



Curriculum Affairs Manual
English Version

2025-2026

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Introduction

Universidad del Sagrado Corazón (Sagrado) is committed to providing transformative learning experiences that are aligned with its mission, the demands of the professional environment, and accreditation and licensing requirements.

This Manual defines the processes and documents necessary for curriculum development, including the creation or modification of courses, new programs, curriculum revisions, and the closure of academic offerings. Its purpose is to ensure a relevant, excellent education based on the results of student learning assessments.

The Curriculum Affairs Manual supersedes any previous policies or procedures, including A-13- 210-GS (Protocol for the Development of New Programs), A-16-2010-GS (Institutional Guide for Academic Program Review), A-17-2013-PRS (Standards and Procedures on Curricular Matters), and A-34-2020-RS (Guide for the Development and Revision of Syllabus). For inquiries, please contact the Vice Presidency for Academic Affairs (VPAA)

Creation of new programs

This section describes the process, required documentation, and roles of the units involved in the creation of new programs, in compliance with the requirements of the institutional governance bodies and the Puerto Rico Board of Postsecondary Institutions.

Initial consultation with the Office of the Provost

Authorization to begin the creation of a new program is granted by the Provost or Vice President for Academic Affairs.

It will be the responsibility of the academic Deans to submit a concept paper to the Provost with the following information:

1. **Benchmarking:** Provide detailed information on similar or equivalent programs in Puerto Rico, the Caribbean, or the United States, including number of credits, modality, and other relevant aspects that contextualize the proposed program in relation to existing offerings.
2. **Demand data:** Present evidence demonstrating whether the program has been requested in recruitment activities or identified in market studies, specifying the profile of the student body it targets.
3. **Professional growth opportunities:** Include data that supports the potential for development in the profession or discipline addressed by the proposed program.
4. **Alignment with the mission:** Explain concisely how the program aligns with Sagrado's mission and how it contributes to strengthening it.
5. **Complementarity with current faculty:** Evaluate the availability of faculty to teach the program's courses, describe the required qualifications, and propose a plan to address any gaps between current capacity and future needs.

6. **Necessary resources:** Detail the technological, infrastructure, and faculty development resources required, specifying teams, software, physical space, possible fees, recruitment needs, training, and any other resources essential to ensuring the program's success.

After analyzing these aspects, the Provost will present the concept to the University President. If approved, the preparation of the proposal will be authorized.

Preparation of the proposal

The following sections describe the components of a proposal for a new academic offering. Once completed, the Dean will forward it to the Assistant Vice President for Curricular Development for review. Upon approval by the Provost, it will be sent as a charge to the Academic Board's Curriculum Committee.

a. Program title and academic level

Indicate the name of the program in Spanish and English, specifying the academic level: Technical Certificate, Associate Degree, Professional Certificate, High School Diploma, Post-High School Certificate, Master's Degree, Graduate Certificate, Doctorate, or Postdoctoral Certificate. You must also indicate the category within the academic level— for example, Bachelor of Arts (BA), Bachelor of Science (BS), Master of Arts (MA), Bachelor of Business Administration (BBA). If the level requires modification of the Puerto Rico Board of Postsecondary Institutions license or MSCHE accreditation, the Vice President for Academic Affairs will handle the necessary paperwork.

b. CIP Code

The Classification of Instructional Programs (CIP) of the National Center for Education Statistics classifies fields of study and disciplines. The Dean must request the CIP Code from the Registrar's Office.

c. Modality and academic term

Indicate whether the mode of instruction will be face-to-face or distance learning. As a rule, at Sagrado, we use the term semester for undergraduate programs and quarter for graduate programs. Request the duration of the academic program in weeks from the Registrar's Office, according to the current Sagrado calendars.

d. Total credits

Indicate the total number of credits for the program, following the credit hour policy established in the current Undergraduate and Graduate Catalog.

e. Program description

The program description, in Spanish and English, should be clear, concise, and audience oriented. Avoid abstract, redundant, or general language. Indicate the educational objective, the skills and knowledge that graduates will acquire, the methodology or distinctive features of the educational experience, and what sets it apart from other programs in Puerto Rico. Limit the description to 1,000 characters, including spaces.

f. Admission requirements for the program

The institutional admission requirements of the Undergraduate and Graduate

Catalog in effect at the time of writing the proposal will apply. However, specific requirements may be proposed for each program. The Dean will be responsible for defining these requirements and developing an operational plan that includes the units and roles involved, the flowchart, and the dates for each stage.

g. Specific graduation requirements

The graduation requirements of the Undergraduate and Graduate Catalog in effect at the time of writing the proposal will apply. Graduate programs may include additional requirements, such as comprehensive exams, research, or theses, which the Dean will define. In the case of degree exams, a guide must be provided, and for theses or dissertations, a manual must be provided.

h. Curriculum design

The curriculum design must include, in table format, the number of credits for each component. At the undergraduate level, the standard components are general, institutional, concentration, and exploration requirements. Credits for general and institutional requirements may only be modified with the approval of the Provost. At the graduate level, the standard component is the specialty requirement. At both levels, the integration of a core requirements component may be proposed, consisting of courses shared with other related academic programs that provide a fundamental basis for a discipline (e.g., business administration, natural sciences, social sciences, humanities, fine arts).

