, actions, and work teams that develop self-evaluation processes in different areas and with different methodologies that serve articulation.

The concept of self-regulation has a humanistic orientation based on autonomy, responsibility, and commitment within a management framework aiming to achieve process quality. Self-regulation is conceived as a reflective process aimed at generating autonomy and decision-making capacity according to institutional goals; it includes the development of the capacity to act in an integrative and consensual manner and the assurance of institutional quality.

This System is based on the following internal references: the General Statutes, the Institutional Educational Project, the Institutional Development Plan, the Systemic Organizational Structure, and the Institutional Foresight. It is supported by the context analysis, the Institutional information systems, national and international indicators and standards, internal and external evaluation reports, and on regulatory and regulations references or mechanisms of the Ministry of National Education, state information systems, state tests, guidelines, and self-evaluation guides the Institution and of the academic programs.

Internal and external regulation must facilitate the critical review of the University, its history, the paradigms that support it, and its articulation with society. In the organizational context, institutional self-evaluation and self-regulation processes are integrated with a global management vision that includes people, interactions, processes, resources, and results.

The Integrated Management System at Universidad Pontificia Bolivariana uses self-evaluation as a process characterized by being systematic, capable of responding to the organizational structure of the University; integral, covering all institutional processes; dynamic, operating according to the feedback provided; permanent, oriented to the continuous achievement of high levels of institutional quality; formative, that allows understanding and redirecting processes and makes possible the institutional learning in the perspective of strengthening and improving the quality of processes aiming at autonomy; participatory, requiring the commitment and sense of belonging of every single level of universities.

The Internal Quality Assurance System (SIAC-UPB in Spanish) is linked to the SGI. Consistent with the Ministry of National Education, the SIAC guides and promotes at Universidad Pontificia Bolivariana the achievement and renewal of qualified registrations and the accreditation and renewal of high-quality institutional accreditation. It promotes the implementation and monitoring of improvement plans and their articulation with the Institutional Development Plan, as well as the generation of a culture of quality assurance and permanent self-evaluation for undergraduate and graduate academic programs.

Given the responsibility assigned to the University to contribute to education of people, the regulation system must provide the basic elements of the structure for monitoring and control of the value, support, and strategic processes, which account for the reflective dialogue between regional and national peers to undertake integrative and complementary actions; a reflective process aimed at generating autonomy and decision-making capacity according to the institutional goals; the capacity to act in an integrative, consensual, and supportive manner; efficiency in all operations (value, support and strategic), reliability and

timeliness of information; timely monitoring of the Institutional Development Plan; and institutional quality and compliance with laws and regulations.

Self-regulation is possible to the extent that the results of the self-evaluation processes are articulated with the Institutional Development Plan through the incorporation of improvement and/or strengthening actions derived thereof and the allocation of resources in the academic and administrative fields; also, if self-evaluation education processes are developed that related with conceptualization, technical qualification, and methodological processes to generate a culture of institutional self-control and monitoring that transforms the self-evaluation results into management indicators



Chapter 5

INSTITUTIONAL FORESIGHT

The Universidad Pontificia Bolivariana plans its long-term development (10 years) based on prospective-strategic exercises. For its medium-term (3 years) and short-term (1 year) strategic and tactical management, it uses the methodological guidelines of Situational Strategic Planning (PES in Spanish) and the identification of future, trend, and desired scenarios.

The University projects the institutional work and performance with mandatory achievements called strategic lines: institutional identity, integral education, value creation, and integral sustainability, and based on effective management, it is possible to achieve major strategic goals.

The purpose to consolidate and maintain, in all organizational dimensions, its teaching model with emphasis on research and innovation at the national level and to enable the results of the institutional performance to impact the international context over time is stated. The development of the variables that make up the model (teaching, research, and innovation) is supported by the planned development and growth of the Institution at the national level, organized based on a unified and periodically monitored strategy.

The development of **quality teaching** is based on the conceptions of the Integrated Pedagogical Model and the approach of human capabilities and competencies; as well as, on the well-being that facilitates meaningful learning through reflective, strengthening, and health-education experiences, management of emotions and relationships, academic and professional performance, and artistic and sports talents. It also considers necessary to qualify the expertise of professors in the human, disciplinary, research, technological, and pedagogical areas to establish formative relationships and generate meaningful learning that contribute to the contextualization, relevance, and coherence of academic environments and to develop reflection and innovation processes aimed at transformation.

The emphasis on **research** is based on research education and scientific research. The first seeks to develop research skills in students with differential developments according to the levels of education; offers the students education experiences related to disciplinary, research, and relational (networks-communities) aspects; articulates research to the curriculum in the conceptual, contextual, and pedagogical aspects; supports the participation of students in relationship strategies (research networks and scientific communities), and guarantees the originality, relevance, and rigor of the research process. Scientific research works in the articulation of research with the thematic lines of focus, in the consolidation, unification, and strengthening of human, technical, and technological capacities of scientific structures; in the generation of knowledge oriented to provide solutions to challenges; in the development of transfer projects related to national, regional, and local problems or challenges; and the conduction of research and consultancy through agreements and contracts with the environment's social actors.

The emphasis on **innovation** is based on the importance given to knowledge and experience for its development, application, and innovative use; to the innovation process (systemic, participative, human, and cultural) and co-creation with the different social environments; to its implementation, and to the evaluation of its impact.

To consolidate UPB as a teaching institution with an emphasis on research and innovation with an integrated pedagogical model focused on learning and recognized research to generate and transfer knowledge; an institution with an innovative and sustainable organization and nationally and internationally competent and competitive; an institution for social and human transformation; based on the values of Christian Humanism and UPB Ideals.

Generic Strategy UPB

ARTICLE 2: To carry out a five-year review of the Institutional Educational Project to guarantee it meets the needs and challenges of the Institution.

ARTICLE 3: This Agreement applies throughout Universidad Pontificia Bolivariana as of the date of issue and repeals all contrary provisions.

To be released and fulfilled.

Given in Medellin on the seventh (7th) day of December of two thousand and twenty-three (2023).

Padre Diego Marulanda Díaz
PRESIDENT

Dora Alba Gómez Giraldo
SECRETARY



UPB

UPB in Colombia:

Medellín - Bucaramanga - Montería - Palmira



@UPBColombia

www.upb.edu.co

