

Syllabus¹
[Course Name]

A. General Information²

1. Academic Unit	Put the School name					
2. Program	Put the program name					
3. Code	Put the code for the course					
4. Location in the curriculum	Semester, Year					
5. Credits³	Indicate credits					
6. Type of course	Mandatory		Elective		Optional	
7. Duration	Bimonthly		Semi-annual		Annual	
8. Modules per week	Theoretical		Practical		T.A.	
9. Class hours⁴	Classes		Teaching Assistance			
10. Prerequisites	Put the course name					

B. Contribution to the Graduate's Profile

The course (course name) forms part of the XXX and is intended to (describe the course), thus teaching the following generic and specific competencies: XXX

¹ If the school is making a change to an existing program, it must be careful about the changes to be made since changes in content, learning outcomes might affect the graduate's profile and the relationship between courses.

² In points 6 and 7, use an X to mark the choice.

³ Follow the "Credit Assignment Instructions" issued by the Office of the Vice-President of Undergraduates of UDD.

⁴ The total number of hours per academic period. Take into account the hours defined in the curriculum for the Program and any changes.

C. Competencies and Learning Outcomes from the Course

Define the competencies taught by the course and learning outcomes from the course.

Use the following table to explain this:

Generic Competencies	General Learning Outcomes
Competency Name	
Competency name	
Specific Competencies	

Major aspects:

1. Ensure that the name of the competency is the official one. Please see the UDD Educational Project.
2. There is no minimum or maximum number of general Learning Outcomes, but be sure that the outcomes are consistent with the competencies and can be proven to be “general,” including the learning outcomes that are described in letter D.
3. Draft the Learning Outcomes on the basis of the UDD configuration described in “Guide for writing learning outcomes.”⁵
4. Learning outcomes are not required for each competency because one Learning Outcome may be the result of more than one competency.

D. Units, Content and Learning Outcomes

The information in the following table must be provided:

Units and Content	Competency (Name)	Learning Outcomes (by unit and specific/generic competency)
<p>Indicate each of the units and the respective content that will be addressed in the course.</p> <p>For Example:</p> <p>Unit 1: Cardiovascular System</p> <ul style="list-style-type: none">- Heart- Veins- Arteries	<p>Competencies are defined horizontally, consistent with the Learning Outcomes.</p> <p>(Use the competencies mentioned in item B and C)</p>	<p>Provide a description indicating what the student can do (and does) with what he “knows.”</p> <p>For example:</p> <p>Analyses the parts of the Cardiovascular System from the observation of macromodels</p>

Major aspects:

1. Learning Outcomes do not need to be for each competency or content because one Learning Outcome may be the result of more than one content and/or one competency.

E. Teaching Methods

⁵ This document will be provided by the CID Curricular Assistance Unit.

Name and briefly describe the method selected to ensure that students achieve the expected learning outcomes and competencies.

Major aspects:

- 1. Ensure that the methods selected are integrated so that students develop the competencies defined in the program.*
- 2. The selected teaching methods must be consistent with the guidelines that the program has proposed promoting.*

F. Evaluation

Name and briefly describe the procedures that will be used to evaluate learning outcomes and competencies gained from the course.

Major aspects:

- 1. Ensure that the evaluation methods selected are integrated so that students develop the competencies defined in the program.*
- 2. The selected evaluation methods must be consistent with the guidelines that the program has proposed promoting.*
- 3. So that programs are effective for as long as possible, it is recommended that no percentages be used in evaluations since it is very likely that they will be changed or revised from time to time. The evaluation percentages and any other elements, such as delivery dates of work, explanations of tasks, activities, etc., must be included in the course calendar.*
- 4. Any attendance requirement for the course must be indicated here.*

G. Learning Resources

- ✓ *Reading Materials: texts, magazines, articles and notes, sites supporting the main subjects of the course. A main and supplemental list can be used.*
- ✓ *The internet, websites and web platforms, to name a few.*
- ✓ *Other resources.*

Aspects:

- 1. We suggest reviewing whether the pertinent Reading Materials for the course are available at the UDD Library (<http://biblioteca.udd.cl/>) at the respective campus.*
- 2. Check the number of resources to be included in the “Mandatory” and “Supplementary” sections. In defining the number, the program should take into account point 1, but also whether the course is annual, semi-annual or bimonthly and the corresponding credits. This information can be used to delimit and justify including more or less resources in the course.*

3. *It is key for each program to define regulations on references and citations (APA, Vancouver, MLA, etc.).*