Curriculum design table template (undergraduate program)

Component	Number of credits
General requirements	39
Institutional requirements	24
Concentration	
Exploration	
Total	

Curriculum design table template (graduate program)

Component	Number of credits
Specialization requirements	
Core requirements (if applicable)	
Total	

i. Curriculum sequence

The curriculum sequence, also known as the Study Plan, indicates the number of courses and credits for each component of the curriculum design. You must provide the document in the current institutional format, available at [this link](#). Please note that you must request the codes for new courses, as well as for existing courses that have undergone changes in their title or number of credits,

from the Registrar's Office. The Registrar's Office will also provide the program classification.

j. Graduate profile

Complete the template at [this link](#). Once the proposal is complete, and before submitting it, you must discuss it with the Academic Researcher assigned to Academic Affairs. During this discussion, you will receive recommendations on the proposed alignments, which will influence the design of the assessment plan.

k. Laboratories or physical spaces

Any space that requires special infrastructure or equipment will be considered a laboratory. If the program includes a laboratory, the Laboratory Manual must be attached, using the template available at [this link](#) as a reference, and [the Puerto Rico Board of Postsecondary Institution template](#) must be completed with a description of the specific equipment. The selection of these spaces must be approved by the Office of the President.

l. Technological infrastructure

Use the description provided at [this link](#). If the program requires additional resources, add the information in this section. The Dean must consult the selection of specific programs or equipment with the Office of Information Technology and Integrated Technologies (ITI) to validate that the identified tools meet the technical purpose and that the institution's systems infrastructure has the capacity for their installation.

m. Databases

The Dean must ask the library director to complete the template at [this link](#), indicating the databases that support the academic offering. They must also provide the expiration dates for each database. If there are subscriptions that expire before the program begins, the library must provide evidence of renewal or acquisition in cases where they are new.

n. Work plan for setting up the modules in Canvas

This plan applies only to distance learning programs. It must include courses that require assembly using the curriculum sequence and indicate the date when the assemblies will be ready using the template provided at [this link](#). To submit a new program application to the Puerto Rico Board of Postsecondary Institutions, the courses corresponding to the first six months of the academic offering must be assembled in Canvas. The Dean must contact the Senior Manager of Pedagogical Innovation to establish the work plan for the assemblies and the assignment of an instructional designer.

o. Regulated occupations

Indicate whether the academic offering corresponds to an occupation or profession regulated by law in Puerto Rico. If so, provide the number and title of the applicable law and/or regulations.

p. Practical courses

Indicate whether the offering requires practical courses, such as immersions, co-ops, or internships. If so, include the requirements, evaluation method, and other relevant elements in the syllabus. Also attach letters of agreement with the practice centers. You can consult [this link](#) for an example of the sections that should be included.

q. Thesis requirement

If applicable, provide the Thesis Manual using the template at [this link](#).

r. Faculty

Provide an updated CV for each professor affiliated with the program. It will be the responsibility of the Dean to validate that the CV provides the following information:

- Name and surname(s) as they appear on the diploma
- All academic degrees completed at the higher education and postgraduate level, specifying the following information for each degree: academic level (technical certificate, associate degree, bachelor's degree, master's degree, doctorate, postdoctorate), specialty or discipline, academic institution, and year of completion.
- Official recognition must be provided if academic degrees were completed outside of Puerto Rico and the United States.
- Professional experience related to the field of study or course to be taught, including place of employment, position or academic rank, length of service (in years), and area of specialization or main function.
- List and evidence of professional credentials, certifications, and licenses.
- In the case of distance learning programs, it is mandatory to indicate in the CV that you have certification in distance education and provide the corresponding evidence.

s. Courses

The table below must be completed including all concentration courses. Add as many lines as necessary. Information on general and institutional requirements at the undergraduate level will be provided by Academic Affairs. Remember to provide the official syllabus for each course proposed in this section.

Code	Course title	Course mode	Classification	Instructor
	Indicate the full name of the course	Distance / In person	Core (shared courses) Program-specific) Elective (Exploration) General (General Education)	Indicate one or professors whose CVs have been provided

Approval by the Board of Trustees

Once the Academic Board approves the program proposal, the Provost will submit it to the Board of Trustees' Academic and Honorary Degrees Committee for approval. At this stage, a budget prepared by the Assistant Vice President for Academic Operations (VPOA) must be included, using the template available at [this link](#). It will be the responsibility of the Dean to request the preparation of the budget from the VPOA. This budget, based on the proposal and enrollment projections validated by the Vice President of Integrated Communications and Admissions, must cover a five-year projection.

Submit the new academic program to the Puerto Rico Board of Postsecondary Institutions

It will be the responsibility of the Provost or his or her delegate to submit the proposal for the creation of the new offering to the Puerto Rico Board of Postsecondary Institutions.

Actions once the program is approved

Once the program is approved by the Puerto Rico Board of Postsecondary Institutions and its certification is issued, the following actions must be taken:

Responsible unit	Task	Additional details
VPAA	Send the certification of the new program to the corresponding units.	The Assistant VP for Curricular Development will share the new program certification with the Registrar's Office, Integrated Communications, Academic Unit, Academic Advising, Academic Operations, Operations, and IT.
VPAA	Kickoff meeting with the relevant units.	The Assistant VP for Curricular Development will coordinate a kickoff meeting with the relevant units to discuss the work plan for implementation prior to the start of the new academic offering.
Registrar's Office	Create the new academic offering in the system.	The Assistant VP for Curricular Development must share the approved documents.
Integrated Communications	Define promotion and marketing strategies. Update the website, promotions, and informational brochures.	The Dean and the Provost must provide input.
Operations	Preparation of physical spaces.	The Dean and Academic Operations provide follow-up and necessary information to Operations to complete any physical space preparation for the new program within the specified time frame.
IT	Purchase and/or preparation of technological equipment.	The Dean and Academic Operations provide follow-up and necessary information to IT to complete any technological preparation for the new program within the specified time frame.
Dean and faculty	Preparation of the evaluation plan.	The Dean and faculty members draft the documentation required for input and approval by the Academic Researcher.
Academic Managers and VPAA	Updating of syllabi and curricula in a folder defined by the VPAA and on the portal.	Managers must share the final documents with the Assistant VP for Curricular Development.
Academic Managers and VPAA	Update the information that goes into the Institutional Catalog.	Managers must provide the information reviewed with the VPAA for inclusion in the Institutional Catalog.
Deans, Admissions Office, and Academic Advising	Orientation for Admissions and Academic Advising teams.	The academic unit in charge of the program provides detailed guidance to the Admissions and Academic Advising teams.

Curriculum reviews

This section details the procedure and documentation required for curriculum reviews, the purpose of which is to update the content, technological tools, and/or graduate profile of an active program. These reviews should be based on the results of student learning assessments and industry or discipline trends or developments. They should not exceed 50% of the specialty credits; otherwise, it will be considered a new program.

The process begins with the approval of the Provost. To do so, the Dean must submit a justification explaining the reasons for the review and the aspects of the program that will be addressed, including updated data on enrollment, retention, and persistence, an analysis of similar programs at other institutions, and opportunities for growth under the proposal. After obtaining the Provost's authorization, the Dean and faculty will prepare the documentation required for review and approval by the Assistant Vice President for Curricular Development.

Considerations for curriculum review proposals

1. **Check whether the program objectives have changed, as well as the graduate profile:** If there are changes in the program objectives, the course syllabi must be updated to ensure that these changes are reflected in the concentration courses. The updated graduate profile statement must also be submitted using the template provided by the Puerto Rico Board of Postsecondary Institutions. There is a link to the template in the new programs section. The map and assessment exercises must also be updated for review and approval by the Academic Researcher.
2. **Updates to syllabus:** Review whether changes need to be made to the course description, content, or competencies. You should also check whether adjustments need to be made to the assessment and course references.
3. **Name, credit, or code changes in courses:** If the curriculum review includes changes to course names, credits, or codes, the syllabus must be updated. To do this, use the course change or modification workflow through the portal.
4. **Adding or removing courses:** There may be recommendations to add courses that strengthen the concentration component of the program or to remove others that are not relevant to the student's education or where the topics covered are covered in other courses. Once the curriculum review has been approved, the Dean must work with the Registrar's Office to update the portal and the syllabi.

The following actions are not part of a curriculum review to be notified to the Puerto Rico Board of Postsecondary Institutions, but rather minor internal changes to the program. The Dean authorizes these changes.

1. **Updating the bibliography and references section:** You can ask library staff for assistance.
2. **Review of programmatic or institutional competencies:** If there are changes to the assessment plan, notify the Academic Researcher and update the assessment documents and activities.
3. **Modification of assessment activities:** Notify the Academic Researcher and

Pedagogical Innovation and update the required documents.

4. **Adding or removing units from the course:** The syllabus must be updated and the Blueprint in Canvas must be reviewed to ensure that it is aligned.

Required documentation:

1. **Curriculum revision proposal:** The proposal must include a justification for the changes and identify each one throughout the document.
2. **Updated curriculum:** Use the template provided by the VPAA.
3. **Table of changes:** The Dean must complete the template at [this link](#) and describe the proposed changes to the program. This table includes courses that are being added to the program, those that are being replaced, and those that are being removed. A brief description explaining the reasons for the proposed change is also provided.
4. **Updated syllabus:** Ensure that all changes mentioned in the proposal and in the table of changes are reflected in the syllabus. Academic Managers must share them with the VPAA for the respective update in the internal files and on the portal.
5. **Graduate profile statement:** Include the updated sheet if there have been any changes.

Once the proposal and required documentation have been reviewed by the Assistant VP for Curricular Development and approved by the Provost, they are forwarded to the Academic Board's Curriculum Committee for discussion and approval. Once the full Academic Board approves the curriculum review, the VPAA submits the required documentation to the Puerto Rico Board of Postsecondary Institutions and reports the change.

Moratoriums on academic programs

The inactivation, discontinuation, or elimination of an academic program is the result of a thoughtful and planned decision by the academic leadership of the institution. As established in Article 30, section 30.1 of Chapter 6 of Regulation 9272 of the Puerto Rico Board of Postsecondary Institutions, placing a program on moratorium entails a significant change to the institution's license.

The following process will be followed to determine a moratorium:

1. At the end of each academic year, the Dean or Provost will request from Data Management an analysis of enrollment, retention, and graduation patterns for academic programs with a new cohort of 20 students or fewer, or a total enrollment of 70 students or fewer. In addition, Integrated Communications and Admissions may be asked to provide an analysis of market opportunities, and the program faculty may be asked to provide a report on the program's alignment with Sagrado's mission, the school's vision, program innovation and quality, public impact, and the local, national, and international standing of the faculty and student body, as well as scientific or creative output.
2. In discussion with the President, the Provost will recommend whether a

curriculum review of the program, a strengthening of co-curricular aspects, or specific marketing and positioning strategies are appropriate, or whether a moratorium is appropriate.

3. If the decision to impose a moratorium is made, the Provost's Office will submit a proposal to receive recommendations from the Academic Board and subsequently submit it to the Board of Trustees.
4. Once the Board of Trustees has approved the moratorium, the Provost's Office will submit the relevant documentation to the Puerto Rico Board of Postsecondary Institutions.

Actions following notification of a moratorium

The following actions must be taken when the Puerto Rico Board of Postsecondary Institutions is notified that a program has entered a moratorium:

1. Effective date: The Provost will notify the relevant units when the moratorium on academic offerings will take effect.
2. Update to the Institutional Catalog: Academic managers will be responsible for providing the Assistant VP for Curricular Development with the information to be updated in the Institutional Catalog.
3. Impact on students: The Dean will notify active students in the academic program in writing of the moratorium decision. The notification must explain any impact on active students.
4. Notification to the university community: The Provost will issue an official notification of the program change to the entire university community.
5. No new admissions will be accepted to these programs. Integrated Communications must update all promotional materials and update the university website.
6. The Dean, together with Academic Advising, must monitor the progress of active students in the program that was placed on hold to ensure that they follow the Academic Progress Standards and to determine the required concentration course schedule.
7. No automatic readmissions or changes in classification to these programs will be granted until the Dean reviews the student's academic record.

Articulated Programs

Sagrado promotes collaboration with other institutions of higher education that foster enriching experiences and unique opportunities for its students. This section describes the process for establishing collaborations with other institutions with which Sagrado is interested in designing an articulated program.

Articulated programs are primarily intended to offer attractive and innovative academic alternatives to students. Some benefits that may be pursued through articulation with graduate programs at other institutions include:

1. Opportunity for students to combine an undergraduate program at Sagrado with a graduate program at another institution.
2. Shorten the time it takes to complete both degrees, resulting in financial savings.

3. Possible admission interview slots for Sagrado students applying to the graduate program.
4. Possibility of a discount or waiver of the graduate program application fee.
5. Possibility of access to scholarships and financial aid to cover graduate studies available as part of the agreement.
6. Other possible benefits.

Deans are primarily responsible for identifying opportunities for collaborative agreements that include the option of articulated programs. Using up-to-date information on the student body enrolled in their academic unit, as well as market information and the endorsement of the Provost, who in turn will inform the President, the Dean may initiate discussions to explore the possibility of articulated programs.

Once the Dean identifies potential partners and begins discussions to determine the type of program both institutions are seeking, he or she will discuss the draft joint program proposal with the provost. This draft should include information such as:

1. Justification for the articulated program, including enrollment, retention, and graduation rate data.
2. Projected number of Sagrado students who may benefit.
3. Draft curriculum that includes the total number of credits to be taken at Sagrado and at the collaborating institution.
4. Recommendations from the Registrar's Office regarding course codes and program classification.
5. Admission, reclassification, and transfer requirements for the articulated program. These requirements must be validated by the Registrar's Office of both institutions.
6. Determine financial aid conditions in conjunction with the Financial Aid teams of both institutions.

If an already approved program that is active in Sagrado's academic offerings is used as the base program, the articulated program proposal does not have to go to the Academic Board. With the approval of the Provost, the Director of Strategic Projects will work with the Dean to handle the administrative aspects related to the signing of the collaboration agreement.

With the final documents, the VPAA submits the notification to the Puerto Rico Board of Postsecondary Institutions.

Creation of minor concentrations

Sagrado's academic project promotes the integration of knowledge and disciplines through a robust offering of minor concentrations. Minor concentrations allow students to explore other disciplines with offerings ranging from 12 to 16 credits.

The following guidelines must be considered for the creation of minor degrees:

1. Ensure that the courses included in the minor concentration range from Level I

to Level IV.

2. Consider whether including certain prerequisites limits students from programs other than the minor concentration from declaring it.
3. When preparing a new program, explore whether a minor concentration proposal can also be submitted.
4. Consider including minor concentrations in programs with low enrollment to attract more students.

The procedure for creating a minor concentration is the same as outlined in the section on creating new programs. The proposal submitted must include: a description of the minor concentration, a justification for offering it, and the courses with their codes, titles, and credits.

Once completed, the Dean will share the proposal with the Assistant Vice President for Curricular Development for review, after which the proposal will be sent to the Provost. Once authorized by the Provost, the proposal will be downloaded as a charge to the Academic Board's Curriculum Committee.

Guide for developing and reviewing a syllabus

This guide facilitates the development of course outlines based on competency-based curriculum planning and provides uniform criteria for faculty members involved in teaching at both the undergraduate and graduate levels at Sagrado.

A syllabus is the official document through which Sagrado defines the knowledge, skills, attitudes, and values that a student will develop because of their educational experience in a course. This document represents the institution's commitment to the student, serving as a guide for the teacher to meet the objectives and assessment strategies established in the course they teach. In addition, the syllabus includes key information about the purpose of the course, its academic weight (credits/hours), prerequisites, content, teaching-learning strategies, and necessary resources.

Syllabi are valid for a maximum of five years or according to the institutional cycle or policy for reviewing academic programs. All changes to syllabi must be certified by Academic Affairs. It is recognized that some academic programs may have specific requirements to be included in the syllabi according to the relevant accrediting agencies. These particularities will also be certified by the VPAA.

Basic components of the syllabus

I. Header

The header identifies the institution with the official Sagrado logo and the name of the academic unit, if applicable.

II. General information

These identify the course within a specific curriculum and academic program.

A. Title

1. The title should be short and directly related to the course description. Its full wording in Spanish should not exceed 120 characters, including spaces between words; in English, it should not exceed 100 characters.
2. The title should be easy to abbreviate to 26 spaces so that, even when abbreviated, it clearly indicates the nature of the course. These abbreviations will be used for documents such as curricula and course sequences. To this end, all main words in the full title should be abbreviated; prepositions and articles should be omitted. In Spanish, the first letter of the title should be capitalized. In English, all words in the title begin with a capital letter (e.g., Modern and Contemporary Art Styles by Mod. Contemp. Art).

B. Coding

The course code will consist of a three-letter capitalized Alpha code and a numeric code. The Alpha code corresponds to the established code (acronym) for the main subject of the course or the program offering it (e.g., MAT for a mathematics course). The numerical code will be assigned by the Registrar's Office and must be related to the academic level of the course (100, 200, 300, among others) in the curriculum or study plan of the program to which it belongs (e.g., MAT 100).

C. Prerequisites

Courses or other conditions that students must have passed to enroll in a course that requires prior knowledge, to be provided within the context of the program, to achieve learning of new content, are identified. Courses at the 200, 300, and 400 levels must specify prerequisites. If this component does not apply, the following text must be included: *N/A*.

D. Credits

The following policy establishes the institutional framework for the assignment of credit hours at the undergraduate and graduate levels of Sagrado. It is published in the official Undergraduate and Graduate Catalog to ensure clarity, consistency, and compliance with academic standards and accreditation requirements. The policy defines the academic expectations for credit-bearing courses, laboratories, clinical practicums, and remote learning modalities, specifying the relationship between direct instructional time and student work outside the classroom. Its purpose is to provide transparency to students, faculty, and external stakeholders regarding the allocation of credit hours across different instructional formats.

- **Courses:** One credit is equivalent to 1 hour of direct contact and 2 hours of work outside the classroom for an approximate period of 5 weeks in a semester or academic term. Therefore, a 3-credit course will have 45 contact hours.
- **Laboratories:** One credit equals 2 contact hours per week for approximately 15

weeks for a total of 30 hours per semester or academic term.

- **Clinical practicum:** One credit equals 3 contact hours per week for approximately 15 weeks for a total of 45 hours per semester or academic term.
- **Credit hours for a remote course (hybrid or fully online):** Will be allocated based on the principles previously mentioned. The discussion of the syllabus contents, both synchronous and asynchronous didactic activities, the interactivity between student-student, student-teacher, student-content.

III. Course structure

A. Description

In a single paragraph, explain the nature of the course (regular or seminar, laboratory, practicum, or internship) and briefly outline its general ideas and characteristics. All descriptions must include:

1. Main subject matter covered in the course
2. Course focus and organization
3. Methodology to be used in the course
4. Target audience
5. General objective of the course

The description should be written using verbs in the present tense. If applicable, the link to any of the following institutional projects should be indicated in a sentence:

1. Library
2. Communication Center
3. Professional Experience Center (SAGRADO CAREERS)
4. Collaborative Innovation Center (NEEUKO)
5. Language Lab
6. Community Link
7. Sofía Center
8. Element 360
9. Entremedios
10. Creative Technologies Studio (StudioLAB)
11. Art Gallery
12. Internationalization
13. Multimedia
14. Television and Radio Unit (Radioactiva / Radiorama)
15. Other

B. Justification

The justification is the rationale for the course. It is the section that explains the course's contribution to the development of the academic program's graduate profile. It presents the reason why the course is offered and consists of an explanation of the course's relevance to professional training and the development of the academic program. The justification answers the question: Why?

C. Competencies

This section specifies the institutional competencies that students will be able to develop in the course, according to the curriculum map of the academic program. A competency is the ability to apply what has been learned in a context (educational, work, professional or personal development). Competencies are not limited to cognitive aspects (use of theories and concepts) but also include functional aspects (skills, techniques), interpersonal characteristics (social and organizational skills), affective aspects, and ethical values. A student can develop a competency in different courses with different objectives. Competencies must be tailored to the current assessment process. Institutional competencies must be validated with the Academic Researcher. This section of the syllabus is preceded by the following premise (the wording is adjusted to singular if there is only one competency):

The course develops the following competencies in the student:

1. _____
2. _____

D. Objectives

The objectives express what the student will have achieved by the end of the course. They are listed in the syllabus and are formulated: in line with the program's goals and philosophy, institutional goals and objectives; in relation to the content; and in relation to institutional academic projects. There should be a minimum of 3 and a maximum of 6 objectives per course. The sequence of objectives should correlate with the thematic sequence of the course. The objectives must be preceded by the following premise:

At the end of the course, the student will be able to:

1. _____
2. _____
3. _____

The verbs in the objectives must be in the infinitive form (ending in -ar, -er, -ir).

E. Contents

This is the structured set of major topics covered in the course. The content provides a detailed outline of the units, topics, and subtopics that will be covered. Each thematic unit should be divided into subtopics. The outline structure requires two to three levels, which should appear in scales, as shown below:

I. Level 1

A. Level 2

1. Level 3

F. Methodologies

As part of the 2019 curriculum review, Sagrado declared that active learning is the

methodology adopted by the institution. Therefore, the syllabus must reflect the strategies and techniques specific to this methodology, which are consistent with the competencies, content, and level of the course. This section of the syllabus is preceded by the following premise: *The following strategies from the active learning methodology are recommended: _____.*

Some examples of active learning methodologies that can be integrated into syllabus are:

- *Project Oriented Learning* -POL
- Project-Based Learning - PBL
- Ideation-Validation-Development-Execution/Application-IVDE
- *Research-Based Learning (RBL)* / Aprendizaje basado en investigación (ABI)
- Collaborative Learning (AC)
- Case Method - CM
- *Challenge Based Learning* - CBL / Learning based on challenges
- ABR or ABDe
- External practices - PE
- Problem-based learning - ABPro
- *Design Thinking* - DT / Design Thinking
- Service-based learning - ABS
- Phenomenon-based learning - PBL
- Entrepreneurship projects or agile methodologies for project management - SCRUM, KANBAN, CANVAS

Some examples of active learning strategies that can be integrated into the syllabus are:

1. *Flipping classroom*
2. *Gallery walk*
3. *Gambling*
4. *Role playing*
5. Immersion experiences or *place-based learning*
6. Strengths, opportunities, weaknesses, threats (SWOT)
7. Discussion, forums, debates, colloquiums, or panels
8. Practical training or internships
9. Seminars
10. Simulations
11. Laboratories
12. Programming exercises
13. Other

If the course is part of a special project, the methodologies must be consistent with it. In these cases, the following sentence will be included: *This course participates in the strategies of the project [name of the project]: [strategies], [strategies], [strategies].*

G. Evaluations

The evaluation criteria are used to determine the student's academic performance in the

course. As established in Certification 02-01 of the Academic Board, a minimum of four evaluations is administered during each academic session for all courses. For this purpose, six assessment categories have been formalized. The faculty in charge of designing a syllabus will decide the weight of each category, for a total of 100%.

Categories	Weight range
Compositions	5 - 30
Oral presentations	5 - 30
Partial assignments	5 - 40
Project or exam (final)	10 - 30
Immersion experience	0 - 30
Participation	0 - 30

Below are the categories with their definitions, ranges, and examples of evaluation activities that can be carried out in each one:

Compositions		
Definition of the category	These are all written activities carried out to demonstrate, practice, inform, describe, or apply new knowledge or experience.	
Assessment weight range	5-30	
Types	Reflective essay (reflection, reflective journal, <i>one-minute paper</i>)	A short writing activity usually done in class. In this type of composition, the student responds to a question posed by the teacher, which encourages reflection on the lesson or topic of the day. Recommended for courses at level 100 and above.
	Review or critical commentary	Short writing activity in which something is evaluated, such as a book, movie, play, or restaurant, among other things, and an opinion is expressed about it. Recommended for courses at level 100 and above.
	Argumentative essay	Writing activity that requires students to research a topic and establish a concise position on it. Includes bibliographic references. Recommended for courses at level 200 and above.
	Monograph	A methodical and comprehensive written work on a topic. It is based on research. It is longer than an essay. Includes bibliographic references. Recommended for courses at level 200 and above.
	Laboratory report	Writing activity to inform, describe, and/or analyze an experiment in laboratory that explores a scientific concept.
	Other	Creative texts (comic strips, illustrated stories, concrete poems, short stories, narratives) Script or screenplay production (radio, TV, <i>podcast</i> , film) Web and periodical texts

Oral presentations	
Definition of the category	These are all activities carried out to present or explain a topic to a group. They require preparatory tasks or activities to achieve a final product. The teacher

	determines whether it is an individual or group activity.	
Assessment weight range	5	
Types	Reflective essay (reflection, reflective journal, <i>one-minute paper</i>)	A short writing activity usually done in class. In this type of composition, the student responds to a question posed by the teacher, which encourages reflection on the lesson or topic of the day. Recommended for courses at level 100 and above.
	Presentation or oral report with support technological	Activity in which you are asked to in advance of the student to prepare for speaking in front of a group on a topic of using visual material visual
	Speech	Activity in which a message is expressed through linguistic elements with the purpose of influencing a target audience.
	Other	Performance Demonstrations Audiovisuals Recitation Reading aloud Reporting Videos with <i>voice-over Pitch (collaborative)</i> <i>Self pitch</i>

Partial assignments		
Definition of the category	These are all activities carried out as part of a course or to complete a final project or assignment. They may be individual or collaborative, as determined by the instructor.	
Assessment weight range	10-40	
Types	Case studies	Type of research that focuses on exploring a situation to distinguish how the elements that comprise it work.
	Exercises	Activities carried out individually or in groups to reinforce new knowledge. They are usually short in length or duration and take place inside or outside the classroom
	Midterm exams	Formal assessment of cumulative or segmented content
	Discussion forums	A meeting place for several participants to exchange opinions on a topic. It takes place in both real and virtual spaces.
	Tests	Questionnaires with questions (open or closed) that are created on specific topics and used to guide or reinforce knowledge. E.g., reading comprehension, guided observation
	Other	Artistic expressions Research proposal Guided observation Programming exercises

Project or exam (final)	
Definition of the category	Depending on the nature of the course, the instructor will choose between a project or a final exam.
Assessment weight range	10-30

Types of experience	<p>Final exam – Formal assessment of the last content of a course or of all the content discussed in it.</p> <p>Project – Individual or collaborative task that is planned and executed in several parts or stages.</p>
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Immersion experience	
Definition of the category	Depending on the nature of the course, these are all activities carried out to complete the learning experience with experiences lived in a specific real, symbolic, or virtual environment.
Assessment weight range	0 - 30
Types of experience	<p>Internships</p> <p>Professional internships Community internships Clinical practice Laboratories</p> <p>Exchange trips Field visits</p>

Participation	
Definition of the category	Refers to the voluntary action of getting involved and participating in any type of cognitive activity because of a learning process. This group activity consists of gathering information, solving problems, contributing, and exchanging ideas and points of view about a situation. It varies according to the nature of the course.
Weighting range	0 - 30
Participation rates	<p>Class attendance</p> <p>Participation in class activities: exercises, labs, teamwork, coordinated meetings</p> <p>Participation in online forums</p>

Evaluation strategies must be consistent with the conceptual framework of the academic unit and program, as well as with the course objectives. Other techniques and products that can be used for assessment include the following:

Concept mapping, brainstorming, plans, graphic organizers, tables, infographics, graphs, flowcharts, annotated bibliographies, board games, *collages*, comic strips, illustrated stories, concrete poems, calligrams, pictograms, crossword puzzles, jigsaw puzzles, dioramas (3D), exhibitions, drama, monologues, experiments, fables, glossaries, posters, brochures, cards, pamphlets, research papers, theses, guided readings, portfolios, logs, letters, magazine articles, magazines, news reports, immediate written reactions, application exercises, questioning methods, problem solving, musical compositions, interviews, surveys, notes, bibliographic notes, pictorial dictionaries, instructions, audio recordings, videos, mapping, performance tests, focused lists, KWL charts

H. Assessment of learning

Different strategies will be used to assess the development of the institutional competencies that have been identified for each course in the academic program's curriculum map. The instrument to be implemented is the learning assessment rubric, established by the faculty and endorsed by the Academic Researcher. In this section of the syllabus, only the following sentence is written: *The institutional assessment rubric*

is applied to the core activity of the course.

I. Bibliography

Include the educational materials that will be used for the activities, the achievement of the course objectives, and the development of student competencies. They must be up to date, no more than five years old from their publication or production, unless they are classics in the discipline or there is no recent publication/production. Consideration should be given to the application of this criterion in accordance with the disciplines. Use the APA format, in its most recent version, which is the institutional standard, when writing all resources included in the bibliography, the APA format, in its most recent version, which is the institutional standard. When choosing resources, consider diverse media and materials designed for university students. They should be classified by category, as applicable to the course: textbook, required readings (journal articles, newspapers, videos, and other resources), and electronic resources.

See the list of examples for bibliographic references in the document Essential Style Elements of the *American Psychological Association (APA)*, 7th edition, via the library page <http://biblioteca.sagrado.edu/>

The supplementary bibliography will be included in the course matrix or syllabus. At the end of this section, the syllabus should include the following text: *You can find more information resources related to the course topics on the library page* <http://biblioteca.sagrado.edu/>

J. Special notes, warnings, or necessary clarifications

Syllabus must include the following notes:

- **Reasonable accommodation.** For detailed information on the process and required documentation, please visit the appropriate office. To ensure equal access, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, any student who needs reasonable accommodation or special assistance must complete the process established by the Vice President for Academic Affairs.
- **Academic Integrity.** This policy applies to all students enrolled at the University of the Sacred Heart to take courses with or without academic credit. A breach of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who violates the policy on honesty, fraud, and plagiarism is subject to the following penalties: a grade of zero on the assessment and/or repetition of the seminar work, a grade of F(*) in the seminar, and suspension or expulsion as established in the Academic Integrity Policy document effective November 2022.

In research courses, the following statement must be included: This course may require students to perform tasks related to the research process, such as obtaining informed consent or assent, administering instruments, conducting interviews, observations, or

focus groups, among others. These tasks are part of an academic exercise, and the information collected will not be shared with third parties or disclosed in settings other than the classroom with the professor teaching the course. All students and faculty who will interact with human subjects as part of their research practice must be certified in research ethics by the *Collaborative Institutional Training Initiative (CITI Program)*.

K. Copyright

The following text and year are included after the special notes: *Copyright | Sagrado | (year)*